



# St Margaret's-at-Cliffe CP School

## Home Learning Class 6

Hello class six! Well done for completing your first week of home learning in lockdown this term and welcome to week 2. The superstars at Twinkl have allowed teachers to share their resources with pupils at home for free. Any resources that I have used from Twinkl this week can be accessed by clicking [this link](https://www.twinkl.co.uk/go) <https://www.twinkl.co.uk/go> and entering the 6-digit pupil PIN code: RN9316. (If you are using Internet Explorer, you might find it is not fully compatible so I have given each individual lesson its own PIN, which you can find within each lesson below.) Then you should be able to open and use the PowerPoints and worksheets as we would in class. Please do get in touch if you have any difficulties in accessing these. Please note that there is no expectation on you to be printing everything out at home. If you want to, that is fine but if you do not have access to a printer or ink, you can use the activities on the screen and write into an exercise book. These are available from the school shed if you do not have one at home. It has been wonderful to see all of the learning you have been completing at home. Please do continue to email me daily in the usual way at [c.class6@st-margarets-dover.kent.sch.uk](mailto:c.class6@st-margarets-dover.kent.sch.uk)

Miss Brett

Class 6 11 <sup>th</sup> Jan	Monday 11 <sup>th</sup> January	Tuesday 12 <sup>th</sup> January	Wednesday 13 <sup>th</sup> January	Thursday 14 <sup>th</sup> January	Friday 15 <sup>th</sup> January
Vocab Ninja	A new word of the day on each PowerPoint screen – starting with Shinobi words for years 5/6. These can be found in PowerPoint or pdf format <a href="#">here</a> . You should write the word, write the definition and use the word in your own unique sentence. You can also look at the synonyms, antonyms, prefixes and suffixes associated with the word and see if there are any others you can find.				
SPAG	<p><u>Spelling:</u> <u>WALT: know the difference between the 'cial' and 'tial' suffixes.</u></p> <p>Think of some words that end in either 'cial' or 'tial' e.g. facial and partial.</p> <p>Complete the grid below. You will need to think of the root word, the definition and why you think it is 'cial' or 'tial'.</p> <p>You might like to use a dictionary or an online dictionary to help you with the root word or the definition.</p>	<p><u>PaG</u> <u>WALT: differentiate between simple past and simple present tense verb endings</u></p> <p>Within the past, present and future tenses there are different types. There can be simple, progressive and perfect verb tense endings. Today we are going to focus on simple.</p> <p>Look at the PowerPoint <a href="#">here</a> and enter PIN RN9316. (If on Internet Explorer, enter the PIN: DR7081). Focus on screens 1-5 today. Complete the spin the wheel activity on screen 5.</p>	<p><u>Spelling</u> <u>WALT: know the difference between the 'cial' and 'tial' suffixes.</u></p> <p>Did you manage to spot the rule on Monday? Watch the video <a href="#">here</a>, which shows you the rule and explains the exceptions to the rule.</p> <p>Look at the 'cial' and 'tial' words in the grid below and use the spelling rule to attempt to learn how to spell these words today.</p>	<p><u>PaG</u> <u>WALT: identify the present perfect verb tense endings</u></p> <p>Look at the PowerPoint <a href="#">here</a> and enter PIN RN9316. (If on Internet Explorer, enter the PIN: DR7081).</p> <p>Focus on screens 6-9 today, which give details on the present perfect tense.</p>	<p><u>Spelling</u> <u>WALT: know the difference between the 'cial' and 'tial' suffixes.</u></p> <p>Recap the spelling rule for 'cial' and 'tial'.</p> <p>Ask a grown up or family member to help to test you on the spellings from Wednesday.</p>

