



# St Margaret's-at-Cliffe CP School

## Home Learning Class 6

Hello class six! Well done for completing your second week of home learning in lockdown this term and welcome to week 3. Any resources that I have used from Twinkl this week can be accessed by clicking [this link https://www.twinkl.co.uk/go](https://www.twinkl.co.uk/go) and entering the 6-digit pupil PIN code: RN9316. (If you are using Internet Explorer, you might find it is not fully compatible so I have given each individual lesson its own PIN, which you can find within each lesson below.) Then you should be able to open and use the PowerPoints and worksheets as we would in class. Please do get in touch if you have any difficulties in accessing these.

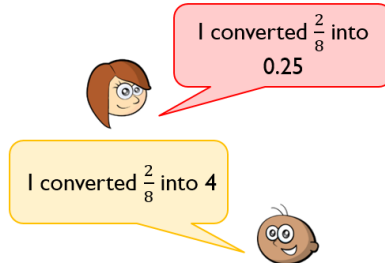
Please note that there is no expectation on you to be printing everything out at home. If you want to, that is fine but if you do not have access to a printer or ink, you can use the activities on the screen and write into an exercise book. These are available from the school shed if you do not have one at home. It has been wonderful to see all of the learning you have been completing at home. Please do continue to email me daily in the usual way at [c.class6@st-margarets-dover.kent.sch.uk](mailto:c.class6@st-margarets-dover.kent.sch.uk) Miss Brett

Class 6 18 <sup>th</sup> Jan	Monday 18 <sup>th</sup> January	Tuesday 19 <sup>th</sup> January	Wednesday 20 <sup>th</sup> January	Thursday 21 <sup>st</sup> January	Friday 22 <sup>nd</sup> January
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 <a href="#">here</a> . 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.				
SPAG	<p><u>Spelling:</u> <u>WALT: develop strategies to learn words from statutory word list</u></p> <p>Look at the statutory word list <a href="#">(see below)</a> that you have in your pink books at school. Choose 10 words today to focus on. Use one/some of the following strategies (like we do in class) to learn these 10 words:</p> <ul style="list-style-type: none"> <li>Pyramid words</li> <li>Trace, copy and replicate</li> <li>Look, say, cover, write, check</li> <li>Drawing around the word to show the shape</li> </ul>	<p><u>PaG</u> <u>WALT: use colons, semicolons and dashes to link main clauses.</u></p> <p>We can link two main clauses together by using a semicolon, a colon or a dash. We are good at using semicolons but I would like to see more of us using dashes in our writing.</p> <p>Watch the video <a href="#">here</a>.</p> <p><a href="#">Log in to Twinkl go by clicking here. (Use PIN: RN9316 unless on Internet Explorer then try PIN: LO1946)</a> There is a 'Dramatic dash' worksheet for</p>	<p><u>Spelling:</u> <u>WALT: develop strategies to learn words from statutory word list</u></p> <p>Look at the statutory word list <a href="#">(see below)</a> that you have in your pink books at school. Choose a different 10 words today to focus on. (So you should now have 20) Use one/some of the following strategies (like we do in class) to learn these 10 words:</p> <ul style="list-style-type: none"> <li>Pyramid words</li> <li>Trace, copy and replicate</li> </ul>	<p><u>PaG</u> <u>WALT: use dashes to link main clauses.</u></p> <p><a href="#">Log in to Twinkl go by clicking here. (Use PIN: RN9316 unless on Internet Explorer then try PIN: QT7412)</a> Find the Using dashes to demarcate independent clauses quiz PowerPoint.</p> <p>Can you complete the quiz using your knowledge on dashes? Watch Tuesday's video again if you are unsure.</p>	<p><u>Spelling</u> <u>WALT: develop strategies to learn words from statutory word list</u></p> <p>Ask a grown up or family member to help to check your spellings of the 20 words you have picked from Monday and Wednesday's lessons. You might like to spell them aloud or to have your grown up ask you the word and you write it down.</p>

