



St Margaret's-at-Cliffe CP School

Home Learning Class 6

Class 6 w/b 4 th May	Monday 4 th May	Tuesday 5 th May	Wednesday 6 th May	Thursday 7 th May	Friday 8 th May
English	<p><u>WALT: plan a report</u></p> <p>This week you will be imagining that you are Lady Macbeth's doctor. You have been asked to visit her and diagnose her condition. You have spoken with various servants and visitors to the house, as well as to Macbeth and the Gentlewoman who appeared in Act 5 Scene 1 that you read last week.</p> <p>Here it is again as a reminder: https://www.sparknotes.com/nofear/shakespeare/macbeth/page_178/</p> <p>Have a look at the planning sheet further down and fill in each box (You can do this in your orange book – no need to print)</p> <p>Look at the vocabulary sheet I've done for you. I know that you are not real doctors and</p>	<p><u>WALT: write for a range of purposes (report)</u></p> <p>Today you will collate all of your planning in order to write your doctor's report.</p> <p>You need to provide an explanation for Lady Macbeth's behaviours – her family and servants are worried for her health and need you to tell them what's wrong with her.</p> <p>You should ensure that your report is formal and provides facts about her condition.</p> <p>Have a look at the example I've provided by a past y6 pupil to give you some inspiration.</p> <p>You should send this to me for marking please.</p>	<p><u>WALT: read and understand a scene</u></p> <p>Read through Act 3 Scene 4 which you can find below. At this point, Macbeth has ordered three murderers to kill Banquo and Fleance. Macbeth and Lady Macbeth are hosting a banquet.</p> <p>https://www.sparknotes.com/nofear/shakespeare/macbeth/page_106/</p> <p>You can also watch this scene here. Please note: it does include the ghost of Banquo who has had his throat cut. There is blood but remember, it's not real! https://www.youtube.com/watch?v=yTjbRWmb6-s</p> <p>I would like you to retell this scene as a comic strip. Think about the parts there are to the scene and how many boxes you will need for your comic. I've added some templates for you further down but you might wish to draw your own into your books.</p> <p>You should add a brief description of each box and some speech bubbles where appropriate.</p>	<p><u>WALT: read and understand a text</u></p> <p>The Mayday bank holiday has been moved from the first Monday of May this year to tomorrow as it coincides with VE day.</p> <p>Complete the VE day comprehension which can be found on the Class 6 page, to give you more of an understanding of VE day and why it is celebrated.</p> <p>There are three slightly different texts and questions within the document; I'd like you to read the third text (p7-8) then answer the third set of questions (p9-10) and use answers (p11) to self-mark.</p> <p>If this is too tricky you can try either the first text and its following questions or the second text and its corresponding questions.</p>	<p>BAN K HOL</p>

	<p>that you won't have the knowledge to write a doctor's report so I have provided you with some information to help your report sound more professional.</p> <p>Familiarise yourself with the language and make sure you understand how to include these in your writing. Add some of your own language if you can.</p> <p>You will be writing your report tomorrow.</p>		<p>My advice would be to plan your boxes first before you begin drawing.</p> <p>If you can, take a photo of this and email it to me.</p>		
<p>Maths</p>	<p><u>WALT: use and understand ratio language</u></p> <p>We are beginning to learn about ratio this week and today will introduce you to the language we use and the types of scenarios in which you would use a ratio.</p> <p>e.g. In a class there are 30 children. 10 are girls and 20 are boys. We could take lots of information from this and use ratio language to describe.</p> <p>For every 10 girls, there are 20 boys. We could <u>simplify</u> this: For every 1 girl, there are 2 boys.</p>	<p><u>WALT: use ratio and fractions</u></p> <p>Look at 1:2. Lots of children confuse this and think it means the same as half. Can you see why it is not the same as $\frac{1}{2}$?</p> <p></p> <p>The ratio of red to blue is 1:2 but this isn't half, is it? What fraction is it?</p> <p>Another important part is the order the ratio is given in. e.g. </p> <p>Here there is 1 blue for every 3 orange. We'd write that as 1:3</p> <p>If I swapped the order and wrote 3:1, would I still be correct?</p>	<p><u>WALT: calculate ratio</u></p> <p>Today we will be continuing with ratio and solving problems within these.</p> <p>Look at the worksheets on class 6 page and work through them, completing as much as you can in the time.</p> <p>If it asks you to explain how or why you know, you need to write an explanation. If it asks you to find which statement is false, you need to identify the false statement and then work out what the true statement should be.</p> <p>If you finish and would like extra, there are extra sheets involving simplifying ratio on the class 6 page.</p> <p>Answers are included in a separate PDF for you to self-mark.</p>	<p><u>WALT: calculate ratio</u></p> <p>Continue your ratio learning by completing the question sheets that you will find on the class 6 page.</p> <p>Answers are included in a separate PDF for you to self-mark.</p> <p>If you finish, assess how well you understand ratio by completing this online quiz: https://www.educationquizzes.com/ks2/maths/ratio-year-6/</p>	<p>BAN K HOL</p>