<p>English</p> <p>For the PDF of Charlotte's Web click <a href="#">here</a>.</p> <p>For the YouTube chapters click <a href="#">here</a>.</p>	<p><u>WALT: retell a well-known story</u></p> <p>Think back to what you read last week in chapters 6 and 7. You will be retelling the story in the role of Wilbur. You should start from the point in the barn at which Wilbur learns of his fate.</p> <p>Today, work through chapters 6 and 7 to create a story map from this point. This will help you to retell the story tomorrow.</p> <p>You could start with 'One afternoon, when Fern was sitting on her stool, the oldest sheep walked into the barn'.</p>	<p><u>WALT: write for a range of purposes (short story)</u></p> <p>Today you will be using your story map to retell chapters 6 and 7 from the point at which Wilbur learns of his fate.</p> <p>You will be writing in role as Wilbur which means:</p> <ul style="list-style-type: none"> <li>- This should be written in first person e.g. 'I'</li> <li>- You should think about how you, as Wilbur, might talk and which words you might use.</li> <li>- Think about how the other characters would react while you were panicking.</li> <li>-</li> </ul> <p><b>Read chapter 8 before the next session.</b></p>	<p><u>WALT: develop ideas for writing, drawing on reading and secondary sources</u></p> <p>Read chapter 9.</p> <p>Focus on the parts where we learn about Charlotte's anatomy and her web building. Tomorrow you will be writing an information text about spiders. Today you will be researching to find information.</p> <p>Think about how you can organise your research into paragraphs.</p> <p>e.g. Introduction to spiders</p> <ul style="list-style-type: none"> <li>- The anatomy of a spider</li> <li>- How a spider builds its web</li> <li>- Different types of spiders</li> </ul> <p>You might like to think of your own headings.</p> <p>You might find these websites helpful:</p> <ul style="list-style-type: none"> <li>- <a href="#">Kidzone</a></li> <li>- <a href="#">School run</a></li> <li>- <a href="#">DK find out</a></li> <li>- <a href="#">Mocomi</a></li> </ul> <p>If you have access to information books about spiders at home, you could look in these too.</p>	<p><u>WALT: write for a range of purposes (information text)</u></p> <p>Today you will be using the research you did yesterday to write your information text all about spiders.</p> <p>Think about how to organise and present your writing including using devices that structure text and guide the reader e.g. heading, bullet points and underlining.</p> <p>When writing an information text, you should ensure you use subject-specific vocabulary as this makes you sound like an expert! I have found a spider word bank which you could make use of <a href="#">here</a>.</p> <p>You can include pictures or drawings too if you would like!</p>	<p><u>WALT: respond to questions about a text to demonstrate understanding</u></p> <p>Log on to Twinkl <a href="#">here</a> and enter PIN: RN9316. (If on Internet Explorer, enter PIN: US8276). You will need to find the reading comprehension called 'Celebrating the NHS'.</p> <p>When you open it, you will find there are three different levels of difficulty, as shown by the 1, 2, or 3 stars on the bottom. When we do these in class, I always choose the three stars for all of us! But the choice is yours.</p> <p>If you want to choose the 3 star activity, the text begins on page 15, the questions are on p18-19 and then answers are on p20-21 so that you can self-mark afterwards.</p> <p><b>Read chapters 10 and 11 of Charlotte's Web before Monday's lesson.</b></p>
