



St Margaret's-at-Cliffe CP School

Home Learning Class 6

As of Tuesday 9th June we will be open for year 6 pupils to return to school. Home learning will still be provided online in the usual way for children who are not returning. Those of you who are in school will be following this lesson planning, though it may be delivered slightly differently being that we will be back in the classroom setting. If you are not going to be joining us, please be aware that I will be teaching full-time and may not be able to respond to your emails as quickly as I have been during lockdown. In addition to this, please note that while I love seeing the wonderful learning you have been doing, I may not be able to respond with quite as much in-depth feedback as I have been doing while marking from home. Thank you for your understanding during these different times. Any notes you see on here in *purple italics* are just extra information for us grown-ups at school so you can ignore those little bits.

Miss Brett

Class 6 w/b 8 th June	Monday 8 th June	Tuesday 9 th June	Wednesday 10 th June	Thursday 11 th June	Friday 12 th June
English	<p><u>WALT: read and understand a text</u></p> <p>TASK: Please complete the reading comprehension 'The Girl Who Walked on Air' which you can find here. You should read the text and then answer questions A-Q which follow.</p> <p>This should be self-marked and answers can be found here.</p>	<p><u>WALT: plan a newspaper report</u></p> <p>We are continuing to work on the 'Alma' video this week. You can refresh your memory of it here.</p> <p>It has recently been discovered that many children have been disappearing in this town. CCTV footage shows the children writing their names on the chalk board but then they disappear out of view of the CCTV. Police are patrolling the area; forensic teams are searching for traces of DNA of the missing children within the area but still no children have been found.</p>	<p><u>WALT: write for a range of purposes (newspaper report)</u></p> <p>TASK: Today you are going to be the journalist reporting on this news story:</p> <ul style="list-style-type: none"> - You have been down to the crime scene. - You have interviewed eyewitnesses and locals. - You have spoken with Alma's parents. <p>These quotes should be used within your report. (You will need to think of these yourself or ask a grown-up to help you role play an interview to get some ideas)</p> <p>Think about the language that you might use as a reporter. You need to hook your readers and make them want to read on.</p>	<p><u>WALT: edit and improve</u></p> <p>TASK: You will be editing and improving your own writing today.</p> <p>As always, you should:</p> <ul style="list-style-type: none"> - Proof-read to check it all makes sense. Check you haven't missed any words out. - Check your punctuation (including speech punctuation) is accurate. - Check your emotive language. Will this have an impact on the reader? E.g. reading about a car <u>crash</u> is more emotive than a car <u>collision</u>. - Can you use a thesaurus to uplevel your language and a dictionary to check your spelling? 	<p><u>WALT: develop character</u></p> <p>Think about:</p> <ul style="list-style-type: none"> - What kind of person do you think would own a shop like the one in the story? - Do you think the shopkeeper is aware that his/her dolls lure children in? - Where is the shopkeeper when the children walk in? - Why do you think the shopkeeper leaves the door unlocked? - What does the shopkeeper do with the dolls once they have been transformed? <p>Think about the type of character that this would</p>

		<p>News reporters are going crazy trying to find out what is happening to all these children and how the chalk board plays a significant role in this. You are going to report on this story.</p> <p>TASK: Think about the elements of a newspaper report. Please complete the planning grid that you will find below.</p>	<p>You should make use of the following resources provided further down this document:</p> <ul style="list-style-type: none"> - Checklist - My example (Class 6 page) - Journalistic vocabulary sheet 	<p>If you wish to, you can type up your edited piece on to a newspaper template (or make one yourself)</p> <p>Lots of these can be found online but you might like to download one here. Then you simply delete their example text and type in your own. Make it look really authentic by adding a picture too! (See further down)</p> <p><i>6LB and 6JO will have their templates already saved on to Pupil Shared, ready for typing.</i></p>	<p>be. Is your character menacing and evil? Do they appear innocent and 'normal'? What do they look like?</p> <p>TASK 1: Whichever way you imagine the shopkeeper to look, I would like you to draw him/her and add labels.</p> <p>TASK 2: Use this drawing to write a brief character description (around 100 words).</p>
	<p><i>6LB and 6JO to swap these sessions – to be able to use ICT suite to produce finished news report on computers.</i></p>				
Vocab Ninja	<p><i>Word of the day to be completed daily 10.45 – 11 by 6LB and 6JO.</i></p> <p>Children completing this at home can find this on the Class 6 page of the school website.</p>				
Maths	<p>This week we will be continuing to focus on fractions. Please visit White Rose each day for WEEK COMMENCING 11TH MAY– the video can be accessed for free. I have managed to access the worksheets for this week and they are uploaded for each day on to the Class 6 page.</p> <p>You could also visit BBC daily lessons and the corresponding lessons will also be available on there – you will need to scroll down to lessons for 11th May, 12th May and so on. You should work down the page and complete the activities or watch the videos as it asks you to do so.</p> <p>Answers to White Rose questions are included for you to self-mark on the class 6 page. Answers to BBC lessons are included on the website.</p>				<p><u>Friday challenge day!</u></p> <p>Complete some challenges on:</p> <ul style="list-style-type: none"> - White Rose - BBC daily lessons - Play TTRS - Visit topmarks.co.uk and play some maths games.
Topic	<p><u>SCIENCE</u> <u>WALT: identify how animals are suited to their environment and how this may affect evolution.</u></p>	<p><u>Hand and Respiratory Hygiene</u></p> <p>What are the rules for good hand hygiene at the moment?</p>	<p><u>SCIENCE</u> <u>WALT: understand how animals are adapted to suit their environment.</u></p>	<p><u>BIG LIFE JOURNAL</u></p> <p>Complete the following chapter from your Big Life Journal which can be found on the Class 6 page.</p>	<p><u>Year book Cover</u></p> <p>In order to commemorate your time at St Margaret's and to give you a memento, Mr Oliver and I will be</p>

	<p>Think about the life cycle of a butterfly. Look here if you are unsure.</p> <p>Think of the 7 life processes from last week (remember MRS NERG)</p> <p>TASK: Can you relate these life processes of the butterfly to the habitat in which it can be found?</p> <p>You may present your learning in any way you wish.</p> <p>You should:</p> <ul style="list-style-type: none"> - Clearly show how the butterfly's features (at different stages in its life) help it to survive. - Refer to some of the life processes 	<p>What are the rules around coughing and sneezing? What are the COVID-19 symptoms to watch out for and self-isolate if you have them?</p> <p>TASK: produce a poster to help to remind everyone about these rules. Some people are very good at remembering but others may feel that while the lockdown is easing, these rules can ease too. This is NOT true and people need to be reminded of this.</p> <p>Your poster could go on display around your home to help to remind you and your family or perhaps in your window to remind passers-by.</p> <p><i>6LB and 6JO to have class discussion and arrange for posters to be displayed around class 6/5 classrooms and corridor appropriately.</i></p>	<p>Watch the following video clips to see how the animals are best adapted to suit their habitat:</p> <ul style="list-style-type: none"> - Capybara and giant otter - Scallop - Seals - Fish - Animals in the desert - Camouflage <p>TASK: draw 5 of the animals you have learned about through these videos and write which of its features enable it to survive in its environment.</p> <p>EXT: Think about how these features might improve in the future.</p>		<p>working hard to produce a year book for each of you to be able to take with you when you leave us in July. This will be filled with lots of photos and lovely memories of your time here.</p> <p>(Parents – more information to follow)</p> <p>I would like you to design a front cover for the year book. You can do this by hand or on the computer.</p> <p>How you design it is up to you – my only request it that it includes:</p> <p>Class of 2020 St Margaret's-at-Cliffe Primary School</p> <p>You could find inspiration from lots of other year book example front covers online.</p> <p>Please email me your finished design either on Word or PDF or send a photo if it is hand produced.</p>
					<p><i>6LB and 6JO to swap sessions – 6LB Big Life Journal Thurs/ICT Fri, 6JO ICT Thurs/Big Life Journal Fri. Chn to have the option of ICT or hand produced year book covers.</i></p>

Newspaper report planning:

Planning a newspaper report

Introduction:

Who:

When:

Why:

What:

Where:

Background information:

Write the events in chronological order:

What quotes could you include throughout? Opinions and viewpoints?

Quotes from her parents?

Quotes from eyewitnesses?

Summary: (Look to the future...what's going to happen? What advice should be given?)

Newspaper Report Checklist:

Success Criteria	Have I included this?
Must...	
have a short, effective and powerful headline.	
include factual information.	
Should...	
include answers to the questions: who? what? where? when? and why?	
be organised into paragraphs with varied sentence structures.	
Use formal language.	
Include a photo with a caption.	
Could...	
include quotes from several people.	
include some rhetorical questions to promote thinking, especially in the final paragraph.	

Newspaper Writing Word Mat



described	describing	because	carefully
commented	official	once	particularly
complained	opportunity	when	considerably
confirmed	surprised	after	alternatively
promised	concern	while	securely
relieved	worried	before	actually
replied	recently	however	equally
responded	instead	until	unfortunately
told	source	meanwhile	totally
reported	insider	nevertheless	
stated	identified	as	
	damaged	since	
	witness		



Pictures you could include on your newspaper report:

