



St Margaret's-at-Cliffe CP School

Home Learning Class 6

Class 6 w/b 18 th May	Monday 18 th May	Tuesday 19 th May	Wednesday 20 th May	Thursday 21 st May	Friday 22 nd May
English	<p>WALT: plan a story</p> <p>Think about the main themes that Shakespeare wanted to convey through the storyline of Macbeth. There are lots of key themes within the play and these can be interpreted in different ways. Personally I take 'good things come to those who wait' as a key message that Shakespeare was trying to convey but you could also consider the themes of betrayal, destruction, supernatural forces and so on.</p> <p>This week I would like you to work on a Shakespeare-inspired story of your own. You can take as much or as little from Macbeth as you would like. It should be recognisable as following Macbeth in some way.</p> <p>Here are some of the ideas I came up with but feel free to choose your own: <u>Modern day Macbeth</u> - Set in a 'high school', there is competition to be named Prom King/Queen.</p>	<p>WALT: write for a range of purposes (a story inspired by <u>Shakespeare</u>) <u>EXTENDED WRITING</u></p> <p>I am allocating three days for you to write this story. That means that you have time to take care over the characters and plot. You have time to explore in depth the key message within your story and to think about how it relates to Macbeth in the way you have chosen.</p> <p>Think about all the relevant parts of a story we have worked on: setting, character, dialogue, action should be all interwoven.</p> <p>Think about the parts to your story.</p> <ul style="list-style-type: none"> ❖ Is it like an adventure story where there is a build-up, problem and resolution or will yours follow the same structure as Macbeth? The witches introduce the prophecies very early on which kick-starts Macbeth and Lady Macbeth's plans. ❖ There are unplanned deaths involved – Macbeth didn't originally plan to turn on Banquo but he felt it a necessary part of the plan, the further he delved into it. Will your story involve death? (It doesn't have to, just because Shakespeare's did) ❖ Will your lead character come out on top at the end? Or will they meet an untimely demise like Macbeth and Lady Macbeth? ❖ Will there be a hero like Macduff? 	<p>WALT: edit and improve</p> <p>You will have received your own personalised feedback if you have sent me your writing.</p> <p>You should also try to edit your writing yourself. Check: <u>Punctuation:</u></p> <ul style="list-style-type: none"> ➤ Are your clauses punctuated accurately? ➤ Is there anywhere you could include : ; () ➤ Capital letters for all names and places. <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ➤ Have you tried to use the best vocabulary that you can think of? E.g. dark, gloomy cave is ok but could a thesaurus help to make it better? ➤ Is there anywhere else you could add further description? ➤ Remember 'show me' rather than 'tell me'. E.g. 'Macbeth was frightened' doesn't give me as much as 'In a paralysis of fear, Macbeth's hair stood on end as he....' <p><u>Sentence construction:</u></p> <ul style="list-style-type: none"> ➤ Have you included a range of sentence types? ➤ Could you include a short, sharp sentence for effect? ➤ Can you vary the position of the subordinate clause? 		