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<p>Maths</p>	<p><u>WALT: recap and understand decimals up to 2dp</u></p> <p>We will be learning about decimals this week. Watch the video <a href="#">here</a>.</p> <p>Complete the true or false activity <a href="#">here</a>. Can you explain why you think it is true or false?</p> <p>Download the worksheets <a href="#">here</a>.</p> <p>Answers can be found <a href="#">here</a> so that you can self-mark. Let me know how you get on!</p>	<p><u>WALT: recap and understand thousandths</u></p> <p>Watch the video <a href="#">here</a>.</p> <p>Complete the true or false activity <a href="#">here</a>. Can you explain why you think it is true or false?</p> <p>Download the worksheets <a href="#">here</a>.</p> <p>Answers can be found <a href="#">here</a> so that you can self-mark. Let me know how you get on!</p>	<p><u>WALT: use and understand decimals up to 3dp</u></p> <p>Watch the video <a href="#">here</a>.</p> <p>Complete the true or false activity <a href="#">here</a>. Can you explain why you think it is true or false?</p> <p>Download the worksheets <a href="#">here</a>.</p> <p>Answers can be found <a href="#">here</a> so that you can self-mark. Let me know how you get on!</p>	<p><u>WALT: multiply by 10, 100 and 1000</u></p> <p>Watch the video <a href="#">here</a>.</p> <p>Complete the true or false activity <a href="#">here</a>. Can you explain why you think it is true or false?</p> <p>Download the worksheets <a href="#">here</a>.</p> <p>Answers can be found <a href="#">here</a> so that you can self-mark. Let me know how you get on!</p>	<p><u>WALT: divide by 10, 100 and 1000</u></p> <p>Watch the video <a href="#">here</a>.</p> <p>Complete the true or false activity <a href="#">here</a>. Can you explain why you think it is true or false?</p> <p>Download the worksheets <a href="#">here</a>.</p> <p>Answers can be found <a href="#">here</a> so that you can self-mark. Let me know how you get on!</p>
<p>Topic AM</p>	<p><u>Music:</u> <u>WALT: know the history of music – the baroque period</u></p> <p>Look through the PowerPoint to find out information about the Baroque period of music. This can be found <a href="#">here</a>. Remember to enter the PIN: RN9316. (If on Internet Explorer, enter PIN: KU0648).</p> <p>Can you show me what you have learned? It is up to you how you choose to present it.</p>	<p><u>Big Life Journal</u> <u>WALT: be unique</u></p> <p>Complete chapter 2 below.</p> 	<p><u>PE (for those in school the hall is free for Y6 9-9.30)</u></p> <p><u>WALT: complete varying types of rolls with increasing accuracy.</u></p> <p>Warm up your body.</p> <p>How many of these rolls can you do at home? <a href="#">These cards</a> break down the steps to ensure that you are completing the rolls correctly and safely.</p> <p>You can also <a href="#">click here</a> to view each of the rolls on video. Create your own cool down.</p>	<p><u>PE (for those in school the hall is free for Y6 10-10.30)</u> <u>WALT: stay fit and healthy</u></p> <p>Choose one type of physical activity of your choice that you can do at home to keep fit.</p> <p>It might be:</p> <ul style="list-style-type: none"> <li>- A bike ride with your family</li> <li>- Playing football or tennis in your garden</li> <li>- Just Dance</li> <li>- More gymnastics</li> <li>- <a href="#">Joe Wicks</a> (Live on Mondays, Wednesdays and Fridays but lots on his YouTube channel) You might have even better ideas.</li> </ul>	<p><u>RE WALT: understand how Muslim people build their community, the Ummah, by following their Prophet.</u></p> <p><i>The Prophet Muhammad (peace be upon him) is a very important figure in Islam. Whenever Muslims write his name, they write 'peace be upon him' afterwards and this can be shortened to pbuh. Even if you are not a Muslim, you should say/write pbuh after you say/write his name as a sign of respect to Muslims.</i></p> <p>Watch <a href="#">this clip</a> to find out about the Prophet Muhammad (pbuh) Find the PowerPoint <a href="#">here</a> and enter PIN code RN9316 (IE PIN: TM2539) to find out about mosques, which are Muslims' place of holy worship.</p>

					<p><b>TASK:</b> Think about:</p> <ul style="list-style-type: none"> <li>- Why mosques are special to Muslims?</li> <li>- How do you think people show respect to the Prophet Muhammad (pbuh) at the mosque?</li> </ul> <p>You can present your findings in whichever way you would like.</p>
Topic PM	<p><u>Science</u> <u>WALT: be able to recognise living things that have changed over time.</u></p> <p>Our science for this term is Evolution and Inheritance. Watch <a href="#">this clip</a> to refresh your memory on fossils.</p> <p>You are going to be thinking about how fossils can show you evidence that they are living things that have changed. <a href="#">Watch this clip.</a></p> <p>Visit <a href="#">this site</a> and look at the fossils. Think about how you think they are evidence of living things changing. <b>TASK:</b> Choose two of the fossils you like and sketch them into your book. Write a small amount of information to explain what they are, where they have come from and how</p>	<p><u>Art:</u> <u>WALT: develop sketching and shading skills</u></p> <p>I would like you to choose a window in your house that you can sit next to and recreate the view (or the classroom windows if you are in school today)</p> <p>Think about making your drawings look true to life by adding shading and shadowing.</p> <p>Do try to add detail and focus on your artistic skill. Take time over it.</p>	<p><u>ICT</u> <u>WALT: design and write a more complex program</u></p> <p>Last week you began planning your own game using a timer and a score pad on Purple Mash. I would like you to continue with this this week please. If you finish, you can spend some time exploring some of the other games on Purple Mash.</p> <p>The 'How to' guides are included below if you need them.</p> <p>Please email me if you need to know your Purple Mash login details.</p>	<p><u>French</u> <u>WALT: ask and answer questions in the context of distances</u></p> <p><a href="#">Click here</a> to download the Twinkl lesson pack for today. Enter PIN: RN9316. (IE PIN: QK5180)</p> <p>You should work through the Lesson Presentation PowerPoint and then complete the worksheet, which you can find in the Resources folder. There are three (one star, two star or three star) to choose from depending on how much you want to challenge yourself!</p>	<p><u>PSHE</u> <u>WALT: work out the steps we need to take to reach our goals</u></p> <p>Think about the goals you set last week. Look at the totem pole template (see below)</p> <p>Goal – This should be your goal and how you will know you have achieved it e.g. Goal: to improve my handwriting. How will I know? Gain a certificate for improved handwriting.</p> <p>Steps 1, 2 and 3 make up your journey.</p> <p>The wings of the totem pole should be used to write the strengths or skills you would need to motivate you e.g. perseverance, keep going etc.</p>