	<ul style="list-style-type: none"> <li>• Drawing an image around the word</li> <li>• Words without vowels</li> <li>• Any other methods that work</li> </ul>	<p>you to download and complete. You can choose either 1 star, 2 star or 3 star.</p>	<ul style="list-style-type: none"> <li>• Look, say, cover, write, check</li> <li>• Drawing around the word to show the shape</li> <li>• Drawing an image around the word</li> <li>• Words without vowels</li> <li>• Any other methods that work</li> </ul>		
<p>English</p> <p>For the PDF of Charlotte's Web click <a href="#">here</a>.</p> <p>For the YouTube chapters click <a href="#">here</a>.</p>	<p><u>WALT: use research from a range of sources</u></p> <p>Read chapters 12, 13 and 14.</p> <p>In this book, we learn so much about the characters of the animals and their personalities. Do you think real animals think and feel like these ones? This can lead us into thinking about animal rights and whether it is right to eat them.</p> <p>This week you will be debating the question: <b><u>Should everyone become vegetarian?</u></b></p> <p>Think about the reasons FOR everyone becoming a vegetarian, (why they should) then think about the reasons AGAINST (why they should not). You might like to do this in columns or a table, or as a mind map. Try to think of 3 reasons for each side of the argument.</p>	<p><u>WALT: plan and draft writing</u></p> <p>Reach chapters 15 and 16.</p> <p>Today you will be planning a discussion text (sometimes called a balanced argument) to consider the question '<b><u>Should everyone become vegetarian?</u></b>'</p> <p>You may have a very strong opinion for one side or the other but the point of a discussion text is to carefully consider BOTH sides of the argument and to present them both equally. In the summary, you would consider the points you have already raised and then pick a side of the argument/discussion.</p> <p><a href="#">Watch here</a> – this man shows how to write a discussion text all about whether tourists should be allowed on Mount Snowdon.</p>	<p><u>WALT: write for a range of purposes (discussion)</u></p> <p>Read chapter 17.</p> <p>Use your plan and all of your information to write your discussion text today.</p> <p><b><u>Should everyone become vegetarian?</u></b></p> <p>In each paragraph, make your <b>POINT</b>, give your <b>EVIDENCE</b> and then <b>EXPLAIN</b> why this is important.</p> <p>e.g. <b>Many people believe that vegetarianism should be compulsory because many animals are killed unnecessarily. In the US alone, over 35 million cows, 115 million pigs and 9 billion birds are killed per year, just so that meat-eaters can have their food.</b></p>	<p><u>WALT: use skimming and scanning techniques to find evidence in a text.</u></p> <p>Read chapters 18-20.</p> <p><b>Log into twinkl (Pin RN9316 or if on IE try PIN: LX8591)</b> and complete the reading comprehension: Cole's Kingdom. It is an extract taken from a fiction book.</p> <p>You can choose:</p> <p>1 star 2 star 3 star</p> <p>(I always choose 3 star for us in class).</p> <p>3 star begins with:</p> <ul style="list-style-type: none"> <li>- text on pages 11-12</li> <li>- questions on p13-14</li> <li>- answers on p15-16 so you can self-mark.</li> </ul>	<p><u>WALT: write for a range of purposes (review)</u></p> <p>Read chapters 21-22</p> <p>Now that you have finished the text, consider these questions:</p> <ul style="list-style-type: none"> <li>- Was the ending as you suspected?</li> <li>- How did you feel about Charlotte's death?</li> <li>- Was Templeton a villain or a hero?</li> </ul> <p>I'd like you to write a book review for others to read, to see if they would like to read the book too. Write in paragraphs:</p> <ol style="list-style-type: none"> <li>1) Intro (give a brief summary of the story without giving spoilers!)</li> <li>2) What did you enjoy about the text?</li> <li>3) Were there any issues with the text</li> </ol>

	<p>Have a look <a href="#">here</a> to add to your ideas if you're unsure. You could ask your family for their opinions to support this.</p> <p>See if you can find facts or statistics to support your point. e.g.  <u>Point 1: (for)</u>  Animals are killed unnecessarily.  <u>Supporting Evidence:</u>  In the US, 35 million cows, 115 million pigs and 9 billion birds are killed each year for people to eat.</p>	<p><a href="#">Watch here</a> – this BBC reporter shows you how she has to stay balanced when reporting news. She shows how to write a discussion text on school uniform.</p> <p>Complete the planning grid below (or create your own on paper) to fill in each section and be sure you know what you are going to write about. Be sure to have your supporting evidence to back up your points.</p>	<p>In a time where there is such an enormous range of animal-friendly food available, it is clear to see why some people may believe there is no reason for these animals to be killed.</p> <p>On the other hand...(here I would launch into an AGAINST point, then evidence, then explanation).</p> <p>Remember:</p> <ul style="list-style-type: none"> <li>- Write in 3<sup>rd</sup> person</li> <li>- Write in full paragraphs</li> <li>- Use conjunctions to link points</li> <li>- Remain balanced</li> <li>- Give your opinion in the summary</li> </ul> <p>See below for some resources to help you:</p> <ul style="list-style-type: none"> <li>- Checklist</li> <li>- Sentence starters</li> </ul>	<p>or things younger children might find difficult?</p> <p>4) Who would you recommend this text to and why? (E.g. age group)</p>
Maths	<p><u>Times Table Rockstars</u> – I have set up a battle between class 6 and class 5. It begins at 9am on Monday and ends at 3.30pm on Friday. Please log in and play to help us win! Click <a href="#">here</a> to log in.</p> <p><u>Reasoning questions</u> – <a href="#">On the class 6 page</a> of the school website you will find a PowerPoint containing reasoning problems all based around decimals. There are 24 problems and you can choose which ones you would like to complete each day. I'm really looking for your explanations with these (see mine below). If a problem asks for all possible solutions, you should work to find ALL possible solutions.</p>			

