





St Margaret's-at-Cliffe CP School

Home Learning Class 6

Here is our learning for in school this week. 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 daily via secretary@st-margarets-dover.kent.sch.uk Your email will be forwarded to me.
Miss Brett

Class 6 w/b 15 th March	Monday 15 th March	Tuesday 16 th March	Wednesday 17 th March	Thursday 18 th March	Friday 19 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> <u>WALT: revise homophones</u></p> <p>Look at the list of homophones that you should have learned so far in KS2 (see below).</p> <p>Work through the list – which homophones do you find tricky. Identify these and use your spelling strategies to come up with creative ways to remember how to spell these words. e.g. pyramid words, words in pictures, swirly words etc.</p>	<p><u>PaG</u> <u>WALT: know and use a range of synonyms</u></p> <p>Visit vocabulary ninja to play Synonym stars here. You will need to match the word to its synonym.</p> 	<p><u>Spelling</u> <u>WALT: revise homophones</u></p> <p>Working with a partner, or someone at home, can you use the homophones list to check you know the difference and that you can spell them correctly?</p> <p>You could write questions like this for your partner, where they should identify the correct homophone.</p> <ul style="list-style-type: none"> - The sun/son shone brightly. - I guessed/guest the number of marbles in the jar. 	<p><u>PaG</u> <u>WALT: know and use a range of synonyms and antonyms</u></p> <p>Visit Vocabulary Ninja to play Vocab Lab here. It is set up similarly to WOTD except you have to match each word to the right category. Start with grasshopper words to unlock Shinobi words.</p> 	<p><u>Spelling</u> <u>WALT: revise homophones</u></p> <p>In class, I will read the dictation, which requires you to listen and to know the correct homophones to write into the sentence.</p> <p>If you are at home, ask a grown up to read these for you to write. (see below)</p>

English	<p><u>WALT: be able to plan our writing by noting and developing ideas</u></p> <p>We are using the ‘Smok the Dragon’ story from last week as a basis for our writing this week. However we will be substituting some of the ideas in the text for our own, slightly different ideas.</p> <p>Can you change:</p> <ul style="list-style-type: none">- The main character?- The setting?- The ending? <p>Draw out your new story map for your own, substituted story.</p>	<p><u>WALT: describe setting, character and atmosphere</u></p> <p>Yesterday we changed some of the characters in our story from last week. Can you tell your partner (or a grown up at home) about your story?</p> <p>Where does your story now take place? Sketch your setting.</p> <p>Who are your main characters? Draw them and give some information about who they are and their appearance.</p>	<p><u>WALT: make substitutions to a well-known story</u></p> <p>Children will spend 2 sessions writing their own versions of the story, using story maps as support to help them remember the layout of their story.</p> <p>Children will use descriptive language and have access to thesauruses and dictionaries to assist spelling.</p> <p>This will be an independent task in order for me to see how well the children are able to write after lockdown. If you are working from home, please write independently and email to me.</p>		<p><u>WALT: edit, improve and publish</u></p> <p>Read through your writing from yesterday. Think about what it might need to be improved:</p> <ul style="list-style-type: none">- Further descriptive language?- Added punctuation?- Use of passive voice?- Correct verb endings?- Correct spellings? <p>Make your corrections and publish into publishing books.</p>
Maths	<p><u>WALT: use and understand ratio language</u></p> <p>We are beginning to learn about ratio this week and today will introduce you to the language we use and the types of scenarios in which you would use a ratio.</p> <p><u>TASK:</u> Watch the video here.</p> <p>Download the worksheets here.</p> <p>Answers are here.</p>	<p><u>WALT: use ratio and fractions</u></p> <p>Continue using ratio to work with fractions today.</p> <p>Watch the video here.</p> <p>Download the worksheets here.</p> <p>Answers are here.</p>	<p><u>SCIENCE</u> <u>WALT: identify how plants are adapted to suit their environment and that adaptation may lead to evolution.</u></p> <p>What do plants need in order to survive?</p> <p>Watch video here to learn about the main function of roots and the two main types of roots.</p> <p>If possible - go outside – look at roots. Can you find any different types of root? What do plants use roots for? How have they adapted over time</p>	<p><u>BREAK AT 10.15 PE with Mr Castle</u> <u>WALT: consolidate existing skills and build on new ones</u></p> <p>Progress to playing small sided tag rugby games</p> <p>Ask the children what they understand about the rules</p> <p>Ask the children to give feedback on themselves and others</p> <p>Ask the children to become ‘Peer Mentors’ and give positive feedback.</p>	<p><u>WALT: understand simple ratio and solve problems</u></p> <p>Watch the video here.</p> <p>Download the worksheets here.</p> <p>Answers are here.</p>

to ensure they get the most water?

Draw some of the roots you have found and then label these.

If it's a warm day, can you go outside to look at some flowers and tally the type and number of insects that visit a particular flower? How has the plant adapted to make it easier for the insect to visit it?

Recording

Draw the flowers of plants that you have found and explain how the plant has tried to make it easy for pollen to be passed to an insect. A great example is Foxglove (the flower has colours and patterns to attract bumblebees.




It also opens only a few flowers at a time so that it can attract pollinators over a period of time.

Identify what makes individual and team performance effective

Use techniques and suggest improvements

If you're at home, could you practise your passing skills with a member of your household?

<p>Topic 1</p>	<p><u>BIG LIFE JOURNAL</u> WALT: <u>love learning</u></p> <p>Watch these clips to learn about the neurons in your brain and how they connect when you learn something new:</p> <ul style="list-style-type: none"> - Ned the neuron - Neurons connecting <p>Complete part 2 of this chapter (see below)</p> 	<p><u>ICT: review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user.</u></p> <p>In the last session, we focused on the digital footprints of different applicants for a football scholarship and you selected who you thought would be best based on their digital footprint.</p> <p>What is a digital footprint? Remind yourself here.</p> <p>Complete the task here (also set as a 2Do on Purple Mash) where you should write information about what you know of a digital footprint and its importance. Use the prompts at the side of the page to help you.</p> <p>FOR NEXT WEEK: Please keep a log of exactly how much time you spend on a screen throughout this week, in preparation for next week's lesson. There will be no judgement - you can keep your log private if you wish. Find the grid here. (There are 2, you only need to fill in one)</p>	<p><u>Geography</u> WALT: <u>understand how coastal features are formed.</u></p> <p>Follow the lesson presentation to understand what coastal erosion is and how various elements of the coastline are formed.</p> <p>Choose one of the following worksheets:</p> <ul style="list-style-type: none"> - How arches, stacks and stumps form - How beaches form - How bays form <p>Whichever one interests you the most, you will need to put the captions (page 2) into the correct order to then create a comic strip of the process. You should draw a picture in each box to match up to the process. There are answers on page 3.</p> <p>Access this lesson using pin code: YG7216 at Twinkl Go</p>	<p><u>MATHS</u> WALT: <u>represent a ratio as a:b and read this as for every 'a' there is a 'b'. (use the ratio symbol)</u></p> <p>Watch the video here.</p> <p>Download the worksheets here.</p> <p>Answers are here.</p>	<p><u>RE</u> WALT: <u>become familiar with Christian examples of grace and generosity</u></p> <p>Find out about a Christian man, Noel Chavasse, here.</p> <p>Answer these questions:</p> <ol style="list-style-type: none"> 1) What did he person do that was difficult or unusual in the circumstances? 2) What did he sacrifice? 3) What helped him to maintain that commitment? 4) What words/phrases describe his action or qualities? 5) In what ways is he a good follower of Jesus? 6) How did Noel put Jesus' ideal of grace, or generosity into action? 7) How did he live generously?
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Topic PM	<p><u>MUSIC/MATHS IN ICT</u> <u>WALT: Listen to, internalise and recall sounds and patterns of 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. (lesson 4). We will be adding instruments to the song.</p> <p>If you are at home, login to your charanga account here for lesson 4 and add an instrument if you have one at home. If not, use body percussion.</p>	<p><u>PE</u> <u>WALT: understand basic rules of tag rugby</u></p> <p>Discuss with the children what they know about the rules of tag rugby and what they can remember from Y5.</p> <p>Progress to playing small sided tag rugby games</p> <p>Ask the children what they understand about the rules</p> <p>Ask the children to give feedback on themselves and others</p> <p>Ask the children to become 'Peer Mentors' and give positive feedback.</p> <p>Identify what makes individual and team performance effective</p> <p>Use techniques and suggest improvements</p>	<p><u>MATHS IN ICT/MUSIC</u> <u>Maths.co.uk assessment</u></p> <p>We will be having a go at an online assessment on which can be accessed here.</p> <p>Click 'log in' in the top right hand corner.</p> <p>If you are working at home, please email me if you have not received your login details.</p> <p>There is an assessment set for this week but it is a practise week for us to be able to become confident using the online testing system. Have a go - use pen and paper for working out if you need to.</p>	<p><u>French</u> <u>WALT: speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of telling the time.</u></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><u>PSHE</u> <u>WALT: know that there are universal rights for all children but for many children these rights are not met</u></p> <p>How much do you like chocolate? Think about the answers to these questions:</p> <ol style="list-style-type: none"> 1) What is your favourite subject at school? 2) How do you feel about coming tot his school? 3) How do you feel about going to secondary school? 4) What is your ambition for when you leave school? 5) What is your favourite chocolate bar? <p>In Ghana, some children as young as yourselves work on cocoa plantations. Have a look at the information sheet (see below)</p> <p>Watch here to find out more about how children work on cocoa plantations in Ghana.</p> <p>How do you feel about chocolate now?</p>
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MONDAY – SPELLING

All homophones for KS2

brake/break

grate/great

eight/ate

weight/wait

son/sun

here/hear

knot/not

meat/meet

missed/mist

heard/herd

through/threw

peace/piece

main/mane

fair/fare

scene/seen

male/mail

bawl/ball

whether/weather

affect/effect

medal/meddle

isle/aisle

aloud/allowed

affect/effect

past/passed.

altar/alter

ascent/assent

bridle/bridal

led/lead

steal/steel

cereal/serial

father/farther

guessed/guest

morning/mourning

who's/whose

advice/advise

device/devise

licence/license

practice/practise

compliment/complement

desert/dessert

principal/principle

profit/prophet

stationery/stationary

draft/draught

dissent/descent

precede/proceed

Love LEARNING

PART 2

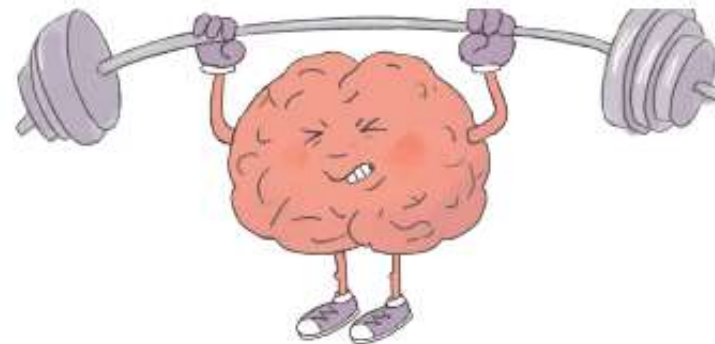
How does learning
change your brain?

When we are learning
something new it might feel
hard and uncomfortable...



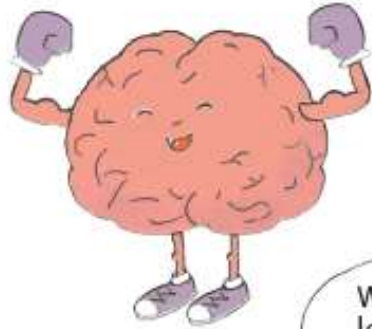
That uncomfortable
feeling is your brain
trying to learn.

Being uncomfortable is
really important because this
is what makes our squishy
brains change to a different
shape, a bit like clay.

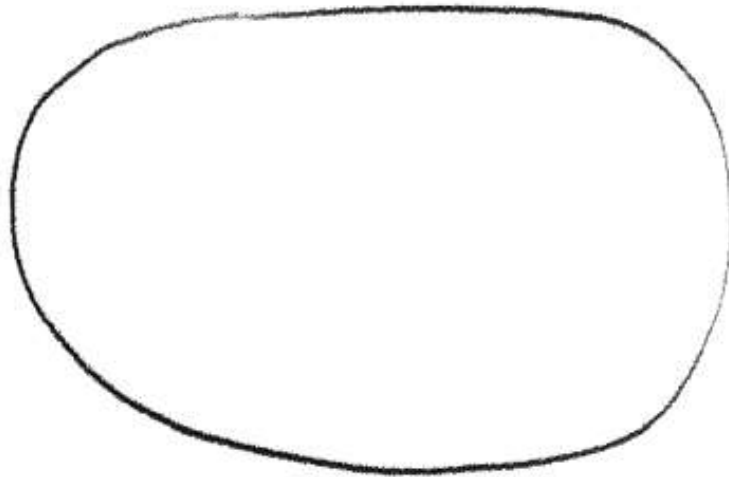


If you help your brain and *push through the hard parts*, your brain will reshape itself.

And you will get better at what you're learning!



What is one thing you recently learned that made your brain work really hard? Write about it or draw it below.



Ask your JOURNAL BUDDY what subject they would teach if they were a teacher.

NOW IT'S YOUR TURN!

What is one thing you can already teach someone?

What subject would you teach if you were a teacher?



JUST FOR FUN

/ Draw or describe five things that make you laugh.



Year 6 – Block 4 – Lesson 7 and Block 6 – Lesson 16

6.20

- 1 I'll be walking down the aisle on my wedding day.
- 2 The runner was so hungry, he ate eight sandwiches.
- 3 The cyclist didn't use his brake in time, causing his bicycle to break when it hit the wall.
- 4 The web developer designed a site that could test your sight to see if you were colourblind.
- 5 The knot was not tied well, so it came undone.
- 6 The person who delivered the mail was a young male.
- 7 The butcher went to meet the farmer from whom he buys his meat.
- 8 The driver missed the road he was supposed to turn down as the mist meant he couldn't see the road sign.
- 9 The family was still in mourning the morning after the funeral.
- 10 The truck driver passed a couple of cyclists before driving past a parked car.
- 11 The beauty queen said her favourite food was a piece of pie and that she'd like to see world peace.
- 12 The film's final scene was something that had to be seen to be believed.
- 13 The car full of stationery was stationary.
- 14 Who's that person over there? Is he the man whose wallet was stolen?
- 15 That's a great grate you have bought.
- 16 I can't wait to put down this heavy weight.
- 17 My son loves to watch the sun set.
- 18 Have you heard that herd of cows?
- 19 Tom threw the ball and it went straight through the window.
- 20 The horse fair was held in the main street. Manes were flying as the race started.



Ghana is on the African continent. It is on the Atlantic Coast.



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This is a raw cocoa.



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Before it can get made into the chocolate we eat it needs to be processed in factories. Cocoa grows in warm countries like Ghana. Often extra sugar is added to raw cocoa before it's turned into chocolate bars, this makes it expensive. Raw cocoa isn't very sweet.



There are many cocoa farms (plantations) in Ghana.



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The workers on these farms often include school-age children. Harvesting the cocoa can be demanding work in hot and dirty conditions. Wages are low.



Many children have to work on the plantations and go to school,



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as well as do housework and chores at home. Some children do not go to school at all. Many Ghanaian children don't get to eat the chocolate they help to harvest because it is too expensive.



These children do not go to school.



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Their families feel it is better for them to work on the cocoa plantation rather than get an education. Some of the children in this picture have dreams to be teachers and doctors.