	<p>you think they show living things changing over time.</p> <p><u>EXTRA</u>: If you have the resources at home, could you make your own fossil? You could use Play-doh, plasticine, blu tac, kinetic sand or any other type of moulding material you may have at home.</p> <p>Take a photo and send it to me if you do manage to create one!</p>				
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Word	Root word	Meaning	Why '-cial' or '-tial'?

<b>'-cial' words</b>		
<b>official</b>	<b>commercial</b>	<b>glacial</b>
<b>special</b>	<b>facial</b>	<b>social</b>
<b>artificial</b>	<b>financial</b>	<b>racial</b>
<b>'-tial' words</b>		
<b>partial</b>	<b>confidential</b>	<b>essential</b>
<b>influential</b>	<b>substantial</b>	<b>torrential</b>
<b>preferential</b>	<b>residential</b>	<b>quintessential</b>

be  
UNIQUE,  
be  
YOU

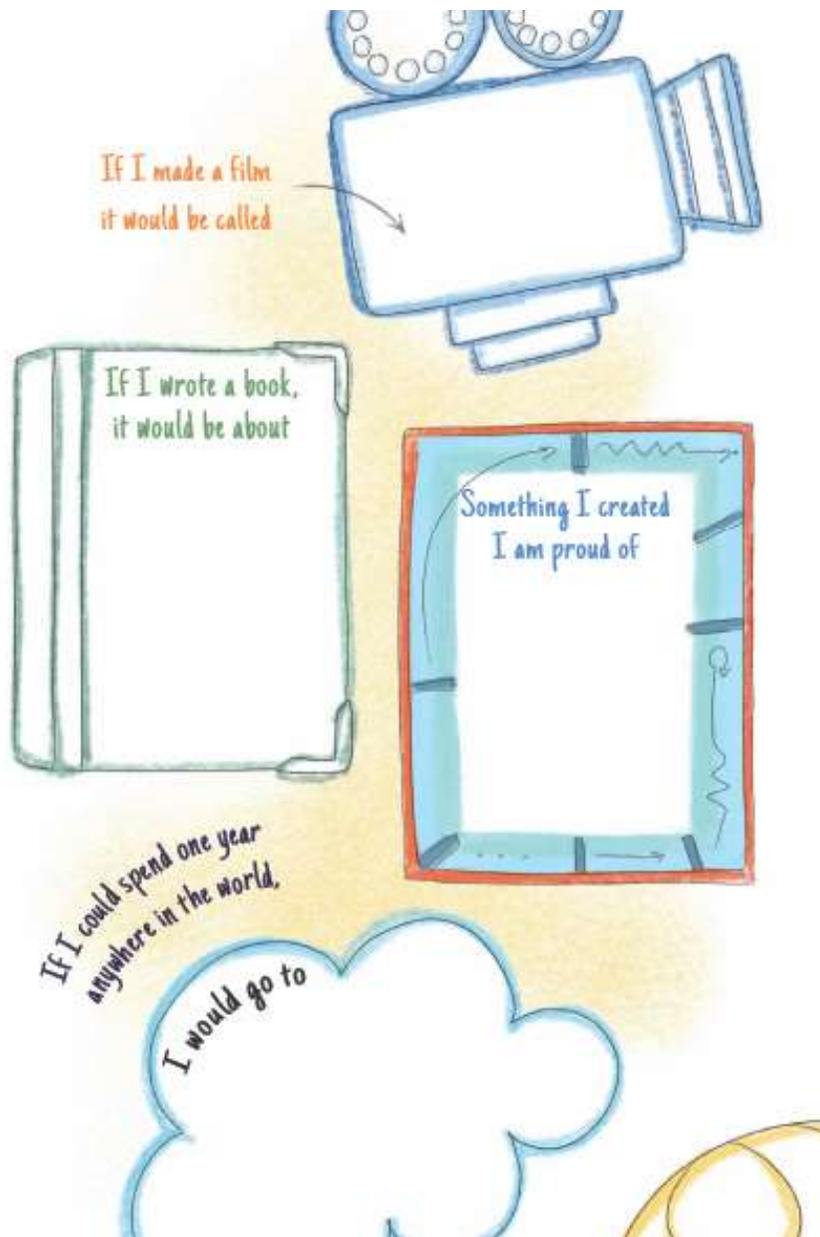
PART 2

All of us have unique strengths and interests, and we like different things.

**What about you?** Look at the two columns below and circle which you prefer.

I prefer

Saturday	↔	Sunday
snow	↔	rain
fruits	↔	vegetables
coming up with ideas	↔	figuring out how things work
hiking	↔	playing at home
finger painting	↔	colouring pictures
playing music	↔	dancing
listening to stories	↔	telling stories



Ask your JOURNAL BUDDY if they have met someone who dressed, ate, or spoke differently. What did they like about this person?

**NOW IT'S YOUR TURN!**

Can you think of someone who had something different about them? Maybe it was someone you met or read about.

Who is it?

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What did you like about this person?

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Can you think of something you had in common with this person?

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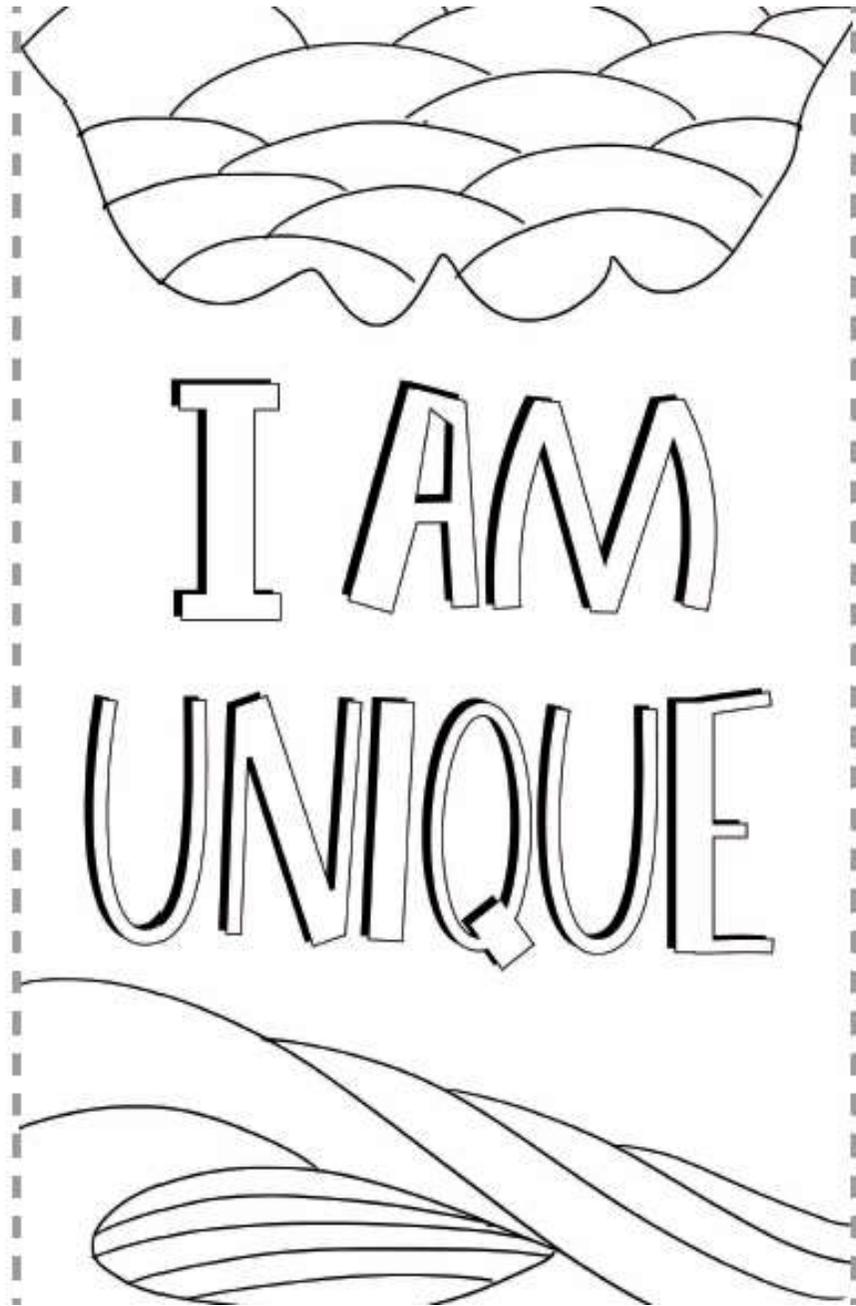
# JUST FOR FUN

Imagine you built your own house. How big or small would it be? What would be unique about it?

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/ Draw or describe your imaginary house below.



## Making a timer and scoreboard in 2Code

### Adding a timer

1. The following example adds a timer which will count down from 30 to 0. This can be useful in a game with a time limit
2. In design view, add a text object and double click on it to change the text to something sensible like 'Time left (s)'
3. Add a number object and change its name to something descriptive such as 'TimeLeft'



4. Exit design view and create a number variable called 'Timer', set it to 30.



5. Next set the TimeLeft number (on the screen) to the Timer variable to display it on the screen.



6. Now add the code to change the Timer variable each second and display the time left in the TimeLeft number object.



7. Also add code that tells the player the final score when the timer is on 0. This is also where you can report the final score.



### Adding a score pad

1. In design view, add a text object and double click on it to change the text to something sensible like 'Score'.
2. Add a number object and change its name to something descriptive such as 'CurrentScore'.
3. Exit design view and create a number variable called 'score' which is set to 0 to store the current score in.
4. You will need to add some code to increase the score by 1 (or whichever score you wish) when the player does something. Then add some code to update the CurrentScore object to the correct score. In the following example, the player gets a point when they click on the object 'Apple'.



The worksheet is designed for goal setting and is organized into three main sections:

- Section 1:** A box with a red bar at the top, containing a large number '1' and several horizontal dashed lines for writing.
- Section 2:** A box with a pink bar at the top, containing a large number '2' and several horizontal dashed lines for writing.
- Section 3:** A box with a blue bar at the top, containing a large number '3' and several horizontal dashed lines for writing.

Below the '3' box, there are two purple-bordered boxes, each containing the text "Strengths to help me . . ." and several horizontal dashed lines for writing. These boxes are decorated with green leaf-like patterns on their outer edges.

To the right of the '3' box is a goal-setting graphic consisting of a central box with a scalloped border and a speech bubble pointing to it. The central box contains the text "How I know I have achieved my goal" and several horizontal dashed lines. The speech bubble contains the word "GOAL" and several horizontal dashed lines.