Rosie and Tommy have both attempted to convert  $\frac{2}{8}$  into a decimal.



Who is correct?  
Prove it.

E.g., I know that  $\frac{2}{8}$  can be simplified to  $\frac{1}{4}$  which I know is equivalent to 0.25 as a decimal. I can prove this because 0.25 is equivalent to  $\frac{25}{100}$  and 25 is  $\frac{1}{4}$  of 100. This tells me Rosie is correct.

Tommy is incorrect because 4 is an integer when he should have converted to a decimal.

WALT: multiply decimals by integers

Remember an integer means a whole number.

Watch the video [here](#).

Complete the true or false activity [here](#). Can you explain why you think it is true or false?

Download the worksheets [here](#).

Answers can be found [here](#) so that you can self-mark. Let me know how you get on!

WALT: divide decimals by integers

Watch the video [here](#).

Complete the true or false activity [here](#). Can you explain why you think it is true or false?

Download the worksheets [here](#).

Answers can be found [here](#) so that you can self-mark. Let me know how you get on!

WALT: solve problems using division

Watch the video [here](#).

Complete the true or false activity [here](#). Can you explain why you think it is true or false?

Download the worksheets [here](#).

Answers can be found [here](#) so that you can self-mark. Let me know how you get on!

WALT: use decimals as fractions

Watch the video [here](#).

Complete the true or false activity [here](#). Can you explain why you think it is true or false?

Download the worksheets [here](#).

Answers can be found [here](#) so that you can self-mark. Let me know how you get on!

WALT: use fractions as decimals

Watch the video [here](#).

Complete the true or false activity [here](#). Can you explain why you think it is true or false?

Download the worksheets [here](#).

Answers can be found [here](#) so that you can self-mark. Let me know how you get on!

Topic AM

Music:  
WALT: know the history of music – the Classical period

Look through the PowerPoint to find out information about the Classical period of music. This can be found [here](#).

Remember to enter the PIN: RN9316. (If on Internet Explorer, enter PIN: LH8574).

Art:  
WALT: develop sketching skills

Make use of YouTube tutorials to give you step-by-step guides on sketching.

You could try:

- [Realistic eye](#)
- [Rattlesnake](#)
- [Penguin chick](#)

PE (for those in school the hall is free for Y6 9-9.30)

WALT: improve gymnastics skills.

[The Little Gym at Home](#) is a fantastic YouTube channel designed for children in lockdown to be able to do gymnastics at home.

PE (for those in school the hall is free for Y6 10-10.30)  
WALT: stay fit and healthy

Choose one type of physical activity of your choice that you can do at home to keep fit.

It might be:

- A bike ride with your family

RE  
WALT: understand four different ways in which the Muslim Ummah supports people all over the world.

Have a look at the information sheet I've provided below. The Muslim Ummah supports people in 4 main ways.

	<p>Can you show me what you have learned? It is up to you how you choose to present it.</p>	<p>You might like to find your own. (I did the rattlesnake with my bubble last year and they came out so well – there are some very effective techniques in these videos)</p> <p>Many of the tutorials require you to watch a step, and then pause the video and work at your own pace while you do that step, then play again.</p>	<p>There are lessons for your age group but also lots of ‘how to’ videos such as how to cartwheel or how to handstand.</p> <p>Have a go!</p>	<ul style="list-style-type: none"> <li>- Playing football or tennis in your garden</li> <li>- Just Dance</li> <li>- More gymnastics</li> <li>- <a href="#">Joe Wicks</a> (Live on Mondays, Wednesdays and Fridays but lots on his YouTube channel) You might have even better ideas.</li> </ul>	<p>You could also <a href="#">click here</a> (scroll down to p5-6) to read some information and opinions on the Ummah from Muslim teenagers, Bilal and Fizzah, who live in London.</p> <p><u>TASK:</u> Answer the question ‘How do the Muslim Ummah support people over the world?’</p> <p>You can choose how you wish to present your learning as your answer to this question.</p>
Topic PM	<p><u>Science</u> WALT: recognise differences between living things and their offspring</p> <p><u>TRIAL:</u> I have made a narrated powerpoint which is on the Class 6 page of the website.</p> <p>When you open it, if you go to Slideshow, then untick the ‘Use Timings’ box, then click Play from Beginning’ you should be able to watch the slideshow and hear me talking through it like a would a normal lesson. <i>(If you don’t have access to PowerPoint, all of the lesson detail is included below)</i></p>	<p><u>Mind-set</u> WALT: keep a positive wellbeing during lockdown.</p> <p>Things are very different to normal now and some of you might be finding this difficult to adjust to.</p> <p>Mind – a mental health charity – have put together a booklet, <a href="#">which you can download from Twinkl here with PIN: RN9316 or IE PIN: GQ0279</a> It focuses on keeping positive and has many little activities you can do at home to keep a positive mind-set during this lockdown. <i>(It’s designed so you can print it and fold to make a booklet – look</i></p>	<p><u>ICT</u> WALT: use functions and understand why they are useful in 2Code</p> <p>Open up Purple Mash and in your 2Dos, you should have a guided lesson called functions. Click and work through that first.</p> <p>You will then be writing code to add different functions.</p> <p>Lesson 3 in the teachers’ guide <a href="#">here</a> gives you systematic instructions on how to do this. Have fun!</p>	<p><u>French</u> WALT: ask and answer questions in the context of directions</p> <p><a href="#">Click here to download the Twinkl lesson pack for today. Enter PIN: RN9316. (IE PIN:LX8591)</a></p> <p>You should work through the Lesson Presentation PowerPoint and then complete the worksheet, which you can find in the Resources folder. There are three (one star, two star or three star) to choose from depending on how much</p>	<p><u>PSHE</u> WALT: identify problems in the world that concern us and talk about them.</p> <p>This week we are focusing not on your dreams for yourself but your dreams for the world.</p> <p>Aside from the pandemic, many other things that happen in the world are global issues or cause people suffering.</p> <p>Look at the photos (see below) and see if you can identify what is happening in each photo.</p>

	<p>When living things have babies, they are called their ‘offspring’. Do all offspring inherit the same things? Are all siblings of living things identical? Have a look at this <a href="#">video clip</a> which introduces you to inheritance.</p> <p><b>TASK:</b> You are going to draw the family tree of an animal (keep it simple as you’ll be drawing lots of slightly different versions of this animal)</p> <p>An example would be a bee family tree. – <a href="#">see my example further down</a>. Think about which features a bee might inherit. Can you spot the features each bee has inherited on my example?</p> <p>You should aim to draw your animal family tree, making each bee (or whichever animal you choose) slightly different but making sure they do inherit some features. You should add labels to yours to explain which features have been inherited.</p> <p>Look at my example – I’ve identified the wing size and eye colour of the bees and which parent or grandparent these have been inherited from but I’ve also varied their stripe size</p>	<p><i>out for the page numbers in the corners to know which page to look at in which order.)</i></p> <p>If you are finding things tricky, Mind have a whole section of their website dedicated to young people who are struggling during the pandemic – have a browse and find lots of information and support <a href="#">here</a>.</p>		<p>you want to challenge yourself!</p>	<p>Now, write or draw about your dream for the world.</p> <p>Mine is to end world hunger; we waste so much food here and in so many other countries while millions of others starve.</p> <p>What is your dream for the world?</p>
--	--	--	--	--	---

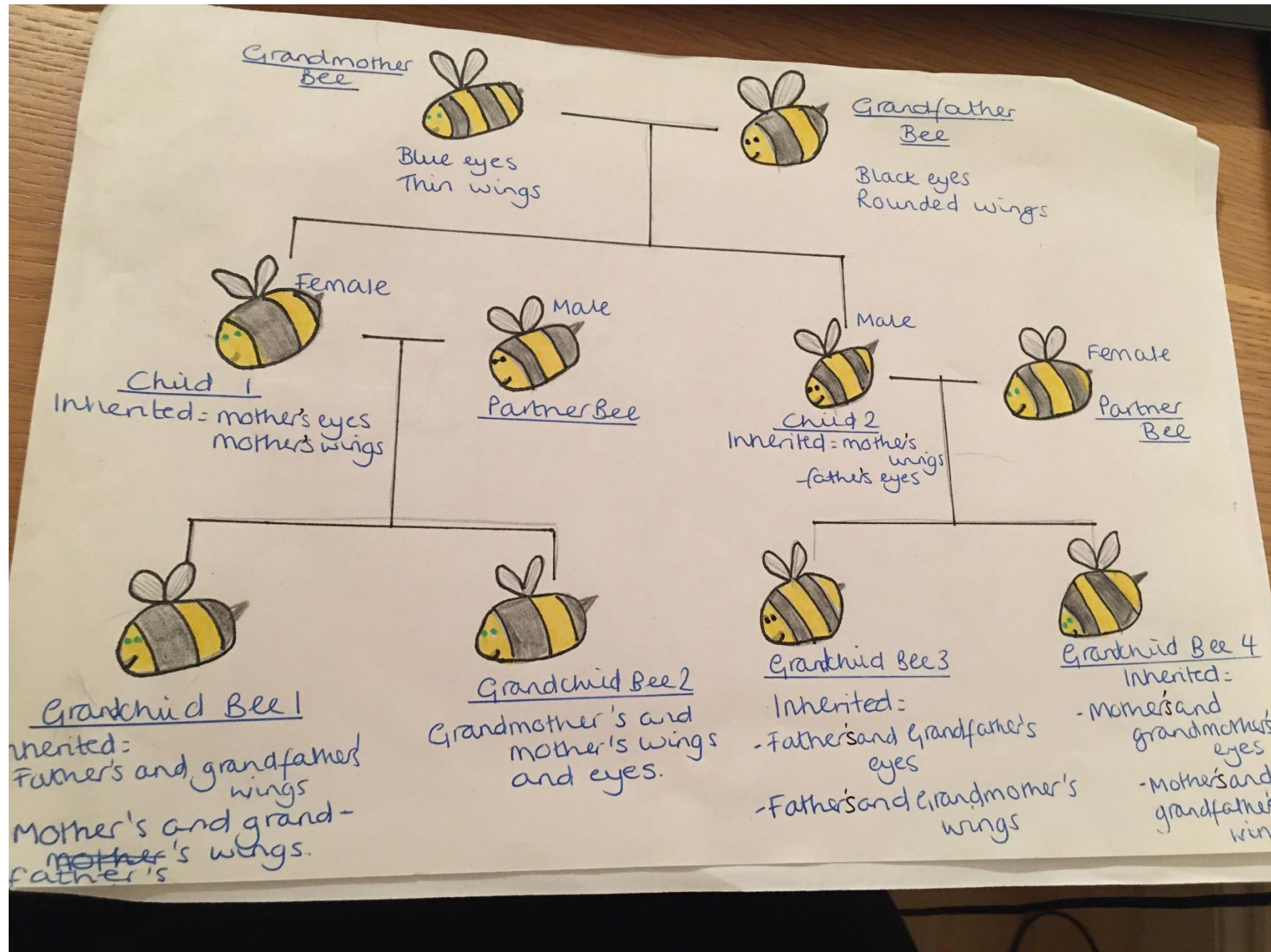
	and pattern and the size of their stinger. Can you spot which parent or grandparent these features have been inherited from?				
--	--	--	--	--	--