	<ul style="list-style-type: none"> - Set at the park/skate park. Dispute between who is leader of the skate park. - Macbeth wants to be TikTok famous and wants the most followers. He is told that nobody can overtake him unless they do these 3 things. - Michael Gove is told he will be Prime Minister but he's too impatient to wait. He needs to work out how to get Boris and Dominic Raab out of the way first. <p><u>Gender Reversal:</u></p> <ul style="list-style-type: none"> - Macbeth is a very male dominated play. You might like to make Lady Macbeth the main character, with other ladies playing important roles too. <p>Once you know your storyline, you should plan your settings, characters and what will happen. You could do this on a story mountain if you would like or in paragraph boxes.</p>	<p>The beginning, middle and end should all be of the same standard – lots of children lose their stories in the middle or you can tell that a child is getting bored or can't be bothered and their writing loses quality. You need to keep up the standard throughout.</p> <p>You should stop and take regular breaks throughout your writing. This will give you time to focus and regain your thoughts and to make sure that every paragraph reads fluently and follows on from the one before it. You should also read through each paragraph as you write.</p> <p>It is difficult to tell you how long your story should be as you all have different sized handwriting or different fonts. As an estimate I would like your story to be <i>around</i> 800 words – if you want to write more, that's ok! (If you're using Microsoft Word, it gives you a word count in the bottom left of your screen – unfortunately there is no word count if you hand write!)</p> <p style="background-color: yellow;">If you want to email me after each day of writing for daily feedback, please feel free. If not, you can send me your finished piece on Thursday (or sooner if you finish sooner).</p>	<ul style="list-style-type: none"> ➤ Have you used fronted adverbials? ➤ Have you included any relative clauses? E.g. <i>Macbeth, who was listening intently to the prophecy, decided to tell his wife his idea.</i> <p><u>Spelling:</u></p> <ul style="list-style-type: none"> ➤ Check and double check your spelling. Use a dictionary or dictionary online to help you. ➤ Think about the spelling rules you know when adding suffixes e.g. stop becomes <u>stopped</u> <p><u>Tenses:</u></p> <p>Choose a tense to write in and maintain it throughout. Some of you are guilty of switching between past and present within one piece of writing.</p> <p><u>TIP:</u> Past tense is easier to write in and maintain throughout a narrative.</p>
<p>Mathematics</p> <p style="background-color: yellow;">There is a staff vs children battle all this week on TTRS – can you beat the staff?</p>	<p><u>WALT: calculate equivalent fractions, decimals and percentages</u></p> <p>White Rose have their video available for you to work through however they are now only releasing their worksheet to subscribers. You should work on each video each day. https://whiterosemaths.com/homelearning/year-6/</p> <p>BBC are teaching the same thing and their worksheets are free to download. You should work down the web page each day and complete the tasks as it asks you to do so. https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-and-p7-lessons/1</p> <p style="background-color: yellow;">If you are still looking for more tasks to complete, please see the Target attachment on the Class 6 page – there should be plenty of fractions, decimals and percentages learning to keep you busy this week.</p>	<p><u>WALT: use mathematical knowledge and understanding within a challenge</u></p> <p>Friday Challenge Day!</p> <p>https://whiterosemaths.com/homelearning/year-6/ https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-and-p7-lessons/1</p> <p>Last chance to beat the teachers on TTRS staff vs Teachers this week!</p>	

Topic	<u>HOW ARE YOU DOING?</u>	<u>FRENCH</u>	<u>CREATIVITY:</u>
	<p>In a similar way to a few weeks back, I'd like you to write to me and let me know how you're feeling at the moment.</p> <p>At time of writing (Wednesday 13th May) we've been told by Boris that schools are to prepare to open after half term if the science allows us to do so. This is for pupils in years R, 1 and 6.</p> <ul style="list-style-type: none"> ❖ How do you feel about this? ❖ Do you want to come back to school? ❖ Are you excited? ❖ Are you nervous? ❖ Is there anything you want me to try and ensure happens when you do come back? <p>Please do email these to me, I'm keen to know your thoughts on this.</p>	<p>This week we should have been at Hardelot! To keep up the French theme, I would like you to explore ways in which you could do French at home this week.</p> <ul style="list-style-type: none"> ❖ One idea would be to create your own French café at home (with permission from your grown-ups of course!) On the year 6 page I have added some things to help you including: A French menu A price list Euros Prompt cards (So your family members know what to say when ordering in your café) <p>You could use these examples or even better, make your own.</p> <p>Could you get some croissants or pain-au-chocolat for your café? Could you bake some things to go in your café? Could you make lunch for your family and then serve it to your family? (They have to order in French, of course)</p> <ul style="list-style-type: none"> ❖ Another idea could be to find out about some of the famous French landmarks. What could you find out about the Eiffel Tower? The Louvre? The Champs-Elysees? The Arc de Triomphe? ❖ Are there any rivers in France that you could find out about? ❖ What could you find out about French history? 	<p>Mrs Wallis has had the fantastic idea for all children in the school to have some fun and recreate a book cover.</p> <p>Could you dress up as your favourite character and position yourself to look as though you're on the cover? You might need help from some of your family members if there is more than one character.</p> <p><i>(Please don't go and buy things in order to do this – the idea is to make use of things you have around the house while staying safe at home)</i></p> <p>You can email your photos to me.</p>

Have a fantastic half term! Stay safe and healthy and I hope to see you in term 6, if the science says it is safe for us to do so 😊