



St Margaret's-at-Cliffe CP School

Home Learning Class 6


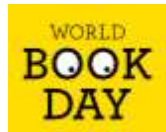
Welcome to week 2 of term 4. You can find my weekly welcome video on the class 6 section of the website.

Any Twinkl activities can be found 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.

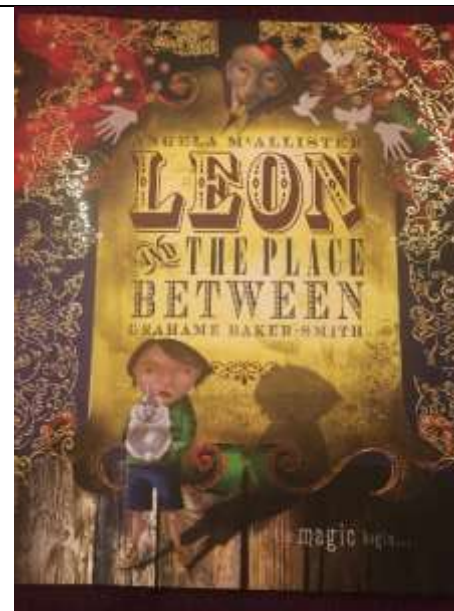
Please note that there is no expectation on you to be printing everything out at home. If you want to, that is fine but if you do not have access to a printer or ink, you can use the activities on the screen and write into an exercise book. These are available from the school shed if you do not have one at home.

Please do continue to email me daily in the usual way at c.class6@st-margarets-dover.kent.sch.uk

Miss Brett

Class 6	Monday 1 st March SECONDARY SCHOOL OFFER DAY	Tuesday 2 nd March	Wednesday 3 rd March	Thursday 4 th March WORLD BOOK DAY	Friday 5 th March
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.				
 <p>To celebrate World Book Day this year, we will be completing a variety of whole school activities across the week. Every Class Teacher has chosen a picture book that we will read to you on our weekly videos. Please complete the activities below for Monday to Thursday based on the book your teacher has read to you. On Friday there is a separate timetable of 'bookish' activities to choose from! When you return to school, we will give you your World Book Day book token. You will be able to exchange your voucher for one of the special 'World Book Day 2021' books in supermarkets and bookshops. With authors including: Tom Fletcher, Julia Donaldson and Katherine Rundell, there are some fantastic reads! Have a look here for a preview of what you could choose: 2021 Book selection</p> <p>We hope that you enjoy celebrating your love of books and reading!</p>					 <p>Please see the separate timetable of activities in your class home learning section on our school website.</p>

We are going to be reading 'Leon and the Place Between' by Angela McAllister and illustrated by Grahame Baker-Smith. Please see the video I have prepared on the class 6 page as well as the PDF for your reference.



English



Listen to your class story!

[Make a mini book](#) by following these instructions. Can you add a front cover and some illustrations? Write words or sentences on each page to summarise the story.



Letter to a character

Choose one of the characters from your class story. Write a letter to the character. You may want to ask them some questions about the story or how they felt at different parts

Story in a box!




Use whatever materials you can find to create your story in any box! You can use toys you have or draw pictures to colour and stick in.



Freeze Frame!

Imagine you were re-creating one scene from your class picture book. Which part of the story would you choose?

Use the [template below](#) to plan what you would need to re-create it at home.

Maths	<p><u>WALT: find area and perimeter</u> Watch the video here.</p> <p>Complete the true or false activity here. Download the worksheets here.</p> <p>Answers are here. Please self-mark and then show me how you did.</p> <p>*Optional Challenge* Click here for some more area and perimeter.</p>	<p><u>WALT: find area of a triangle</u> Watch the video here.</p> <p>Complete the true or false activity here. Can you explain why you think it is true or false?</p> <p>Download the worksheets here.</p> <p>Answers are here. Please self-mark and then show me how you did.</p>	<p><u>SATS Companion</u></p> <p>Log into SATS Companion here and complete the activities on screen.</p> <p>Remember you might like to have a pen and paper handy for working out.</p> <p>PLEASE take your time to read each question and work it out as you would if you were working on paper!</p>	<p><u>WALT: find the area of a triangle</u> Watch the video here.</p> <p>Complete the true or false activity here. Can you explain why you think it is true or false?</p> <p>Download the worksheets here.</p> <p>Answers are here. Please self-mark and then show me how you did.</p>	
Topic 1	<p><u>Music:</u> <u>WALT: listen, appraise and sing</u></p> <p>Click here to go to your charanga login page. You will need your login details, which have been sent to you. (If you have not received these I can email you)</p> <p>Once logged in, you should see that you have an assignment. This will be your whole lesson.</p>	<p><u>Big Life Journal</u> <u>WALT: know that effort is key</u></p> <p>Complete part 2 of this chapter – see below.</p> 	<p><u>PE</u> <u>WALT: pass effectively in tag rugby</u></p> <p>Watch another PE with Mr Dalton here. You can make use of the equipment you have at home. See if you can find a member of your household to take part with you.</p>	<p><u>PE</u> <u>WALT: stay fit and healthy</u></p> <p>Choose one type of physical activity of your choice that you can do at home to keep fit.</p>	
			<p><u>ICT</u> <u>WALT: understand the importance of our digital footprint</u></p> <p>Can you think about what your 'digital footprint' means? Why is it important?</p> <p>Open the Applicant Database in your 2Dos. These are people who have applied for funding at their</p>	<p><u>French</u> <u>WALT: use am and pm in the context of time in French.</u></p> <p>Click here to access Twinkl Go and enter PIN: RN9316 to download the lesson pack.</p> <p>Watch the lesson presentation and find the</p>	

			<p>college. The college are now trying to choose who would be best, based on information they have found online. Complete the grid here to see which information can be found about each applicant.</p> <p>Click here to check your answers once you have decided.</p>	<p>activity sheet. If you have trouble with PowerPoint, I can send you a PDF instead.</p>	
Topic PM	<p><u>Science</u> WALT: identify how animals are adapted to suit their environment and that adaptation may lead to evolution.</p> <p>THINK: Here are some different scenarios. Decide which features of which of the animals would make them suited to the environment</p> <p>1. A factory has opened up near to some woods. The factory produces lots of dark smoke that covers the trees. In the trees live two types of moth; a dark one and a light one.</p> <p>2. A disease has killed all of the plants whose flowers are long funnel shaped. There are bees with long tongues and bees with short tongues.</p>	<p><u>Geography</u> WALT: understand how our world may look in the future</p> <p>Last week you spent time researching global warming. Another huge thing occurring in our world is 'deforestation'.</p> <p>I would like you to find out:</p> <ul style="list-style-type: none"> - What is deforestation? - Where is it happening? - What impact is it having on our world and why? - Any other interesting facts you would like to include. <p>Here are some handy websites to help your research:</p> <ul style="list-style-type: none"> - Active Wild - Kiddle - Twinkl <p>You can present your learning in any way you wish.</p>	<p><u>RE</u> WALT: consider the idea that Jesus came to show God's grace to humanity and lived as a servant, rather than a ruler of king.</p> <p>Think about these examples of Jesus and his good deeds:</p> <ul style="list-style-type: none"> - Jesus submits to being arrested - Jesus appreciates the widow's offering - Forgiving Peter for denying him - Praying forgiveness on his crucifiers - Healing the man after forgiving his sins <p>Think about how grace or generosity can be shown by Jesus in each of these scenarios. Are there any others that you know of from the Bible?</p>	<p><u>PSHE:</u> WALT: understand that some people may be exploited and made to do things that are against the law</p> <p>THINK:</p> <ul style="list-style-type: none"> - Is belonging to a gang good or bad? - Why do you think some people join a gang? - Can gangs be involved in criminal activity/ things that break the law? - Do you think some people are pressured into joining a gang even if they don't want to? <p>TASK: Read through Kiran's story (see below) and stop and think about the questions that are</p>	

	<p>3. A drought has hit the country. Grey wagtails usually hunt for insects by rivers, whereas the pied wagtails use fields as well.</p> <p>Which moths, bees and wagtails are most likely to survive? What will this mean for these types of animals found in later generations?</p> <p><u>TASK: (please see below)</u></p>		<p>Can you rank the examples above from most generous to least? Why do you think this?</p>	<p>asked throughout the story.</p> <p><i>Sometimes gangs can exploit children and pressure them into joining their gang or completing illegal tasks. They can sometimes make threats to scare the children into joining and doing as they are told. Children in this situation should speak to an adult that they trust for help.</i></p>	
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MONDAY – SCIENCE

Science: Key question – Which characteristic would help you to survive if you were a stag beetle?