	<p>The ratio of girls to boys is 10:20 which we simplify to 1:2</p> <p>How could we use this information to work out how many boys if there were:</p> <ul style="list-style-type: none"> - 2 girls? - 5 girls? - 8 girls? <p>What do you notice? Is there a pattern?</p> <p>Work through the PowerPoint on the class 6 page which goes into this further. Then complete the question sheets on the class 6 page. There are three sheets – start at the beginning and work through as much as you can.</p> <p>Answers are in a separate PDF on the class 6 page for you to self-mark.</p>	<p>The answer is no. I'd be saying for every 3 blue there is 1 orange, which clearly is wrong. Always give the ratio in the order you are given the information.</p> <p>Lastly, sometimes you can have more than two parts to your ratio.</p>  <p>e.g. There are 3 colours here which means 3 parts to the ratio. For every 3 red, there are 5 blue and 15 yellow. So again, order is important here. The ratio would be 3:5:15</p> <p>Work through the PowerPoint and the following question sheets that you can find on the class 6 page.</p> <p>Answers are in a separate PDF for you to self-mark.</p>			
Topic	<p><u>Life After Lockdown</u></p> <p>I don't know about you but after lockdown, I can't wait to go and see my friends. I think I'd like to go and have a nice dinner with them or maybe go and enjoy the nice weather at a park or beach.</p> <ul style="list-style-type: none"> - What are you looking forward to doing? 	<p><u>Science - 2 days for these tasks</u> <u>WALT: recognise differences between living things and their offspring</u></p> <p>Consider these questions: When living things have babies, they are called their 'offspring'. Do all offspring inherit the same things? Are all siblings of living things identical?</p> <p>Have a look at this video clip which introduces you to inheritance: https://www.bbc.co.uk/bitesize/topics/zvhhvcw/articles/zp9f4qt</p>	<p><u>Geography:</u> <u>WALT: understand how physical changes may impact our future world</u></p> <p>What does it mean if something 'erodes'? Now what do you think 'coastal erosion' means? You are in the prime location to be able to see coastal erosion first hand!</p>	<p>BAN K HOL</p>	

- Who would you like to see?
- Where would you like to go?
- Which restaurants have you missed?
- Is there anything you really want to see at the cinema?

(In France, people were queuing outside McDonald's for 5.5 hours to be first in line when they reopened!)

Task: Think about 20 things you would like to do/see/go to/catch up with when we come out of lockdown. Write each one down on a piece of paper (if you're creative you could decorate each piece or cut into various shapes and colours) and then add these to a pot or jar.



You could also get the family involved and think of things you'd all like to do together. When we come out of lockdown, you can have fun perhaps picking out one per day or crossing them off as you get the opportunity to do them.

TASK 1: You are going to draw the family tree of an animal (keep it simple as you'll be drawing lots of slightly different versions of this animal)
An example would be a bee family tree. – [see my example further down](#). Think about which features a bee might inherit. Can you spot the features each bee has inherited on my example?

You should aim to draw your animal family tree, making each bee (or whichever animal you choose) slightly different but making sure they do inherit some features. You should add labels to yours to explain which features have been inherited.

Look at my example – I've identified the wing size and eye colour of the bees and which parent or grandparent these have been inherited from but I've also varied their stripe size and pattern and the size of their stinger. Can you spot which parent or grandparent these features have been inherited from?

TASK 2: Now draw your own family tree – if you have photos you can stick of each family member then that's wonderful but if you don't you can draw them.

Next to each person, write the things about their physical appearance that you think are similar to their siblings. Then think about how they are similar to the parents. How are the parents similar to their own siblings? What about their parents?

You might have stepmums and stepdads that you include in your family. By all means include them on your family tree if you would like. If you have half-brothers and sisters, you can certainly add those on too. (I added my half brothers and sisters because they have some of the same genes but I didn't add my stepdad because I ran out of space. It's up to you how many people you include)

[You can have a look at mine further down this document.](#)

Things to consider:

- Hair colour
- Eye colour
- Skin colour
- Facial shape (including nose shape, jaw line, position of eyes)

I would like you to find out about coastal erosion.

Points to consider:

- What is coastal erosion?
- What impact will this have on our world?
- What impact could this have on St Margaret's Bay/village?
- Can anything be done to slow this down?
- How could this be managed in future?

You may find these links helpful:
<https://www.bbc.co.uk/bitesize/clips/z8tyr82>

<https://www.everyschool.co.uk/geography-key-stage-2-coasts.html>

You may present your learning to me in any way you would like. Please email.

- Body shape/size
- Your parents' hair colour may have changed through their life. E.g. my dad and brother both had blonde hair when they were young but it became much darker. My sister and I both kept our blonde hair, as did our mum.
- Your parents may dye their hair – will you inherit your parents dyed hair colour or natural hair colour?

You should be able to recognise that lots of features are inherited among siblings and parents. Though no two people are exactly identical. Even identical twins!

You can email these to me or send a photo of your finished family tree, with labels.

Other bits and pieces to keep you busy:

- Joe Wicks is still doing daily work outs on his YouTube channel at 9am
- David Walliams 'elevenses' stories daily at 11am
- Countdown – daily at 2.10pm on channel 4 – make words out of the letters given and try to reach the target using the numbers given
- Update your Covid-19 Time Capsule
- TTRS – new times tables unlocked. Challenge the teachers?
- Use purple mash to complete various activities
- Noel Fielding (comedian and Bake off presenter) does a weekly #noelsartclub weekly on his twitter page – Saturdays 3-5pm
- BBC have introduced new home learning activities that you might like to have a look at <https://www.bbc.co.uk/bitesize/dailylessons>
- Reading
- Vocab Ninja - Word of the Day – added to y6 class page on the school website weekly.

Doctor's report planning

Name of doctor:

Name of patient:

Something the patient demands...

What do you suspect is the reason?



Doctors notes:

Use this section to make notes of any key information

Characteristics of patient:

What is she like usually?

1. Described by her husband as strong
- 2
- 3
- 4

Rumours:

What have you heard?

How might these be linked to strange behaviour?

Description of patient's behaviour:

What have you been told about and seen the patient doing?

- 1
- 2
- 3
- 4

Summary of patient:

Today I witnessed the strangest thing in my entire medical career...

Example text by a past year 6 pupil

Lady Macbeth's Doctors report

Recently I have been instructed to examine the patient – Lady Macbeth, to provide a full and useful report, that is to clearly demonstrate her unusual behaviours and include any relevant medical or physical history.

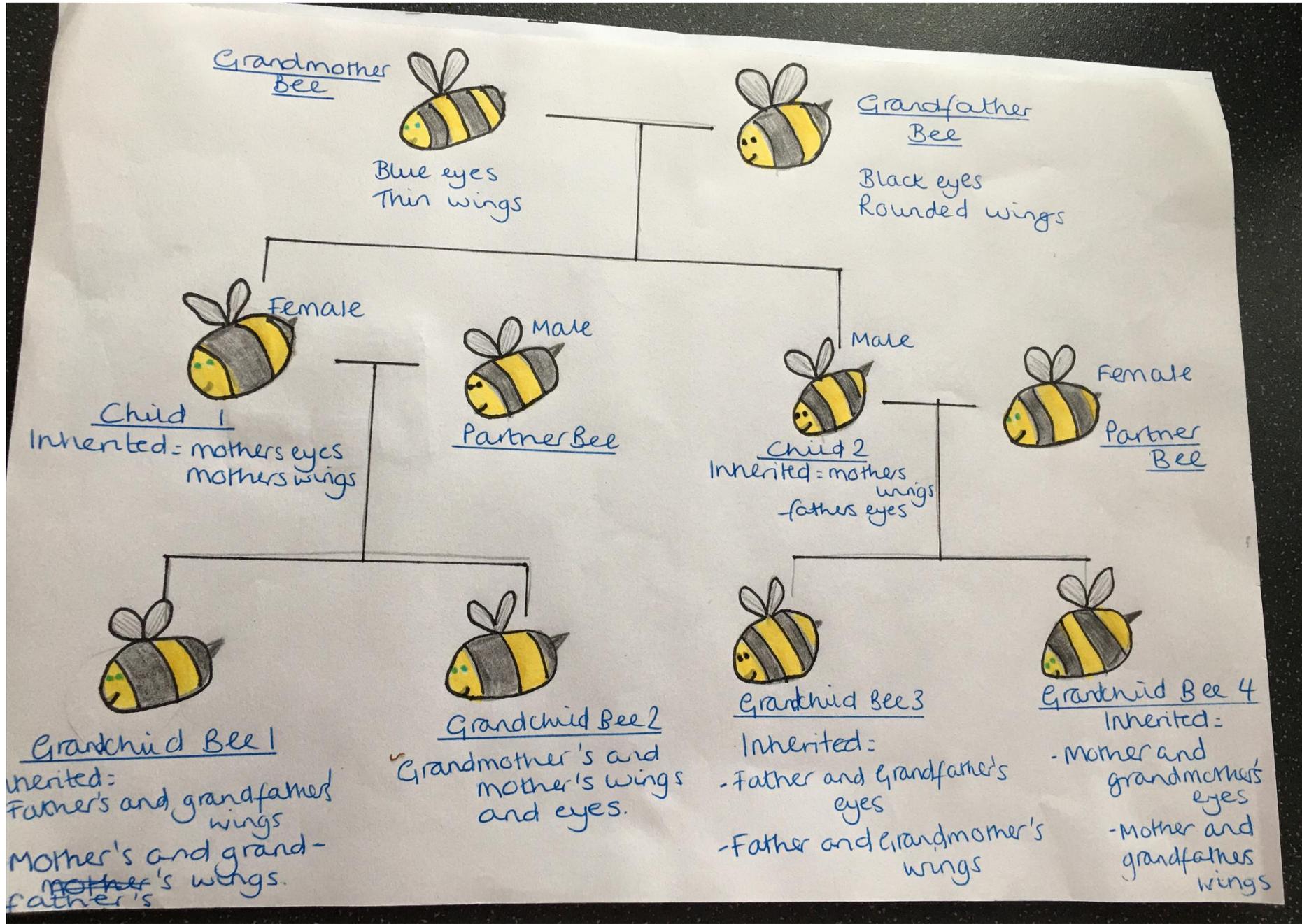
Displaying tendencies of a corrupted mind, Lady Macbeth's behaviour has been a harsh contrast to her usual fiery, manipulative and commanding character. It is thought that she wanders the labyrinth of corridors in the dead of night, oblivious to her surroundings, muttering irrationally and balancing a candle in her grip. She appears fatigued and listless in her attire when fulfilling her regal duties. Such regular occurrences of this unnatural behaviour, paired with occasions of consuming liquor, has led to her gentle lady contacting me, and I, as her doctor, am established to diagnose her mental state.

Most unfortunately I believe that this compulsive state of insomnia is out of my medical ability to diagnose. Her hysterical somnambulism cannot be cured by drugs nor potion, I strongly recommend that a priest is contacted to free her contorted soul before she and her psyche deteriorate. In the meantime, I strongly recommend all objects that could cause harm are removed and she is under constant supervision and by no means left alone.

Comic strip template (6 parts)

Comic strip template (8 parts)

SCIENCE: Bee family tree



SCIENCE: My family tree and family inheritance



Maternal Grandmother



Maternal Grandfather



Paternal Grandmother



Paternal Grandfather



Uncle Andy



Uncle Stu



Mum

(Stepdad)

All inherited Grandad's big nose!
Mum and Andy inherited blonde hair colour but Stu didn't.



Dad

My Dad inherited his dad's hair and eye colour

(Different wife)



Identical Twin brothers – Reece & Matt
(different dad to me)

Inherited mum's hair colour
They inherited their Dad's family nose
They have inherited Uncle Stu and Andy's height and large feet.



Me

Both inherited mum's hair colour
I inherited my Dad's short legs whereas Danielle inherited mum's long legs



Sister - Danielle



Twin Sisters – Mandy & Katie
(different mum to me)

Identical twins – lots the same but there are differences too.



Brother - David
(different mum to me)

Inherited Dad's nose
Receding hair line like Dad's.

