





St Margaret's-at-Cliffe CP School

Home Learning Class 6

Dear Class 6,

As you know, our last week of this term will now look a little different from usual. Below is the timetable of lessons and activities that I would like you to complete from home. Please keep in daily contact with me via the class 6 email address – c.class6@st-margarets-dover.kent.sch.uk Parents – I am happy to receive emails from yourselves or directly from the children if you are happy for them to do so. I will be sitting at home with my laptop open all day every day! As in the first lockdown, there is no expectation for you to be printing things. Any work can be completed either on a Word document or on paper and then a photo sent to me please. If you are typing up on an iPad, could I please request that the notes document be converted to a PDF before sending as I'll be working from my laptop, which struggles to open iPad notes pages. Please do get in touch with any queries or concerns that you may have. I look forward to hearing from you all throughout the week 😊

Miss Brett

Class 6 w/b 14 th Dec	Monday 14 th December	Tuesday 15 th December	Wednesday 16 th December	Thursday 17 th December	Friday 18 th December
Vocab Ninja	A new word of the day on each PowerPoint screen – starting with Shinobi words for years 5/6. These can be found in PowerPoint or pdf format here . You should write the word, write the definition and use the word in your own unique sentence. You can also look at the synonyms, antonyms, prefixes and suffixes associated with the word and see if there are any others you can find.				
English	<p><u>WALT: be able to plan our writing by noting and developing ideas</u></p> <p>You might be familiar with the 'Bear and the Hare' video which was a John Lewis Christmas advert from 2013, back when you were all very little.</p> <p>It tells the story of a bear, who has never seen Christmas because he hibernates through winter, and his friend, the hare, who wants him to see and feel the joy of Christmas. Watch it here.</p>	<p><u>WALT: write for a range of purposes (fiction narrative)</u></p>  <p>You will be spending the next two days telling the story 'Bear and the Hare'.</p> <p>Make use of the video clip to help you describe the setting, the characters and the atmosphere. You can</p>	<p><u>WALT: edit, improve and publish writing.</u></p> <p>You should have received your writing back from me with personalised feedback. Please edit and make your improvements, just as you would in school. You can then rewrite and send me your final version.</p> <p>As always, check your own writing for:</p> <ul style="list-style-type: none">- Spellings. Can you check words in an online dictionary- Uplevel your language choices e.g. If you've described the 'soft, brown	<p><u>WALT: use skimming and scanning techniques to find relevant information within a text</u></p>  <p>Read through and complete the reading comprehension activity (see further down this document)</p>	

	<p>You have all become such fantastic fiction writers over the last few months so I'd like for you to write the heart-warming story this week.</p> <p><u>TASK:</u> Today we will start as we usually do, by breaking down the story on to a story map. Remember to use pictures for each element and add words if you need to. You should be able to retell the story using just your story map.</p> <p>Email a photo of your story map to me when you have finished it, please!</p>	<p>make use of thesaurus.com to uplevel your language choices. Use your story map from yesterday to help you as well.</p> <p>Time passes in this story as it begins with the animals being out in the summer and then it shows the seasons changing as the bear enters hibernation. There is a scene in the cave where the bear sleeps, that we notice days and nights passing by quickly. Use what you know about adverbials of time to show this in your writing.</p> <p>Remember to make it as interesting and emotive as some of your 'Kidnapped' and 'Rose Blanche' stories have been this term.</p> <p>Don't forget to stop every few sentences to read through what you have written and check it flows well, with no missing words or punctuation.</p> <p>This story is probably easiest to write in 3rd person narrative but you are welcome to write in 1st person as the hare if you would like.</p> <p>You should send to me for marking please. This can be via either a word or PDF document, or a photo of your handwritten work. I will mark these and send back to you in time for editing on Thursday.</p>	<p>bear' could you make more mature vocabulary choices?</p> <ul style="list-style-type: none">- Punctuation. Have you punctuated your clauses properly? Can you include () - , as parenthesis? Can you include a semicolon or ellipsis?- Have you included a variety of sentence structures? Could you use a short sentence for impact? <p>I will be able to print your edited versions to stick into your publishing books when we are back at school. If you are writing on paper and are unable to type up, that's no problem - I can do this for you today.</p>	<p>Just as you would in class, you should read the text and then answer the questions.</p> <p>It is not a memory test; you should use skimming and scanning techniques to look back through the text to find the answer you need.</p> <p>Remember, some questions will be 'retrieval' questions, so you would need to find the answer. Others may be 'inference' questions, which require you to read between the lines and give your own thoughts in order to answer.</p> <p>Answers are included below so that you can self-mark.</p>	
BREAK	BREAK	BREAK	BREAK	BREAK	BREAK
<p>Maths</p> <p>As always, you can log on to TTRS at home!</p>	<p><u>WALT: use co-ordinates in the first (or all four) quadrants</u></p> <p>Last week we looked into using co-ordinates. Some of you looked at the first and second quadrant while others looked at all four quadrants. Recap here: First Quadrant</p>	<p><u>WALT: identify, describe and represent the position of a shape following a translation</u></p> <p>Remember that translating a shape means it still takes the same shape but it moves elsewhere on the grid.</p>	<p>I know how much you all love playing Kahoot quizzes in the ICT suite so I have managed to find a quiz that you can play on Kahoot from home!</p> <p>You can log on at any time before 5PM today</p>	<p><u>WALT: be able to solve problems</u></p> <p>Complete the Christmas quiz. It is designed to cover many elements of maths that we learn in years 5 and 6. There are 20 questions; you should aim to do 10 on each day. There are lots of problem solving style questions and you will need pen and paper to show your calculations. Find it here.</p> <p>Answers are included at the end for you to self-mark. Please, no sneaky looks until you have finished the quiz!</p>	

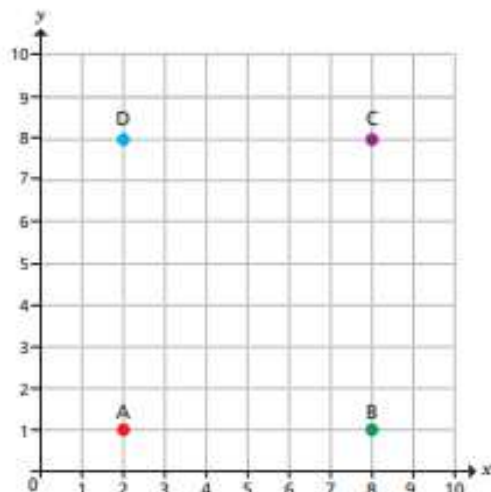
	<p>All four quadrants</p> <p>Complete the activities below, based on whichever recap video you have just watched.</p>	<p>Recap translating shapes by watching the video here.</p> <p>Complete the activities below.</p>	<p>and complete the 'Christmaths' Kahoot quiz! Click here. The game PIN is 01135459.</p> <p>Can you knock me off the top of the leader board?! I will be able to log on from home to see how you all get on.</p> <p>You can click here to see the podium once the challenge has finished.</p>		
Topic AM	<p><u>PE:</u> <u>WALT: keep fit and healthy</u></p> <p><i>Do your own quick warm up so that your body is ready.</i></p> <p>TASK: Sing the 12 days of Christmas song but add in your own PE exercises as you go. E.g. <i>On the first day of Christmas my teacher asked of me, to complete one burpee!</i></p> <p><i>On the second day of Christmas, my teacher asked of me, to complete two sit-ups and one burpee.</i></p> <p><i>On the third day of Christmas, my teacher asked of me, to complete three star jumps, two sit-ups and one burpee...</i></p>	<p><u>RE</u> <u>WALT: retell the Christmas story</u></p> <p>Read through and refresh your memory of the Christian Christmas story here.</p> <p>TASK: Can you create a comic strip to tell the Christmas story? Remember, comic strips tend to have few words; more of the detail is in the pictures, perhaps with the characters adding some speech or some sound effects.</p> <p>You can create your own comic strip format if you wish, or use one of the formats I have created below. Think about how many boxes you will need in order to tell the story.</p>	<p><u>History</u> <u>WWII Christmas</u> <u>WALT:</u></p> <p>Christmas during WWII would have been very different to a normal Christmas back then – much like Christmas 2020 will be for us!</p> <p>Find out about some of the ways Christmas was celebrated during WWII. This link might be helpful.</p> <p>Show me what you have learned. You can present your learning in any way you wish; poster, PowerPoint,</p>	<p><u>WALT: understand the meaning of the Christingle</u></p> <p>Christingles – find out about the significance of each of the elements of the Christingle here.</p> <p>If you have the supplies at home, you could make your own. Ask a grown up to help you with lighting the candle.</p> <p>If you do not have the supplies, there is of course no requirement for you to do this. You could draw a Christingle and label the different parts with their meanings, instead.</p>	<p>Golden time!</p> <p>Hopefully your grown-ups haven't had to hand out any warnings, yellow or red cards to you this week while you've been learning from home!</p> <p>You should treat this time as your golden time for the week and have some fun – enjoy!</p>

	and continue all the way up to the 12 th exercise!		pictures, video – it is up to you – be creative!		
	Let me know some of the exercises you choose!				
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Afternoon session 1	Drop Everything And Read! (DEAR time) Can you get creative with where you choose to do your DEAR time this week while in isolation? Send in a photo of you reading so that we can create an 'isolation reading board' in the classroom and share all of our photos. The more creative or funny, the better! (Stick to staying safe inside though, of course!)				
Topic PM	Each of the classes in school will be using this afternoon to watch each of the classes Christmas performances, since we can't be together in the hall or at the church this year. You can watch them too! Find them on the school website.	In school, each of the classes will be watching the i-rock assembly. Do you remember they came in to school for an exciting assembly with lots of musical instruments just before lockdown in March? Well today they will be doing another. It is a live stream starting at 2pm but they advise you to click the link about 5 minutes before. You can watch them too by clicking here .	This afternoon would have been our Christmas movie in class. Find a Christmas movie you can watch at home and enjoy with your family this afternoon. This would have also been our 'bring a plate' day. Perhaps, if you have some delicious snacks in the house, you could ask your grown-ups if you could have your special plate during the film today.	This afternoon would have been your Christmas party in the hall with party games. Can you use this time instead to design a fun party game that you can play with your family over the Christmas period? You might like to design your own board game, write a general knowledge quiz or you may have your own special idea.	Click here for some fun Christmas activities that you can complete at home. <i>Finish at 2PM – Have a wonderful, safe Christmas with your families.</i> <i>We are very much looking forward to seeing you in 2021!</i>

The first quadrant



1



a) Write the coordinates of the points A, B, C and D.

A (,)
B (,)

C (,)
D (,)

b) Draw lines to join the points A to D to form a rectangle.

c) Write the coordinates of 4 different points in each column of the table.

Inside the rectangle	Outside the rectangle	On the perimeter of the rectangle
(5, 3)		

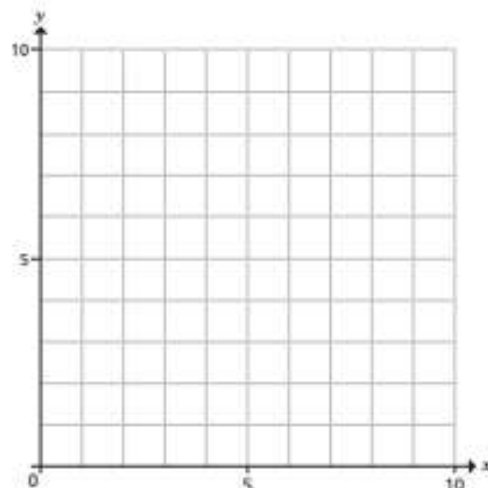


2

Here are coordinates for three vertices of a rectangle.

(3, 6) (7, 3) (7, 6)

a) Plot the coordinates.



b) Write the coordinates of the fourth vertex.

(,)

3

Here are coordinates for two vertices of a square.

(5, 2) (5, 6)

What could the coordinates of the other two vertices be?

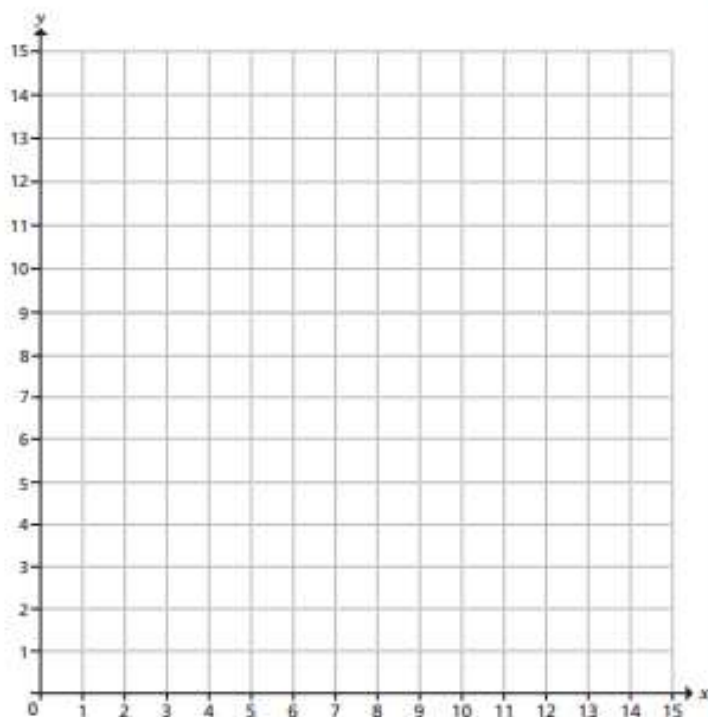
Give two possible solutions.

(,) and (,)

(,) and (,)



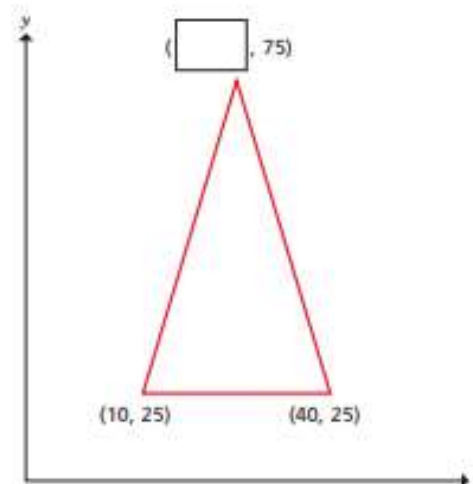
- 4 a) Write a set of coordinates that would join to make a right-angled triangle.
- _____
- b) Write a set of coordinates that would join to make a pentagon.
- _____
- c) Write a set of coordinates that would join to make a trapezium.
- _____
- d) Plot your points from parts a), b) and c) to check you are correct.



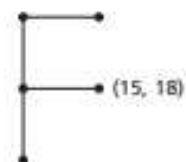
Compare shapes with a partner.
What is the same? What is different?



- 5 Complete the coordinate for the isosceles triangle.



- 6 Eva has drawn an F on a coordinate grid. One point is labelled. Suggest possible values for the other points and label them on the diagram.



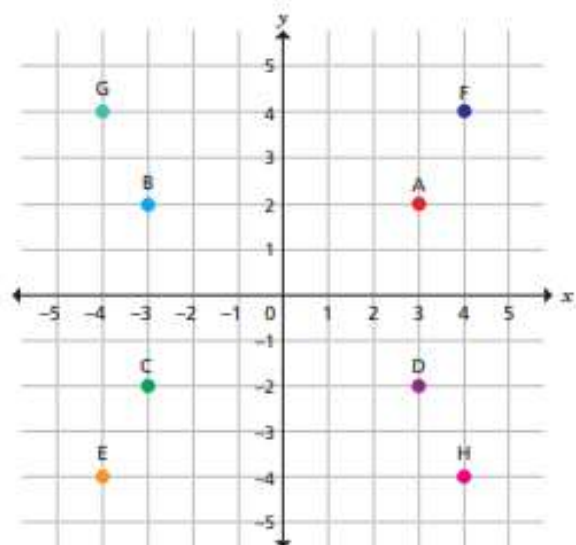
Compare answers with a partner.
Is there more than one possible set of answers?



Four quadrants



1



Write the coordinates of points A to H.

A (,)

E (,)

B (,)

F (,)

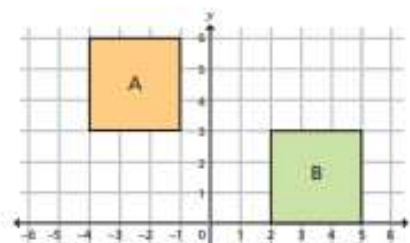
C (,)

G (,)

D (,)

H (,)

2

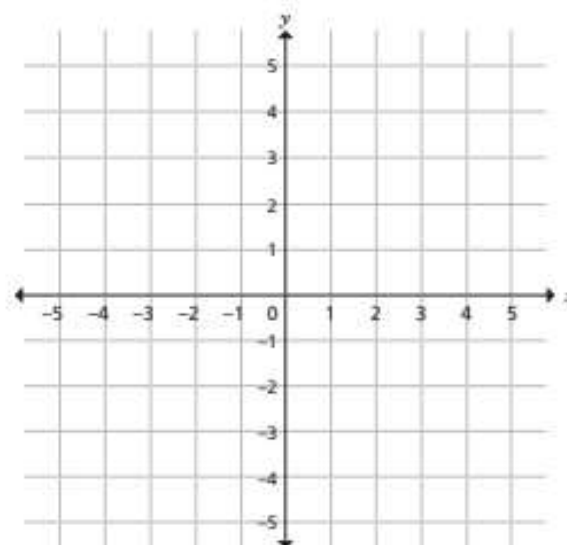


Write the coordinates for each vertex of each square.

square A = _____

square B = _____

3



a) Plot these coordinates.

(-3, 0) (4, 0) (-1, 5) (-1, -5)

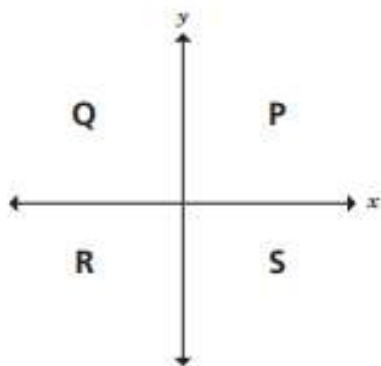
b) Join the points you have plotted to form a quadrilateral.

c) Complete the sentence to describe the shape you have drawn.

This quadrilateral is a _____



4



a) Write coordinates for 4 possible points in each quadrant.

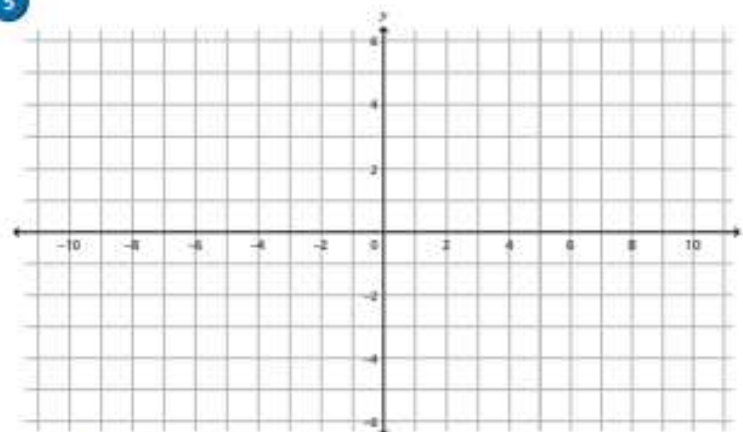
Quadrant P		Quadrant R	
(<input type="text"/> , <input type="text"/>)	(<input type="text"/> , <input type="text"/>)	(<input type="text"/> , <input type="text"/>)	(<input type="text"/> , <input type="text"/>)
(<input type="text"/> , <input type="text"/>)	(<input type="text"/> , <input type="text"/>)	(<input type="text"/> , <input type="text"/>)	(<input type="text"/> , <input type="text"/>)
Quadrant Q		Quadrant S	
(<input type="text"/> , <input type="text"/>)	(<input type="text"/> , <input type="text"/>)	(<input type="text"/> , <input type="text"/>)	(<input type="text"/> , <input type="text"/>)
(<input type="text"/> , <input type="text"/>)	(<input type="text"/> , <input type="text"/>)	(<input type="text"/> , <input type="text"/>)	(<input type="text"/> , <input type="text"/>)

b) Write 4 different coordinates that are not in any single quadrant.

(<input type="text"/> , <input type="text"/>)	(<input type="text"/> , <input type="text"/>)
(<input type="text"/> , <input type="text"/>)	(<input type="text"/> , <input type="text"/>)

What do you notice?

5



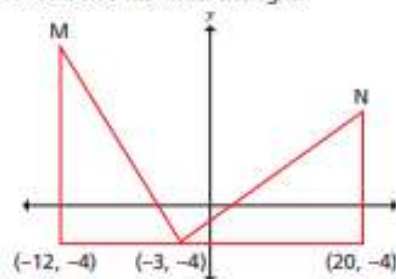
a) Plot these coordinates.

$(-8, 4)$ $(4, -2)$ $(10, -5)$ $(-4, 2)$ $(-6, 3)$

b) Write three other coordinates that would be in the same line.

6

The diagram shows two identical triangles.



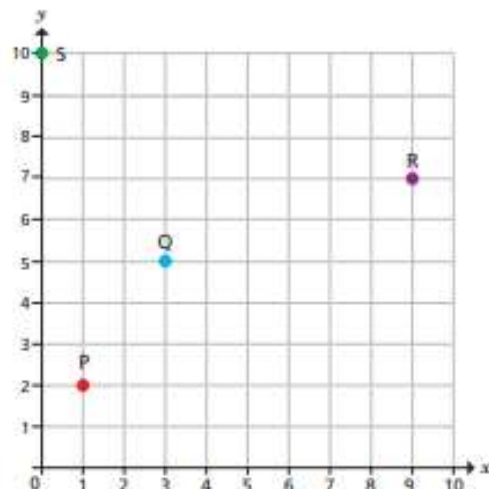
Write the coordinates of points M and N.

M (,) N (,)

Translations



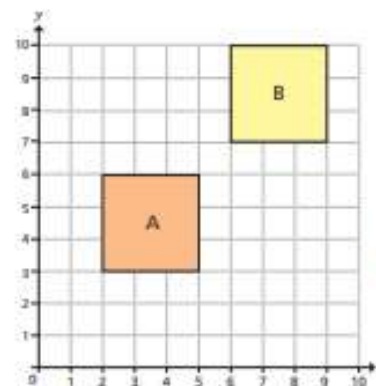
1



Describe the translations.

- From P to Q is right and up
- From Q to R is right and up
- From R to S is left and up
- From S to P is _____ and _____
- From Q to P is _____ and _____
- From R to Q is _____ and _____
- From S to R is _____ and _____
- From P to S is _____ and _____

2



The translation from A to B is 1 right and 1 up.

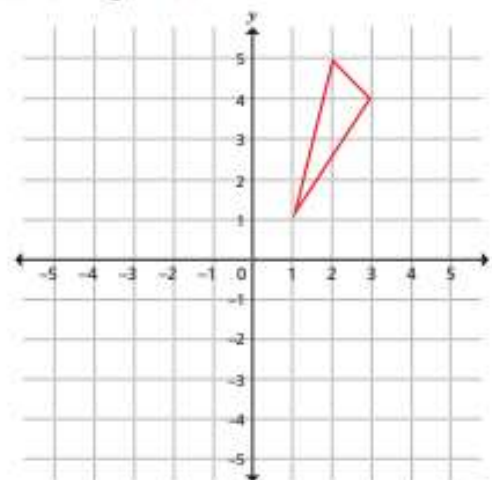


Do you agree with Rosie? _____

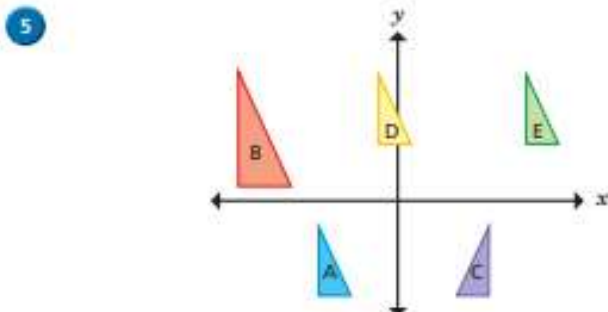
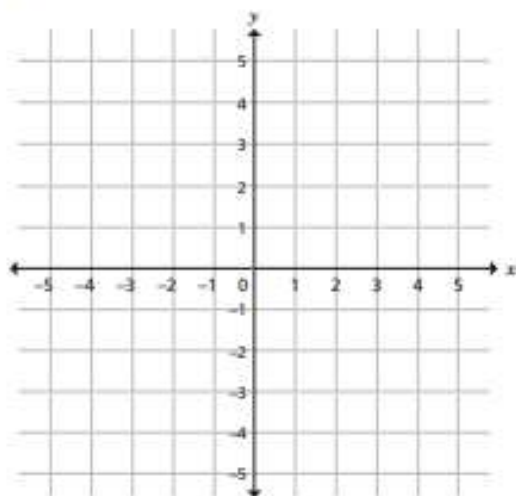
Explain your answer.

3

Translate the triangle 6 left.



- 4 These coordinates form a quadrilateral: $(-5, 5)$, $(-5, 1)$, $(-1, 4)$, $(-1, 2)$. It is translated 3 right and 4 down. Draw the quadrilateral on the grid in its new position.

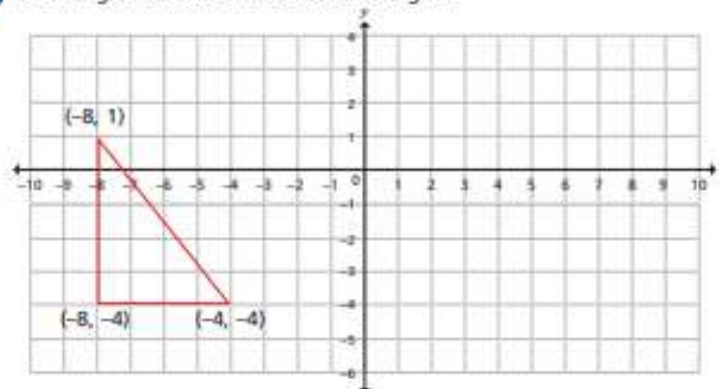


Which triangles are translations of each other?

Explain why the others are not translations.

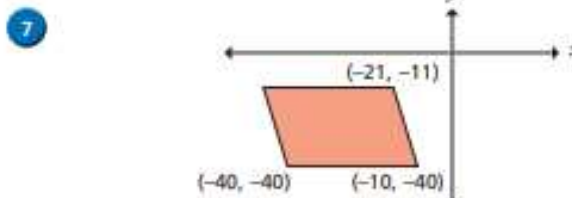


- 6 A triangle is drawn on the coordinate grid.



- a) Translate the triangle 9 right and 1 down.
b) Tick the correct box for each coordinate.

Point	Inside the new triangle	Outside the new triangle	On the perimeter of the new triangle
$(0, 0)$			
$(4, -5)$			
$(2, -1)$			
$(-6, -3)$			
$(3, -4)$			



This parallelogram has been translated 50 left and 25 down. What were the coordinates of **all** four vertices before it was translated?