- Look at this picture of a male stag beetle.
- Think about what it needs to be able to do in order to survive: find food, capture food, hide from predators, not dry out in the heat, etc.
- Think about a characteristic of the beetle that would be useful for its offspring to inherit; e.g. large pincers for catching food.

TASK: Stick or draw the same picture of the father stag beetle at the top of your page, and then sketch several of the offspring below this; however, only one of the offspring has inherited the useful adaptation (e.g. the large pincers). What might happen to the other offspring? (they might not be able to catch enough food to survive and they die. Death of a beetle can be shown by drawing a line through that beetle.)

- Now draw offspring for the surviving beetle, but draw them so that some are slightly wider than others.
- Now imagine that the habitat in which they live has changed: a fungus has killed many of the trees in which they live. The only trees remaining have only small holes in which they can live. You must decide which of your beetles will survive and be able to have their own offspring. You can then draw the offspring of the surviving beetle/s.

EXPLAIN: Can you write to explain how the final beetles look different to their ancestor? (grandparent).

- You could then make up your own next part of the story; maybe their food is harder to find and those with the longest legs are more able to cover the distances than their siblings. Your pictures in the end should show the original stag beetle at the top of the paper, lines then proceeding down to its offspring, then lines from any of these to their offspring, etc.

Effort
is key

PART 2

(it Arrow)

What happens when you do
something over and over again?

Imagine you are standing in front of a big field of tall grass and you need to cross to the other side. The first time you try, you might have to work your way through, but you will get there.



When you do it again, it becomes a little bit easier. And each time you cross the field, you find it becomes easier until you have created a clear path.



The same thing happens inside your brain. The cells inside your brain create a new path or pathway between each other when you learn something new.

Every time you practise, a special signal travels along this pathway.

The more you practise, the easier it is for the signal to travel because the pathway becomes clearer.



What is one thing you need to practise to form a pathway in your brain?

When you work on something, it is important to do your best and take pride in your work.

Ask your JOURNAL BUDDY when they did their best and felt proud of their work.

NOW IT'S YOUR TURN!

Describe a time when you did your best and felt proud of your work.

I did my best when _____

When I do my best I...

- | | |
|--|---|
| <input type="checkbox"/> ask questions | <input type="checkbox"/> keep going when it's difficult |
| <input type="checkbox"/> take my time | <input type="checkbox"/> ask for help |
| <input type="checkbox"/> check my work | <input type="checkbox"/> _____ |

When I do my best I feel...



JUST FOR FUN

If you could throw a party for your friends and family, what would it be like?

/ Draw or describe your party below.



Freeze Frame!

Story:

Explain the part of the story you have chosen to create:		
What characters are in the scene? What costumes might you need? Make a list or draw your characters below:	What is the setting of your scene? Is there anything you could find at home to re-create the background? Make a list or draw the background below:	Are there any props you would need to make or find? Make a list or draw the props below:

THURSDAY – PSHE

Kiran and Ava's story – Read the story (both pages) and answer the questions as you read.

It was Kiran's twelfth birthday, not that he noticed much. Nobody particularly bothered about birthdays at home any more. If he was lucky, he might get a card from his Mum and she might bring a cake from the supermarket. There would definitely be no presents, Mum couldn't afford it.

At school Kiran met up with his friends as usual. Ava was showing off her new SMART watch. Kiran wondered how she had been able to afford it. Ava's Dad was out of work, and her family had even less money than his. Ava let Kiran have a go on the watch, she could even send texts on it. He imagined his Mum coming home with a watch like this just for him, but that was just a dream, and it would never happen.

Later that day Kiran asked Ava where she had got the money to buy the watch. She explained that she sometimes did jobs for a friend, and she said if Kiran wanted, she could introduce him.

What sort of jobs might Ava be doing to earn the money?

A few days later Ava met Kiran after school and they walked together to the local shopping precinct. Ava told him to wait while she went up to a very smart SUV car and spoke to somebody inside. Kiran thought he saw her hand over some money and then get a package in return. She called Kiran over and introduced him to the driver of the car. The man, who was called Tyler, explained that to earn some money, all Kiran had to do was drop a package to an address that Tyler would give him. Kiran thought that sounded like an easy job but he had a strange feeling inside that something wasn't right. Despite feeling like this he agreed to meet Tyler the next day to collect the package and get the address for the delivery.