MONDAY & WEDNESDAY – SPELLING

Year 5 and 6 Statutory Words Spelling List

<b>accommodate</b> <b>accompany</b> <b>according</b> <b>achieve</b> <b>aggressive</b> <b>amateur</b> <b>ancient</b> <b>apparent</b> <b>appreciate</b> <b>attached</b> <b>available</b> <b>average</b> <b>awkward</b> <b>bargain</b> <b>bruise</b> <b>category</b> <b>cemetery</b> <b>committee</b> <b>communicate</b> <b>community</b> <b>competition</b>	<b>conscience</b> <b>conscious</b> <b>controversy</b> <b>convenience</b> <b>correspond</b> <b>criticise</b> <b>curiosity</b> <b>definite</b> <b>desperate</b> <b>determined</b> <b>develop</b> <b>dictionary</b> <b>disastrous</b> <b>embarrass</b> <b>environment</b> <b>equipped</b> <b>equipment</b> <b>especially</b> <b>exaggerate</b> <b>excellent</b> <b>existence</b>	<b>explanation</b> <b>familiar</b> <b>foreign</b> <b>forty</b> <b>frequently</b> <b>government</b> <b>guarantee</b> <b>harass</b> <b>hindrance</b> <b>identity</b> <b>immediately</b> <b>interfere</b> <b>interrupt</b> <b>language</b> <b>leisure</b> <b>lightning</b> <b>marvellous</b> <b>mischievous</b> <b>muscle</b> <b>necessary</b>	<b>neighbour</b> <b>nuisance</b> <b>occupy</b> <b>occur</b> <b>opportunity</b> <b>parliament</b> <b>persuade</b> <b>physical</b> <b>prejudice</b> <b>privilege</b> <b>profession</b> <b>programme</b> <b>pronunciation</b> <b>queue</b> <b>recognise</b> <b>recommend</b> <b>restaurant</b> <b>rhyme</b> <b>rhythm</b> <b>sacrifice</b> <b>secretary</b>	<b>shoulder</b> <b>signature</b> <b>sincere</b> <b>sincerely</b> <b>soldier</b> <b>stomach</b> <b>sufficient</b> <b>suggest</b> <b>symbol</b> <b>system</b> <b>temperature</b> <b>thorough</b> <b>twelfth</b> <b>variety</b> <b>vegetable</b> <b>vehicle</b> <b>yacht</b>
---	---	--	--	---





## TUESDAY – ENGLISH

Planning format for: Discussion text

My question: \_\_\_\_\_

Introduction: Plan your opening – what are you writing about? Give a bit of information about it.

Arguments FOR (with supporting evidence)

- 1)
- 2)
- 3)

Arguments AGAINST (with supporting evidence)

- 1)
- 2)
- 3)

Summary: What is your conclusion after considering both sides of the argument?

Features of a Discussion text/Balanced argument	Have you included this in your writing?
Is there an <b>introduction</b> – statement of the issue to be discussed?	
Are there <b>arguments for</b> included, with evidence?	
Are there <b>arguments against</b> included, with evidence?	
Is there a <b>conclusion</b> – summary of discussion and have you chosen one side of the argument?	
Is it written in the <b>present tense</b> ?	
Is it written in the <b>third person</b> ?	
Have you used fantastic vocabulary?	
Have you used a range of openers and conjunctions e.g. Therefore, however?	

Useful sentence starters for a balanced argument/discussion text

However, ...	Firstly...	Research suggests...	Consequently...
Although...	Finally, ...	Studies show...	Therefore...
On the other hand, ...	Furthermore...	It is well known that...	For this reason,
On the contrary...	Also...	Statistics show that...	As a result of this...
In contrast...	In addition to this...	It is common knowledge that...	

## FRIDAY – RE

There are four ways of sharing in the worldwide Ummah (the Muslim community):

### 1. **Zakat and Qurbani:**

Muslims are asked by their religion to give some of their money to help those less fortunate, as a sign of thanks to Allah, who is the Giver of All, the Satisfier of All Needs, the Generous One (3 of the 99 Beautiful Names of Allah). Zakat, the third pillar of Islam, requires Muslims to give £1 from every £40 (2½%).

Qurbani is the giving of a sacrifice (for example of an animal or of money) to show submission to Allah. These practices bring the Ummah together: everyone is involved, the richer help the poorer, everyone remembers God.



### 3. **The Hajj: a wish for all Muslims.**

Muslims cannot all go on the Hajj to Makkah. There are 2 billion Muslim people, and only about 3 million per year go to Makkah for the Hajj (pilgrimage). But there is unity in aspiring to go, and in facing the Kaaba (the most important mosque) every time Muslims pray, so the Ummah is strengthened by the fact that the Kaaba is the centre of the world for all Muslims.



### 2. **Charity across the world:**

One example is <http://oneummah.org.uk/about-us/> This is a small charity based in Middlesbrough, UK, which runs projects to help people in Britain and abroad, including running soup kitchens and foodbanks for poor people in Britain and providing clean water, building schools, supporting refugees and re-uniting separated people in areas of war. The 'Ummah' is not a national community – it is bigger than any nation. Charity expresses belief in one Ummah by linking those with money and generosity to those in need anywhere on earth.



### 4. **Stories of the Prophet and the words of the Qur'an:**

Allah says: "You have been the best of communities brought forth for humankind: commanding good, forbidding evil, and believing in Allah." (Sūrah Āl `Imrān: 110). It means that the early Muslim Community had three purposes, to say what is good, to say what is evil and unite around shared belief in Allah.



FRIDAY – PSHE

