




St Margaret's-at-Cliffe CP School

Home Learning Class 6

| Class 6 w/b 13 th July | Monday 13 th July | Tuesday 14 th July | Wednesday 15 th July | Thursday 16 th July | Friday 17 th July |
|---|---|---|--|---|---|
| English | <p><u>WALT: read and respond</u></p> <p>Read chapters 32-35. Answer:</p> <ol style="list-style-type: none"> 1) Why do you think the Doctor asks Michael what day it is, what month it is and who the PM is? P114 2) What is Dad feeling at this stage? What information tells you this? P114 3) Michael says he thought of the baby and wondered what she would see with her innocent eyes, and what she would see if she were near to death. What do you think Michael means here? P123 <p>Read chapter 35</p> <ol style="list-style-type: none"> 4) Why do you think Mina and Michael are so interested in the owl pellets? | <p><u>WALT: read, infer and deduce</u></p> <p>Read chapters 36, 37, 38, 39.</p> <p>Chapter 36 talks about the kinds of dreams the fledglings (young birds) might have.</p> <p>TASK 1: Use a thought bubble to draw your idea of a dream that a pet dog, cat, hamster or goldfish might have.</p> <div style="text-align: center;">  </div> <p>TASK 2: Divide your page into 'Winter' and 'Spring'. Show your understanding of the Persephone myth mentioned in ch38. You</p> | <p><u>WALT: use author's language to infer</u></p> <p>Read chapters 40 and 41.</p> <p>Focus on the section where Mum describes her dream. Do you think it was actually a dream?</p> <p>How can you represent this image of the dream? What artistic skills could you use for this?</p> <p>Use the text to help you find language that Almond has used to base your drawing on this. You will need to use some inference skills to think about the extra detail required.</p> | <p><u>WALT: describe a character</u></p> <p>Read chapters 42-43.</p> <p>What do you understand Skellig to be? What does he look like?</p> <p>Show your understanding of Skellig's appearance through your own representation of him.</p> <p>Use this to describe the character of Skellig. Think about his appearance. Think about the vocabulary you could use. Almond focuses on the same vocabulary and repeats it throughout e.g. pale cracked face. How could you expand upon this vocabulary?</p> | <p><u>WALT: write a review</u></p> <p>Read the last chapters 44-46.</p> <p>Reflect upon the ending. Are you happy with the ending? Was it as you predicted?</p> <p>Write your book review about Skellig. A template is attached on the year 6 page.</p> |

| | | | | | |
|-------------|--|---|---|--|--|
| | <p>TASK: Michael’s story, in ch33, seems to be based on his experiences with Mina and Skellig. Lots of authors use their own lives as a starting point when writing stories.</p> <p>Write one paragraph about something that has happened in your life, which could be the idea for a story.</p> | could write or draw or both – it is up to you how you choose to present it. | | | |
| Vocab Ninja | These can be found on the year 6 page. <i>6LB and 6JO to complete in class daily.</i> | | | | |
| Maths | Design a Theme Park project. Please find the project attached on to the year 6 page. This project will require you to focus on many different areas of maths. Work through at your own pace to complete the tasks as it requires you to do so. | | | | |
| Topic | <p><u>TRANSITION</u></p> <p>Very soon you will be moving on to your new secondary schools. This can be a very exciting time yet some of you may be a little nervous.</p> <p>Have a look at this website and work through some of the sessions to help you to overcome any worries and to prepare yourself for September.</p> | <p><u>SCIENCE</u></p> <p>Use this session to design your scarecrow.</p> <p>Think about the electrical components you will use.</p> <ul style="list-style-type: none"> - Motor? - Buzzer? - Light bulbs? - How will it be activated? Will you use a switch? <p>Draw, label and write about your scarecrow.</p> | <p><u>PE</u></p> <p>Finish off your cricket skills at home using the link here to support you.</p> <p>6LB vs 6JO Sports Afternoon</p> | <p><u>ICT</u></p> <p>Safer Internet Use</p> <p>Think about what it means to stay safe online. It’s not just when browsing the internet, but also using apps on your phone or tablet as well as some of your Xbox games and those on other consoles.</p> <p>We MUST also ensure that we are being kind online and treating others in a way that we wish to be treated. This</p> | <p><u>RSE</u></p> <p><u>WALT: understand how our bodies may change through puberty</u></p> <p>In school we will be learning about relationships and sex education today. We will be watching videos which discuss puberty for girls and boys. You can access the links here: Girls Boys</p> <p>If you can, sit down and talk with your grown-ups at home if you are unsure of anything</p> |

| | | | | | |
|--|----------------|--|--|---|---|
| | <p>6LB PPA</p> | <p>Don't forget to use circuit diagrams to show how it would be powered.</p> | | <p>includes the use of WhatsApp, as I know many of you use this and participate in the year 6 group.</p> <p>Remember:</p> <ul style="list-style-type: none">- Once you have typed something, anyone can see it. Anyone in the group can screenshot and pass your comments on.- Think about if you'd be happy to know that your parents and/or teachers could be sent these screenshots to see some of the comments you might make.- THINK: Is it useful? Is it necessary? Is it kind? If not, don't post! <p>TASK: Show your understanding of safer (and kinder!) internet use. It is up to you how you choose to present this learning.</p> | <p>you have watched or want to ask any questions.</p> |
|--|----------------|--|--|---|---|