TUESDAY – RE – CHRISTMAS STORY COMIC STRIP – 6 boxes

TUESDAY – RE – CHRISTMAS STORY COMIC STRIP – 8 boxes

TUESDAY – RE CHRISTMAS STORY COMIC STRIP – 10 boxes

Christmas Trees

Many of those who celebrate Christmas believe that the Christmas tree is an essential part of the festivities. Trees of different shapes, sizes and varieties are put on display in anticipation of Christmas Day. Christmas trees can be decorated using coloured baubles, lights, tinsel, ribbons, beads or bunting and are traditionally topped with a star or angel. Christmas presents are placed under the tree ready to open on Christmas Day morning.



Villages, towns and cities may have their own Christmas tree. These trees are usually decorated with lights and are much larger than those bought for the home.

Decorating evergreen trees during winter time began thousands of years ago. These trees stayed green all winter, which symbolised everlasting life and the hope that spring would come again next year.

Germany is believed to be responsible for the Christmas tree tradition that we know today. In the 16th century, Christians bought real trees into the home and decorated them. They were first lit up with candles on the branches. (Don't try this at home as this is a major fire risk!) During the 18th and 19th centuries, decorations included paper ornaments, fruit or sweets. Queen Victoria's husband, Prince Albert, made owning a Christmas tree in the home very fashionable in England. Glass baubles became popular and the use of the newly invented electric lights were a much safer alternative to candles.



The invention of the artificial tree meant that you could reuse it every year and you wouldn't have to worry about it losing all its needles before Christmas Day. Today, fibre optic Christmas trees can also be spotted at this time of year; some rotate and play music. In recent years, black or pink artificial trees have become very fashionable. You might even own a Christmas tree which hangs from the ceiling or a 'half tree' (yes, these do exist!).



Some people prefer a real Christmas tree in the house at Christmas as they can give off a beautiful woodland scent. Varieties include fir and spruce trees. There are different varieties of fir tree such as the balsam and noble fir trees.

Many families have a Christmas colour theme for their tree such as silver, red or gold.

Did you know?

- London has a famous Christmas tree which sits in Trafalgar Square. It is given as a gift by the people of Norway every year.
- The National Christmas Tree in Washington has been a tradition since 1923.
- The world's largest floating Christmas tree can be found in Rio de Janeiro, Brazil.
- The Rockefeller Centre Christmas tree in New York is typically a Norwegian spruce. The tree is covered in thousands of lights and has appeared in many Christmas films. In 2015, it was 78 feet high!



Christmas Trees **Questions**

1. List three things commonly used to decorate Christmas trees.

2. Why was it important a long time ago to have an evergreen tree inside the home during winter?

3. Where do people believe the Christmas tree tradition that we know today originated from?

4. Why were candles used to light up a Christmas tree in the 16th century? Why was this a major fire risk?

5. Explain why people might have thought it was a good idea to own a Christmas tree upon hearing that royalty owned one too?

6. Who might want to buy a 'half tree'?

7. Why do some people prefer a real Christmas tree in their home?

8. Which do you think is the best type of Christmas tree? Explain your answer.

Christmas Trees Answers

1. List three things commonly used to decorate Christmas trees.

Answers will include three of the following: coloured baubles, lights, tinsel, ribbons, beads, bunting, a star or an angel.

2. Can you explain why it was important to have an evergreen tree inside the home during winter?

It was important to have an evergreen tree inside the home as these trees stayed green all winter which symbolised everlasting life and the hope that spring would come again next year.

3. Where do people believe the Christmas tree tradition that we know today originated from?

Many people believe the Christmas tree tradition that we know today originated from Germany.

4. Why were candles used to light up a Christmas tree in the 16th century? Why was this a major fire risk?

Candles were used to light up Christmas trees in the 16th century as this was before the invention of the electric lights. This was a major fire risk as the candles could have fallen over, setting the branches on fire.

5. Explain why people might have thought it was a good idea to own a Christmas tree upon hearing that royalty owned one too?

Various answers.

6. Who might have to buy a 'half tree'?

Various answers.

Someone who didn't have much space in their home might have to buy a 'half tree'.

7. Why do some people prefer a real Christmas tree in their home?

Some people prefer a real Christmas tree in their home as they can give off a beautiful woodland scent.

8. Which do you think is the best type of Christmas tree? Explain your answer.

Various answers.