



St Margaret's-at-Cliffe CP School

Home Learning Class 6

Class w/b 22 nd June	Monday 22 nd June	Tuesday 23 rd June	Wednesday 24 th June	Thursday 25 th June	Friday 26 th June
English	<p><u>WALT: recall information and predict.</u></p> <p>This week we will be starting Skellig by David Almond. Look at the cover.</p> <p>What do you notice? Look at the foreground, middle ground and background. Read the blurb. What are your first impressions?</p> <p>Home Learners – I'd like you to create a Reading Journal, especially for Skellig work. This can be a little booklet that you make up out of paper or another notebook that you have at home. Today I'd like you to design the front cover and then answer the questions below.</p> <p>Read chapter 1.</p>	<p><u>WALT: read and retrieve information.</u></p> <p>Read chapters 2 and 3.</p> <p>Look again at the moments in which Michael approaches and enters the garage. Which words stand out to you? Which words help you to see the scene clearly in your mind?</p> <p>I'd like you to draw your own version of what you imagine the garage to look like. You will need to refer to the text in order to make sure you are including all of the detail. This should then be labelled and will help your writing tomorrow.</p> <p>These can be drawn in your Skellig journals.</p> <p><i>6LB and 6JO can be added to Skellig display.</i></p>	<p><u>WALT: write in role</u></p> <p>Imagine now that you are Michael. You are going to write in role about the moments you approached and entered the garage.</p> <p>What could you see? Hear? Smell? Feel?</p> <p>Create a list of vocabulary that you have found in the text. Can you add any of your own vocabulary choices?</p> <p>Use your drawing from yesterday to help.</p> <p>e.g. Cautiously, I tiptoed inside the derelict demolition site we call a garage. The door was heavy and laden with dust; already the foul, putrid odour was permeating my</p>	<p><u>WALT: write a diary entry</u></p> <p>Read chapters 4, 5 and 6.</p> <p>Think about each of the things that Michael has to deal with at the moment.:</p> <ul style="list-style-type: none"> - Baby - New home - Creature in the garage - Change <p>How do you suppose Michael is feeling about each of these things? Can you find evidence in the text to suggest so?</p> <p>TASK: Imagine that you are Michael and you're just going to bed after your first day back at the old school from the new house. What might</p>	<p><u>WALT: retrieve and infer</u></p> <p>Continue reading chapters 9 and 10.</p> <p>Michael has met the creature a few times by now. Look back through those chapters and think of key vocabulary used to describe the man. e.g. <i>'dead bluebottles scattered on his hair and shoulders', 'he laughed but he didn't smile', 'like thin arms, folded up. Springy and flexible'.</i></p> <p>Use this description (as well as your inference skills) to imagine what the creature is and recreate the image on paper.</p> <p>6JO and 6LB will be using chalks and charcoals to create their own images that include light and dark and shadows and silhouettes.</p>

	<ul style="list-style-type: none"> - What do you think this story is going to be about? - What suggests that to you? - What do we find out in this chapter? - What are we unsure of? - What do we want to know? <p>Answer these questions in to your Skellig Journal.</p> <p><i>6LB (and 6JO?) to answer on to feathers which can be put up on display.</i></p>		<p>nostrils. I took a step back in shock....</p> <p>And so on.</p>	<p>you write into your diary? What would you be feeling?</p> <p>You can write this into your Skellig journal.</p> <p>Read chapters 7-8 before the next lesson.</p>	<p>Home Learners please feel free to do this if you have access to these at home. If not, use pencil.</p> <p>Look further down for some inspiration.</p> <p><i>6LB and 6JO to add to display.</i></p>
Vocab Ninja	<p><i>To be completed daily in school 10.45 – 11 by 6LB and 6JO</i></p> <p>This can be accessed via the school website for home learners.</p>				
Maths	<p>This week we will be continuing with our revision to cover algebra. It also begins looking at revision of converting measures. Please visit White Rose each day for WEEK COMMENCING 15TH JUNE– 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 15th June, 16th June, 17th June 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>Friday Challenge Day! 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. <p>Could you visit Kahoot and create your own quiz?</p>
Topic	<p><u>ART</u></p> <p>Visit BBC Bitesize daily lessons and look at the art lesson for year 6 for Friday 12th June – Exciting Paintings – which can be found here.</p>	<p><u>SCIENCE</u></p> <p><u>WALT: identify how plants are adapted to suit their environment and that adaptation may lead to evolution.</u></p> <p>What do plants need in order to survive?</p>	<p><u>PE:</u></p> <p><u>WALT: improve cricket skills</u></p> <p>‘Chance to Shine’ Cricket are providing weekly online tutorials to help you improve your cricket skills.</p>	<p><u>ICT</u></p> <p>Have a look at the ‘hour of code’ website which can be found here.</p> <p>There are lots of different activities</p>	<p><u>YEARBOOK</u></p> <p>Please write your name on a piece of paper and make it bright and colourful. Then, hold it up and ask a grown up to take a photo of you smiling and holding up your name.</p>

	<p>Work down the page to look at some of the artists and see if you can follow the activities to create your own Warhol inspired art at home.</p> <p><i>6LB PPA</i></p>	<p>Go outside – look at roots. Can you find any different types of root? (Please don't pull up your grown-ups flowers!) What do plants use roots for? How have they adapted over time to ensure they get the most water?</p> <p>Draw some of the roots you have found and then label these.</p> <p>If it's a warm summer day, can you go outside to look at some flowers and tally the type and number of insects that visit a particular flower?</p> <p>Recording Draw the flowers of plants that you have found and explain how the plant has tried to make it easy for pollen to be passed to an insect. A great example is Foxglove (the flower has colours and patterns to attract bumblebees.)</p>  <p>It also opens only a few flowers at a time so that it can attract pollinators over a period of time.</p>	<p>Have a look at some of the videos and see if you can complete the activities at home. Try here.</p> <p><i>6LB and 6JO to go to top field for activities.</i></p>	<p>involving coding for you to be able to complete at home.</p> <p><i>6LB and 6JO – see email from Mr Ball regarding Sketch Up</i></p>	<p>This will be used in our yearbook.</p> <p>To ensure consistency, please make sure your photo is of you as you are naturally – no filters or emojis or other extras added in.</p> <p>Please email your photos to me at: c.class6@st-margarets-dover.kent.sch.uk</p>
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Skellig Art:

