



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 22 nd March | Monday 22 nd March | Tuesday 23 rd March | Wednesday 24 th March | Thursday 25 th March | Friday 26 th March |
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| 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: generate words from prefixes</u></p> <p>Look at the list of words below. What do you understand each prefix to mean? Can you find a definition for each? How many other words can you find with these prefixes?</p> | <p><u>PaG</u> <u>WALT: revise passive voice</u></p> <p>Work through the PowerPoint, which will remind you of what passive voice is and how it can be used in writing.</p> <p>Complete tasks 1 and 2. Access this lesson using pin code: YG7216 at Twinkl Go</p> | <p><u>Spelling</u> <u>WALT: generate words from prefixes</u></p> <p>Choose one of the prefixes that you investigated on Monday. Write out the words you generated, in your neatest handwriting, three times each.</p> | <p><u>PaG</u> <u>WALT: revise passive voice</u></p> <p>Work through the PowerPoint then complete tasks 3 and 4.</p> <p>Access this lesson using pin code: YG7216 at Twinkl Go</p> | <p><u>Spelling</u> <u>WALT: generate words from prefixes</u></p> <p>Can you create a poster of prefixes? It should focus on the prefixes you have looked at this week and contain lots of the words you have generated from these prefixes.</p> |
| English | <p><u>WALT: comment on and compare the language choices that poets have used</u></p> <p>Read through the two seasonal poems (see below) Answer the questions that follow.</p> | <p><u>WALT: read and discuss an increasingly wide range of poetry</u></p> <p>This week we will be focusing on the work of poet Steve Camden who has written a series of poems in the book 'Everything, All at Once'.</p> | <p><u>WALT: prepare poems to read aloud and to perform; showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</u></p> <p>Watch how Steve Camden performs his poem 'Goal!' here.</p> | <p><u>WALT: compare, contrast and explore the style of poets, finding examples in the text</u></p> <p>Watch Steve Camden here talk about how he begins to work on characters for his poems.</p> | <p><u>WALT: write for a range of purposes and audiences (poetry)</u></p> <p>Watch Steve Camden here as he gives advice to young poets.</p> <p>Does his advice encourage you to want to write?</p> |

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| | <p>Answers can be found here (page 7)</p> <p>Extension activities based around these poems can be found beneath the answers on the same web page.</p> | <p>Watch Steve Camden here read his poem 'Prologue'. What do you like about the poem? How does the poem make you feel? What makes you feel like this? What do you think the poem is about? How do you relate to the poem personally?</p> <p>Find 'Prologue' here and annotate (add notes) around the poem to show your thoughts on it.</p> <p>Why do you think it is called Prologue? Where do you think the poem is in the book?</p> <p>Everything All at Once features lots of poems about life at secondary school. What sorts of poems do you think you could write about with this theme? Come up with a mindmap of ideas.</p> | <p>How did it make you feel, listening to this performance? Can you sense the connection he has to what he is saying? What do you think he was thinking and feeling when he wrote the words? Do you think he conveyed this in his performance? Why does this lyrical flow work with the subject matter of this poem? How does he pace the delivery to work with the storytelling of this moment?</p> <p>In class we will be working in groups and choosing one poem per group to read, rehearse and perform. We will endeavour to make the poem a performance and use our tone of voice to bring the poem to life.</p> <p>At home, could you either do this by yourself or ask a member of your household to help? Poems can be found below.</p> | <p>Read 'Something Starts' together here. What do you understand by this poem? How does it make you feel? Add annotations to the poem. Who is the poet talking about? Can you draw him? (use evidence from the poem)</p> <p>Now read through some of Steve Camden's other poems (see below).</p> <p>Note down your ideas about the poems. What poetic devices has Camden used? How do they compare to each other?</p> <p>Choose one of the poems and write a descriptive passage about the character, using evidence from the text to justify your opinions.</p> | <p>What stands out to you?</p> <p>Think about the themes that Steve Camden uses to write about. Do any of these match up to the ideas you included in your mindmap at the start of the week?</p> <p>Have a go at writing your own poem. It could be about moving up to secondary school, feeling nervous or excited about it, or even about life in year 6.</p> <p>What poetic devices could you use? How will you present your poem on the page? Will it rhyme?</p> |
| Maths | <p><u>WALT: use scale factors to scale up or down</u></p> <p>TASK: Watch the video here.</p> <p>Download the worksheets here.</p> <p>Answers are here.</p> | <p><u>WALT: use scale factors to scale up or down</u></p> <p>Watch the video here.</p> <p>Download the worksheets here.</p> | <p><u>SCIENCE</u> <u>WALT: display our knowledge</u></p> <p>We have now come to the end of our evolution and inheritance topic in science. I would like you to show me what you have learned</p> | <p>BREAK AT 10.15 <u>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><u>WALT: understand simple ratio and solve problems involving direct proportion</u></p> <p>Watch the video here.</p> <p>Download the worksheets here.</p> |

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| | | Answers are here . | throughout this topic. We have covered lots in the past few weeks so you might like to look back upon your learning or at the tasks set. You may present this to me in any way you wish. | <p>Ask the children</p> <ul style="list-style-type: none"> - what they understand about the rules - to give feedback on themselves and others - to become 'Peer Mentors' and give positive feedback. - To use techniques and suggest improvements <p>If you're at home, could you practise your passing skills with a member of your household?</p> | Answers are here . |
| Topic 1 | <p><u>BIG LIFE JOURNAL</u> WALT: consider a range of emotions</p> <p>Think about the emotions you might be feeling now, with the lockdown continuing but the prospect of things getting back to normal soon.</p> <p>Discuss with a partner any feelings you have.</p> <p>Complete the wordsearch on page 1 here to find the emotion words.</p> | <p><u>ICT: to understand the importance of balancing game and screen time with other parts of life</u></p> <p>You will need your screen time log from last week. Here is a reminder in case you didn't complete it.</p> <p>Look at your screen time record. Work out:</p> <ul style="list-style-type: none"> - Total screen time for the week in minutes - Total non-screen activity time in minutes - Which day had the most screen time - Which day had the least screen time - Average hours of sleep per night (add all up and divide by 7) | <p><u>Geography</u> WALT: understand why coastlines change</p> <p>Have a look through the second lesson on changing coastlines. Look into Holderness coast and understand why the coastline changes quickly.</p> <p>Complete worksheet in the resources section.</p> <p>Access this lesson using pin code: YG7216 at Twinkl Go</p> | <p><u>MATHS</u> WALT: understand simple ratio and solve problems involving direct proportion</p> <p>Watch the video here.</p> <p>Download the worksheets here.</p> <p>Answers are here.</p> | <p><u>RE</u> WALT: to consider why the concepts of Ahimsa, Ummah and Grace matter</p> <p>Have a look at the words listed below which have been taken from everything we have covered in this unit.</p> <p>Sort the words into:</p> <ul style="list-style-type: none"> - The top most priorities for Hindus, Muslims and Christians - Do any of these go across two religions? Or all three? - Which of these matter most to you? <p>Have a go at answering this question: <u>Why do the concepts of Ahimsa, Grace and Ummah matter?</u></p> |

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| | | Do you think you have the right balance between screen and other activities? Has lockdown affected this? Complete the screen time study which you will find in your 2Dos. | | | |
| 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 5). We will be adding instruments to the song.</p> <p>If you are at home, login to your charanga account here for lesson 5 and add an instrument if you have one at home. If not, use body percussion.</p> | <p><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</p> <ul style="list-style-type: none"> - what they understand about the rules - to give feedback on themselves and others - to become 'Peer Mentors' and give positive feedback. - To use techniques and suggest improvements <p>If you're at home, could you practise your passing skills with a member of your household?</p> | <p><u>MATHS IN ICT/MUSIC</u> <u>Maths.co.uk assessment</u></p> <p>We will be completing an online assessment on which can be accessed here.</p> <p>Click 'log in' in the top right hand corner.</p> <p><i>If you are working at home, please email me if you have not received your login details.</i></p> <p><i>This test is solely for me as a teacher to assess where the children are after lockdown and results are not passed on to secondary schools!</i></p> <p>Have a go - use pen and paper for working out if you need to.</p> | <p><u>French</u> <u>WALT: read and interpret information charts written in French</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: understand our own wants and needs and compare these with children in different communities</u></p> <p>Think about what you would buy if you won £10,000. Write a list.</p> <p>Now go down the list and cross off anything you don't need. Think about the difference between want and need. What do you need in order to be able to learn?</p> <p>Look at the triangle below. Which of these do you have already? Which do you still need in order to help you to learn? Make notes around your own triangle.</p> <p>How do you think this compares to Ghanaian children who work on the plantations?</p> |

autobiography

binoculars

archaeology

telecommunication

hydroelectric

microscope

14

Poems about Seasons


Adrian Henri and John Updike were both born in 1932. Henri was a British poet and painter, while Updike was an American poet and writer. They are both known for writing poems that describe familiar scenes. In these poems, they use vivid language to bring the seasons to life.

Autumn

Season of conkers and fireworks
and mellow fruitfulness. New shoes,
and a coat that's a bit too big,
to grow into next year. Blackberries
5 along the canal, white jungles
of frost on the window. Leaves
to kick all the way home,
the smell of bonfires,
stamping the ice on puddles
10 into crazy paving. The nights come in
early, and you can't play out
after school. Soon
there'll be tangerines in the shops,
in shiny paper like Christmas lights.

15 The little ones write letters to Santa Claus.
The big ones laugh under the streetlights.

Adrian Henri



January


The days are short,
The sun a spark,
Hung thin between
The dark and dark.

5 Fat snowy footsteps
Track the floor.
Milk bottles burst
Outside the door.

The river is
10 A frozen place
Held still beneath
The trees of lace.

The sky is low.
The wind is gray.
15 The radiator
Purrs all day.

John Updike



15

- 1 In *January*, the poet says in line 1 that the "days are short". Which phrase from *Autumn* describes short days?
.....
1 mark
- 2 Find and copy a simile from lines 1-14 of *Autumn*.
.....
1 mark
- 3 What does the poet mean by "trees of lace" in line 12 of *January*?
.....
1 mark
- 4 Why do you think the poet chose the verb "purrs" to describe the sound of the radiator in line 16 of *January*?
.....
2 marks
- 5 Which poem is written in free verse?
.....
1 mark
- 6 Which poem do you think is more positive about the season it describes? Explain your answer.
.....
3 marks
- 7 Which poem do you prefer? Explain your answer.
.....
3 marks

Total out of 10

WEDNESDAY – ENGLISH

Steve Camden Poems to perform

Goal

GOAL

It was perfect
the timing
like stars aligning or
looking up from your book when the class is silent
just as she does
so perfect you can feel it in your spine
the kind of moment that you know
will be engraved into your mind

Last minute
PE
Josh on the ball
I break free of my marker and give him the call
as I sprint into the box
Josh nutmegs his man

quick look up at me
I'm raising my hand
and he whips it
a perfect curve arcing my way
the keeper comes out
like he's certain to save
but I cut to the near post
spring
off my toes
sun cuts through the clouds like
the universe knows
this is meant to be
the perfect cross from Josh a gift
sent to me
my forehead meets the ball like a perfect piece of destiny
Bang!
Top corner
the ripple in the net
my team mates are all screaming
we won
11-10
I just lie there on the grass
facing up towards the sky

Mr Evans blows his whistle
and I almost start to cry
from pure joy
there's nothing in the world
as good as this
so from the bottom of the pile-on
I just smile
in pure bliss.

GAZELLE

Staring out of the window again
the green of the pitches is calling again
feel that itch in my muscles, the sigh in my bones
as the teacher's voice muffles, I drift on my own
breathe in, close my eyes
breathe out and I'm there
outside on the grass, surrounded by air
No talking, no questions, no turn of the screw
just the drum in my heart telling me what to do
so I
run
and I run
and I run and I run
and the faster I go
the more I become

I am bullet and arrow
and cheetah
gazelle
I am peregrine falcon and phoenix from hell
I am synapse and fibre and neuron
and flame
I am Thor's hammer lightning, too cosmic to tame
I am me
when I run
I can see
when I run
there is nothing that I cannot be when I run
I am anything
everything
cutting through time
And yet somehow
I'm completely
still in my mind
when I

run

can I
run
let me
run
long to
run
have to
run
and just
run
and just
run
and just

THANKS A LOT, BELINDA

A thousand voices
fighting to speak
the scraping of plates
the squeaking of feet

The cackle of laughter
an embarrassed squeal
the packed lunchers trading
to get the best deal

I move with the queue
slowly shuffling my feet
my hands grip my tray
Way too nervous to eat

Eyes re-scan the room
sure to cover each zone
searching for someone

so I'm not alone

See,
that's the problem with best friends
no matter how cool:
who the hell do you sit with
when your best friend's off school?

MORNING STATE

Through the gates
past the bikes
wave to Tanya
dodge a fight

Text to Mum
Arrived. I'm safe
switch it off
they confiscate

Cut past science
slip inside
wave of students
catch a ride

Reach the toilets
fix my face
check my homework

pencil case

Meet Sabrina
by the hall
Were you on Facebook?
You see his wall?

Walk together
through the rush
spot Jerome
secret crush

Mr Thomas
warden stare
too much stomach
not much hair

Outside form room
join the line
Zak and Sean are trying to rhyme

Michaela's shouting
something mean
Theresa's crying
drama queen

It's just the standard
morning state

another Monday
in Year 8.

FIRST DAY

It looks like a spaceship
a jagged silver spaceship
windows like portals
reflecting the light
no
it looks like the head of
a massive metal monster
its sliding glass mouth
with teeth ready to bite
no
it looks like it sprouted right
out of the floor
ripped through rock, dirt and gravel
burst out of the ground
no
it looks like it fell
from some alien planet
crash-landed on earth
with some terrible sound

no
it looks like
it looks like
I don't know what it looks like
Massive and scary
Noisy
Alive
I feel like a mouse
stepping into the jungle
Tell my mum that I love her
I'm going inside.

NEW GUY

I can see them
through the glass
thirty people
new class
can't swallow
mouth dry
deep breath
You'll be fine
feel small
hands sweat
You can do this
Don't forget
You're ready
Let's go
feet stuck
oh no
can't move
Yes you can
Get in there

Push the door
Seize the day
Hit the floor
You're amazing
You're great
Now you're here
It's fate
I'm so nervous
they look mean
I'm the worst there's ever been
That's enough
Get together
You are funny
You are clever
Let's do this
so I do
open door
stepping through
room goes quiet
people stare
try to focus on my chair
walk to board
take a pen

hand is shaking
nerves at ten
feel their eyes
burn my back
write the letters
glossy black
deep breath
turn around
'You can call me, Mr Brown.'

DETENTION

This will probably sound weird
to you
but
I love it.

It's like school but
not

It's quieter.

No shouting. No stares. No stupid giggling about nothing.

Just you and a couple of familiar nameless faces
in silence
writing
an essay about why what you did was wrong
and sitting here

LIKE MINDS

There are crowds inside the crowds
So many people
All these people
There are shouts on top of shouts
Giant people
Scary people
There are laughs that sound like knives
Different people
Angry people
As we scurry round like mice
Little people
Tiny people
Will we ever not be scared?
Growling people
Shouty people

thinking in between
the lazy clock's ticks and a tired teacher's breathing
it really feels
like

the best lesson there is.

Will the space ever be shared?
Cliquey people
Guarded people
Where am I supposed to stand?
Confused people
Nervous people
Look for smiles that understand
Find my people
Breathe my people.

AS I WATCH

At the back of Maths
while the rest of the class tackle graphs
Jack and Matt pass a note back and forth and cackle
laughs.
Dominique is doing this thing with her feet, making
both her heels squeak on the leg of her seat
Morgan is awkwardly trying to yawn caught
between feeling naughty and boredom
Alissa and Kirstie sit earnestly working in search of
a word of approval from Sir
Gemma and Tristan pretend that they're listening
nodding in sync to prove that they've heard
Abdul is scribbling circles in curves filling his page
with whirlpools of o's
Dylan's pretending he's scratching his forehead
secretly digging his thumb up his nose

Famida's inspecting her nails like a surgeon
Arif is sneakily checking his phone
Dominic's holding his head like it's hurting
Abe is just slumped like a lump of old stone
and I sit, watching, drinking them in
making up rhymes for the lives that they live
cos that's my thing, sitting to the side, silently
rhyming
capturing time with each blink of my eyelids
recording it all in a verse for just me
on my own in my head till the bell sets us free
and as we walk out I give my words marks out of ten
then head straight to next lesson where it all starts
again.

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| Allah Sewa Worshipping Prayer Charity The City of Makkah Forgiveness Kindness Grace Ahimsa Gods and goddesses | Ummah Self Control Jesus Christ Diwali Holy Communion Church Mosque Mandir Generosity Holiness Harmlessness | Vegetarian Family Ramadan The Bible The Quran Peace Love Goodness The Prophet Muhammad <small>(PBUH)</small> |
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