What do you think might be in the packages that Ava and Kiran are being asked to deliver?

Why might Kiran be feeling strange about the job. What sort of thoughts and feelings might Kiran be experiencing at this point in the story? Is his conscience trying to tell him something?

On the way home Kiran asked Ava if she knew what was in the packages. She said she didn't but something told him she was lying. All that evening Kiran thought about meeting up with Tyler the next day. At times he felt worried about it, but then he convinced himself that if Ava was OK there was no harm in it. He might also be able to give some extra cash to his Mum to help out if he did the job.

The next day after school, Kiran met Tyler. Tyler handed over a brown package and told Kiran to put it straight into his rucksack and not show anyone until he delivered it. There was definitely something not right about this. Tyler gave Kiran the address. It wasn't even in Kiran's home town, it was miles away. Kiran said that he didn't think he would be able to do the job, but Tyler said he was involved now and had no choice. There was something scary and threatening about the way Tyler spoke to him. Tyler handed Kiran more than enough money to buy the bus and train tickets he would need, but he was going to need to find a good excuse to tell his Mum. He wouldn't be home until 10pm at the earliest, even if he set off now.

After hours of travelling, Kiran found the address he needed to deliver to. A woman opened the door and she asked where the package was. Kiran gave it to her, and in return she handed him a bundle of money. Kiran had never seen so much cash all in one go. She told him to give the money to Tyler.

Kiran got home at 10.30pm and his Mum was furious just like he thought she would be. He said he had been out with friends and told her to mind her own business. He hated speaking to his Mum that way, but what else could he do? If he told her the truth, she would be even more angry.

After school the next day, Tyler's SUV was waiting in the usual spot. Kiran handed him the money. Tyler took out a few notes and gave them to Kiran.

'That's your payment, and there's more of that if you want it?' he said. Kiran couldn't believe his luck, there was more money than his Mum earned in a day. He nodded back to Tyler, and Tyler handed him a mobile phone. 'This is yours,' he said. 'When I call you, you come and find me and you'll get another package just like last time.'

Over the next few weeks Tyler called more and more often, and Kiran did more and more deliveries. He met more of Tyler's gang and did jobs for them too. He tried to blank out that he might be involved in something dangerous, it certainly felt that way. He had to lie to his Mum all the time, and sometimes he even needed to skip school, which he felt bad about. But when Tyler paid him, he stopped worrying about those things and just thought about everything he was able to afford now.

What do you think and feel about the story now. Is Kiran doing the right thing?

What might he be involved with?

One day, Kiran was delivering a package to an address that he had been to before, when he was approached by a group of men he didn't know. Before he realised what was happening, he was bundled into a car and driven off a few streets away. The men dragged him out of the car, took the package from his rucksack and opened it up. It was full of drugs. Kiran wasn't surprised, he had suspected this for a while. Tyler's gang all smelled of cannabis. The men pushed him roughly to the ground and said if he did any more work for Tyler, they would hurt him and his Mum, because they knew where they lived. They drove off with the drugs and left him at the roadside.

Tyler was angrier than ever when Kiran told him what had happened.

'You owe me now for all the drugs you lost. You'll need to do more jobs and you won't get paid until you've earned enough to pay me back. I don't care what those men said to you. You work for me now! Tell anyone about this and you'll be in even more trouble, they wouldn't believe you anyway.' Tyler drove away angrily.

Kiran was in trouble. What seemed like a good idea at first had spiralled out of control, and he didn't know what he was going to do about it. He felt alone, helpless and frightened. He didn't care about the money and some of the things he had bought with it. That didn't matter anymore. All he wanted was his old life back, where he didn't feel in danger and was just a normal teenager. He wished none of this had ever started.

Have you got any suggestions that would help Kiran?

Could he have done anything earlier in the story to have helped himself?



Advice for children who are being exploited:

There is a way out of the situation even if the people doing the exploiting say there isn't, or they try to frighten the child so that they don't tell. These people are very clever at making the child feel alone with no choice but to carry on. Don't believe them.

TELL SOMEONE. There are people who can help and protect you like:

The police

An adult family member you trust

A trusted adult at school

An advice phone number, or website where you can chat to someone

Charities or organisations that help children who are being exploited.

Find these by doing an internet search.