



St Margaret's-at-Cliffe CP School


Home Learning Class 6

We are back in school from Monday 8th March 2021. If you are having to isolate at home, you can access the learning here. Twinkl resources can be accessed by clicking [here](#) and entering PIN: YG7216 If you are working from 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 w/b 8 th March	Monday 8 th March	Tuesday 9 th March	Wednesday 10 th March	Thursday 11 th March	Friday 12 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.				
SPAG	<p><u>Spelling</u> WALT: <u>generate words from prefixes</u></p> <p>'Etymology' is the study of the origin of words and how their meanings have changed. We will be focusing on the etymology of prefixes and how these can help us spell and understand the meaning of words.</p> <p>Look at the table of prefixes below. Can you work out the meaning of the prefix and find some examples of words which use this prefix? An example has been done for you.</p>	<p><u>PaG</u> WALT: <u>recognise and categorise words into word classes</u></p> <p>What does 'word class' mean? Which word classes do you know?</p> <p>Take a double page spread and make a heading for each word class somewhere on the page. You could create a spider diagram for each word class and then think of as many examples of each as you can.</p>	<p><u>Spelling</u> WALT: <u>generate words from prefixes</u></p> <p>Create a matching quiz for a partner to solve. You will need some prefixes and some words that could go with them, but they will be scrambled up.</p> <p>Have a look at the examples below.</p>	<p><u>PaG</u> WALT: <u>recognise and categorise words into word classes</u></p> <p>Have a go at the word classes sheet. You will need to find and identify the word classes and colour them in.</p> <p>Access this lesson using pin code: YG7216 at Twinkl Go</p>	<p><u>Spelling</u> WALT: <u>know the meanings of prefixes</u></p> <p>Have a go at this online quiz to see which prefixes you know the meanings of.</p>
English	<u>WALT: read from a wide range of fiction</u>	<u>WALT: be able to perform our own compositions</u>	<u>WALT: describe character</u> Retell the story.	<u>WALT: ask and respond to questions about a text to demonstrate understanding</u>	<u>WALT: be able to use a wide range of devices to build cohesion.</u>

	<p>Read the story The Cobbler of Krakow and Smok the Dragon of Wawel (find here).</p> <p>Using bullet points or perhaps talking to a grown up if you're home, can you retell the story?</p> <p>Work to create your very own Story map to retell the story. Think about being using pictures to help you remember.</p> <p>Could you add adverbials of time to show time moving through the story?</p>	<p>Retell the story of 'The Cobbler of Krakow and Smok the Dragon of Wawel' from yesterday. In class, children will work in pairs and label themselves 1 and 2. They will take it in turns to retell parts of the story. Home learners, could you work with a grown-up to do the same?</p> <p>In class, we will be working in groups to act out the story. If you're at home, can you ask a grown-up to help with the drama?</p>	<p>In class we will be making our characters on to cardboard shapes so that we can use these on sticks as mini puppets to help us visualise the characters. We can then use them to assist us in retelling the story.</p> <p>If you're at home, can you use resources you have available to represent the characters?</p>	<p>Read the extract from 'Holes' by Louis Sachar (see below)</p> <p>In class we will be discussing and asking questions.</p> <p>Complete the questions that follow. Answers can also be found below for self-marking.</p> <p>Have a look at the extra activities linked to 'Holes' and have a go at one or two. BREAK AT 10.15</p>	<p>BIG WRITE</p> <p>Using your knowledge of the story, can you rewrite it? Stick to the main storyline, but use your own writing devices to build in character descriptions, setting as well as managing to build suspense and atmosphere.</p>
Maths	<p><u>WALT: find the area of a parallelogram</u></p> <p>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 if you're at home.</p>	<p><u>WALT: recap our understanding of volume</u></p> <p>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 if you're at home.</p>	<p><u>SCIENCE</u></p> <p><u>WALT: understand how animals are adapted to suit their environment.</u></p> <p>Watch the following video clips to see how the animals are best adapted to suit their habitat:</p> <ul style="list-style-type: none"> - Capybara and giant otter - Scallop - Seals - Fish - Animals in the desert - Camouflage <p>TASK: draw 5 of the animals you have learned about through these videos and write which of its</p>	<p><u>PE with Mr Castle 10.30-11.30</u></p> <p>Activity 1 – 'Catch me if you can' game. Start without tag rugby belts and tags and then progress to using belts and tags. Get children to stand still and give command, then progress to running on the spot, squatting, kneeling and then sitting before giving command.</p> <p>Activity 2 – 'Hula Slalom relay'. Start without rugby ball, progress to using rugby ball and then passing the ball around the waist whilst performing activity. Add more cones at closer intervals. Move cones 'off set' to allow for greater</p>	<p><u>WALT: calculate volume of a cuboid</u></p> <p>Watch the video here.</p> <p>Complete the true or false activity here. Why you think it is true or false?</p> <p>Download the worksheets here.</p> <p>Answers are here. Please self-mark if you're at home.</p>

			<p>features enable it to survive in its environment.</p> <p>EXT: Think about how these features might improve in the future.</p>	<p>movement and more agility/balance.</p>	
<p>Topic AM</p>	<p><u>PSHE</u> <u>Coronavirus hand/face hygiene lessons.</u></p> <p>Class staff to explicitly teach and supervise health and hygiene arrangements – hand-washing, tissue disposal and toilet flushing. Avoid touching mouth, eyes and nose. Class-based staff to teach this explicitly to the children and remind regularly.</p> <p>TASK: In class, we will be making posters to be displayed around our bubble to remind us of what we need to do to stay safe. Examples can be found on Twinkl.</p> <p>Access this lesson using pin code: YG7216 at Twinkl Go</p>	<p><u>Big Life Journal</u> <u>WALT: Love learning – part 1</u></p> <p>Complete chapter 1 – see below</p> <p>Find out more about real-life astronaut Chris Hadfield here and watch him perform ‘Space Oddity’ while weightless in the International Space Station.</p> 	<p><u>Geography</u> <u>WALT: understand the impact of weathering and erosion on our world</u></p> <p>Work through the lesson presentation (the link to the erosion video doesn’t work but you can watch here) and complete the Investigation activities. Then complete the activity sheet to go with this.</p> <p><i>In class we will need:</i> - bicarbonate of soda - vinegar - filled water bottles frozen overnight (one per group)</p> <p><i>We won’t be doing the sand and straws activity in class due to blowing through straws.</i></p> <p>Access this lesson using pin code: YG7216 at Twinkl Go</p>	<p><u>MATHS</u> <u>WALT: calculate volume of cubes and cuboids</u></p> <p>Watch the video here.</p> <p>Complete the true or false activity here. Why you think it is true or false?</p> <p>Download the worksheets here.</p> <p>Answers are here. Please self-mark if you’re at home.</p>	<p><u>RE</u> <u>WALT: understand the significance of the Last Supper</u></p> <p>Watch the story of the Last Supper here. Understand further here.</p> <p>TASK:</p> <ol style="list-style-type: none"> 1) Draw a picture of the Last Supper. 2) Explain the significance of the bread and wine. 3) How did Jesus show grace here?
<p>Topic PM</p>	<p><u>MATHS in ICT/MUSIC</u> <u>WALT: Listen to, internalise and recall sounds and patterns of</u></p>	<p><u>PE</u> <u>WALT: understand basic rules and fundamentals of tag rugby</u> <u>Outside 1.30 - 2.30</u></p>	<p><u>MATHS in ICT/MUSIC</u> <u>WALT: calculate volume of cubes and cuboids</u></p>	<p><u>PPA</u> <u>French</u> <u>WALT: use five minute intervals in French</u></p>	<p><u>PSHE</u> <u>WALT: identify goals and worries upon returning to school</u></p>

	<p><u>sounds with accuracy and confidence.</u></p> <p><i>Singing lessons to take place outside where possible. If it is essential to be inside, lowered voices, good ventilation and no more than 15 chn. Chn should be back-to-back or side-to-side as opposed to face-to-face. If using glockenspiels in class, these need to be cleaned after use and stored in bubble for 72hrs.</i></p> <p>We will be using Charanga to listen to and compare Carole King's 'You've Got a Friend' with other compositions. We will be adding instruments to the song.</p> <p>If you are at home, login to your charanga account here and add an instrument if you have one at home. If not, use body percussion.</p>	<p>Activity 1 – 'Catch me if you can' game. Start without tag rugby belts and tags and then progress to using belts and tags. Get children to stand still and give command, then progress to running on the spot, squatting, kneeling and then sitting before giving command.</p> <p>Activity 2 – 'Hula Slalom relay'. Start without rugby ball, progress to using rugby ball and then passing the ball around the waist whilst performing activity. Add more cones at closer intervals. Move cones 'off set' to allow for greater movement and more agility/balance.</p>	<p>Log in to SATS Companion here and complete activities based around volume.</p>	<p>We will be working through the PowerPoint, saying and writing the sentences in French.</p> <p>If you are at home, access the PowerPoint and worksheets via Twinkl.</p> <p>Access this lesson using pin code: YG7216 at Twinkl Go</p>	<p>In class play Bingo game.</p> <p>Discuss JK Rowling and her difficulties she faced before becoming a successful author. (see below)</p> <p>Think about worries you may have and add to the spiral. (below) Now think about goals you have for the next few months and add to the bunting.(below)</p> <p>Golden time 2-2.30 Zoom Assembly 2.30</p>
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Year 6 – Block 3 – Lesson 13

6.16

bi	aqua	super	auto
trans	tele	circum	extra
pro	anti	semi	aero

Year 6 – Block 3 – Lesson 13

6.17

Prefix	Meaning/ derivation	Word 1	Word 2	Word 3
bi-	two (Latin)	bicycle	biped	binary

WEDNESDAY – SPELLING

1. Can you join the root words to the prefixes that can complete them to make a valid word?

	take	
	act	Re-
Mis-	appear	
	play	De-
	place	
Over-	order	Dis-
	tract	

2 Draw a line to match each word to the correct suffix. Use each suffix only once.

Word	Suffix
accomplish	ful
forgive	ment
joy	ish
fool	ness

Love LEARNING

PART I

Learning helps us discover the world and makes our lives more interesting. It's fun to learn something new because then you have the opportunity to share it with or teach it to someone else.



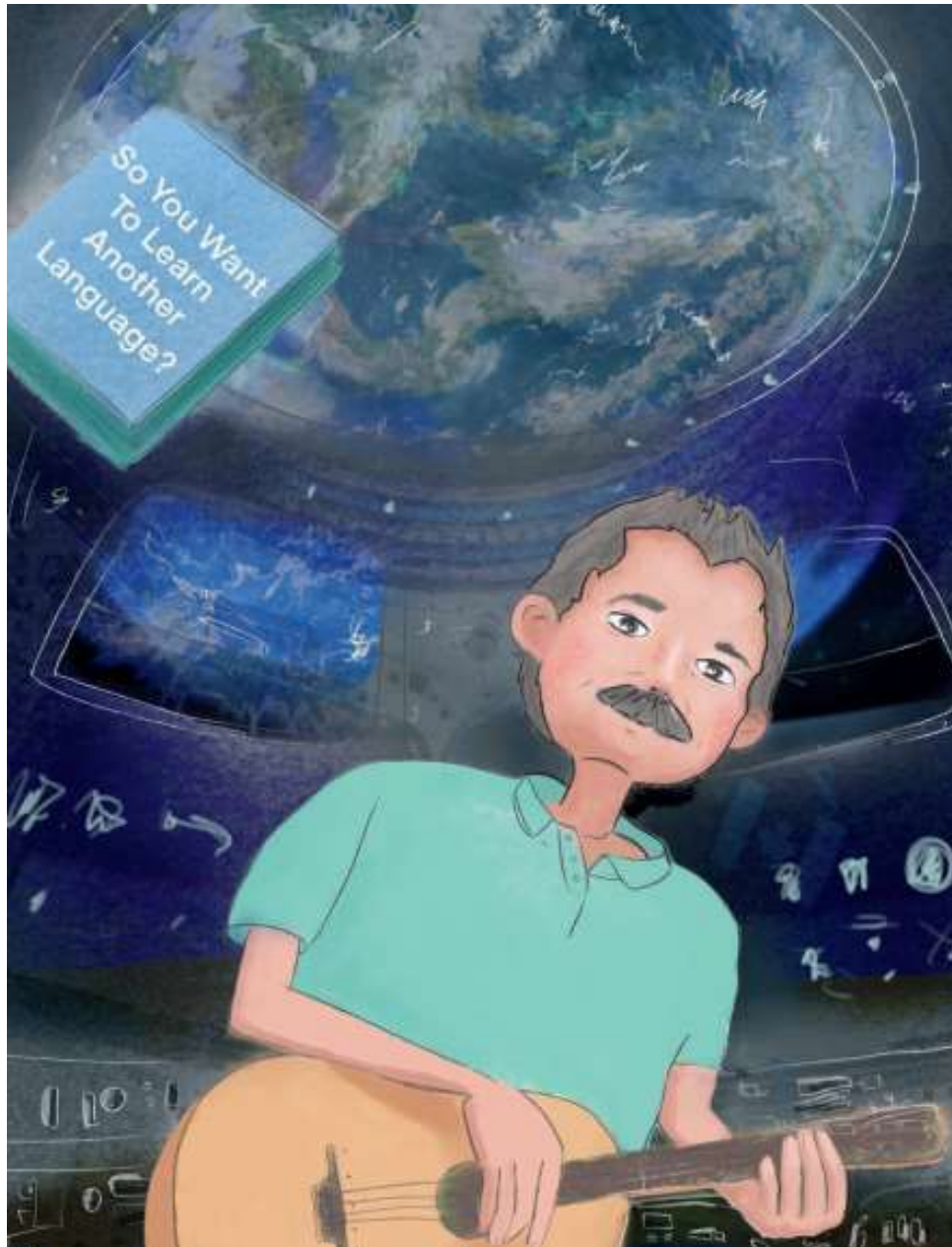
Ask your JOURNAL BUDDY about one new thing they learned today.

NOW IT'S YOUR TURN!

What is one new thing you learned today?

 Draw or describe it below.





Explore Your Universe

When Chris Hadfield was 10 years old, he made the decision to become an astronaut.

Chris loved to read. He read books about the moon, about rockets...anything about outer space! Chris especially loved reading science fiction and comic books because they inspired him to dream of truly out-of-this-world things. Chris was dreaming of the unknown...of a future in space!

When Canada first formed a space agency, Chris was excited! The ideas he had been reading about, and dreaming of, were becoming a reality. People were really leaving Earth and going into outer space.

Being an astronaut involves a lot of things some people find scary and dangerous. But Chris knew as long as he prepared himself and learned everything he could about his mission, there was no reason to be scared.

When you take time to learn, you can feel calm, confident, and in control.

One of the ways Chris prepared himself to become an astronaut was by learning Russian. Chris knew he would be working with a lot of Russian astronauts, and it was important to be able to communicate with them.





A B B T A

Russian is a complicated language, but Chris knew any kind of learning can be divided into small steps.

Because of his dedication, Chris became the first Canadian to walk in space. On their first mission, Chris and his crew orbited around the world sixteen times per day!

Chris got to see Earth from a whole new perspective. He saw beautiful sunrises and sunsets every 45 minutes, and experienced the constantly changing beauty of the world from a great, great distance.

Chris' love of learning goes further than outer space. He takes great joy and inspiration from learning about all sorts of things: new languages, health, music, and creativity. He is currently learning how to play the trombone.

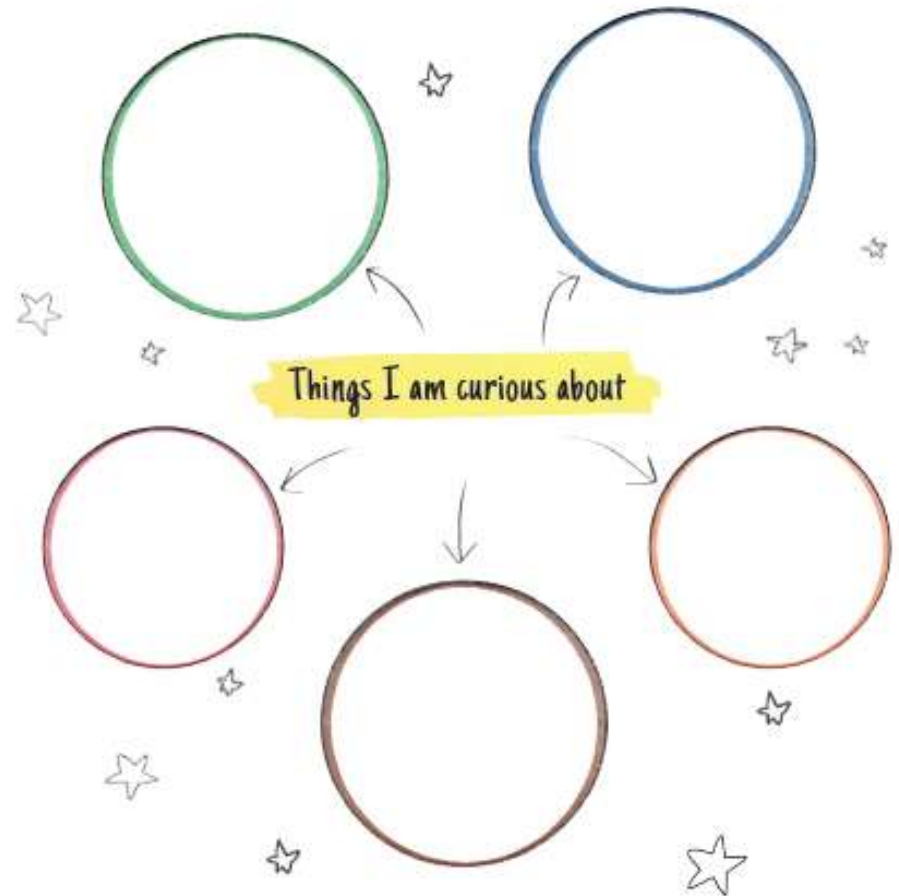
It took 23 years for Chris to fulfil his dream of becoming an astronaut. Every step of the way, he was learning to reach his goal.

And the best part? He found happiness in the journey toward his goal, not just the end result. Chris made sure he enjoyed every stepping stone on his learning path, no matter how small.



The biggest lesson Chris learned from leaving Earth is to stay curious. The universe is bigger than we can possibly imagine, and it's waiting for us to explore it all!

What are some things you are curious about? Draw or write about them below.



Holes

Louis Sachar is an American author who has written many books for children. *Holes* is one of his most popular novels. It tells the story of Stanley, a boy cursed with bad luck. Due to a series of unfortunate events, Stanley finds himself at Camp Green Lake Juvenile Detention Centre...

There is no lake at Camp Green Lake. There once was a very large lake here, the largest lake in Texas. That was over a hundred years ago. Now it is just a dry, flat wasteland.

There used to be a town of Green Lake as well. The town shriveled and dried up along with the lake, and the people who lived there.

During the summer the daytime temperature hovers around ninety-five degrees in the shade—if you can find any shade. There's not much shade in a big dry lake.

The only trees are two old oaks on the eastern edge of the "lake." A hammock is stretched between the two trees, and a log cabin stands behind that.

The campers are forbidden to lie in the hammock. It belongs to the Warden. The Warden owns the shade.

Out on the lake, rattlesnakes and scorpions find shade under rocks and in the holes dug by the campers.

Here's a good rule to remember about rattlesnakes and scorpions: If you don't bother them, they won't bother you.


Usually,
Being bitten by a scorpion or even a rattlesnake is not the worst thing that can happen to you. You won't die.

Usually,
Sometimes a camper will try to be bitten by a scorpion, or even a small rattlesnake. Then he will get to spend a day or two recovering in his tent, instead of having to dig a hole out on the lake.

But you don't want to be bitten by a yellow-spotted lizard. That's the worst thing that can happen to you. You will die a slow and painful death.

Always,
If you get bitten by a yellow-spotted lizard, you might as well go into the shade of the oak trees and lie in the hammock.

There is nothing anyone can do to you anymore.



5

1 Over a century ago, Camp Green Lake was very different to the way it is now. In what ways has the area changed over time? 1 mark

2 What is the narrator's attitude towards Camp Green Lake's location? Explain your answer. 2 marks

3 What type of person do you think the Warden is? Explain your answer. 2 marks

4 Do you think campers enjoy the activities at Camp Green Lake? Explain your answer. 2 marks

5 Identify one technique that Louis Sachar uses to make the reader want to read more. 1 mark

6 The boys at Camp Green Lake have been sent there as a punishment for bad behaviour. Do you think digging holes on the lake is a suitable punishment? Explain your answer. 2 marks

Total out of 10

Introduction

Louis Sachar's *Holes* tells the unfortunate tale of Stanley Yelnats and his time at Camp Green Lake, a juvenile correctional facility in Texas. Before reading the extract, ask pupils about the novel's title. What might the novel be about? What do they think will happen? As pupils read the text, encourage them to pay special attention to the deliberate use of short sentences, and the impact this has on the reader.

Answers

1. E.g. The lake has dried up, the town has disappeared, and the people who lived in the town have gone.
2. E.g. The narrator is very negative about it. He describes the location as a "wasteland" and makes it sound like an uncomfortable place by emphasising the high temperatures and lack of shade.
3. E.g. A selfish person because she has the only hammock on the site, which is shaded by the only trees, and she won't let the campers use it. She also seems cruel because she makes the campers dig holes all day.
4. E.g. No, because the hot conditions they work in are unbearable, and many are even prepared to risk being bitten by a scorpion or a rattlesnake in order to get a break from digging holes on the lake.
5. Any appropriate answer. E.g. He doesn't really explain why the campers are at Camp Green Lake, so the reader wants to read more to find out how they ended up there.
6. Any appropriate answer. E.g. No, because the conditions the boys have to work in are dangerous and unfair, even if they have done something wrong. OR E.g. Yes, because it might make them change their behaviour in the future so that they wouldn't have to receive the same punishment again.

Extra Activities

- Question 5 asks pupils to consider the techniques Sachar uses to make the reader keep reading. As a class, discuss pupils' answers to this question and explore in more detail the way Sachar engages the reader.
- Ask pupils to write a postcard home as if they were Stanley, writing from Camp Green Lake.
- Divide pupils into pairs and ask them to imagine the first meeting between Stanley and the Warden. They should write a short role-play, which they can then perform for the class.
- The children in *Holes* have been sent away to a correctional facility, or a juvenile prison. With the whole class, discuss various opinions about sending children to prison. How old should a child be before he or she is considered old enough to go to prison? Where should they go if they don't go to prison?
- Camp Green Lake is set in desert-like conditions. Get pupils to look up the word 'desert' in a dictionary, and then assign groups different deserts to investigate (e.g. Antarctica, the Gobi Desert, the Sahara Desert and the Kalahari Desert). Ask pupils to present their findings to the class so that everyone can see the diversity between the different types of desert.

Tell me or show me

With the picture of J.K. Rowling still on the screen. Share the following facts about Joanne Rowling with the children:

- She enjoyed writing stories in primary school and at home. Sometimes she wrote them for her little sister.
- In her teenage years, her mother became ill with Multiple Sclerosis and she had a difficult relationship with her Dad.
- She went to University.
- She married and had a child but got divorced after 3 years.
- Her Mum died before she had invented the idea of Harry Potter so she never had a chance to tell her.
- After the divorce she was living on benefits/ welfare and was very poor.
- 12 publishers rejected the first Harry Potter book.
- She is now a billionaire and her books bring pleasure to millions of people.

Ask the children if J.K. Rowling knew she wanted to be an author when she was in primary school? What are the clues?

Was the path to her being a successful author a smooth one? What are the children's thoughts about how she kept going when things were difficult? Did she have resilience?

In talking partners children talk about their own hopes and goals for this year. Then ask them to discuss if there are any fears or worries that come with these goals.

Let me learn

Children return to their tables and complete two tasks:

- 1) On the spiral template they write any worries they have about the year ahead. Then they cut around the spiral so it opens as a tree hanging/ mobile.
- 2) On the flag template they write or draw a hope or dream for the year ahead.

After the lesson (Piece) the teacher can string the children's flags together as a piece of bunting for display. Equally the 'worry' spirals could be hung outside so the weather can blow/wash away their worries as the year progresses. This symbolism could be used in Calm me when the teacher invites the children to let go of any worries they might have.

