



# St Margaret's-at-Cliffe CP School

## Home Learning Class 6

Class 6 w/b 19 <sup>th</sup> April	Monday 19 <sup>th</sup> April	Tuesday 20 <sup>th</sup> April	Wednesday 21 <sup>st</sup> April	Thursday 22 <sup>nd</sup> April	Friday 23 <sup>rd</sup> April
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> . Children write the word, write the definition and use the word in their own unique sentence.  They also look at the synonyms, antonyms, prefixes and suffixes associated with the word and see if there are any others they can find.				
English	<u>WALT:</u> read from a wide range of texts  <u>And</u> <u>WALT: predict what might happen from details stated and implied</u>  We will be reading the book 'Floodland' by Marcus Sedgwick in the next few weeks. Look at the cover. Look at the blurb. What do you notice?  Read 'Before' chapter 1 up to 'Now she had no choice'.  What is Zoe thinking at this point? How is she feeling? Where is she going and how is she going to get there? <b>Continue reading 'Before' Ch1</b>	<u>WALT:</u> prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.  Think about what happened so far in the story. Could you act out the scene as Zoe left?  Some freeze frame examples can be found <a href="#">here</a> .  If you are at home, see if your grownups can help you act this out!  Read ch 2 of 'before'.	<u>WALT:</u> develop ideas for writing, drawing on reading and secondary resources  Think about why you think Zoe might have left Norwich. What has caused this?  Conduct your own research into climate change, in order to write an information text tomorrow. You might find these sites useful for your research: <a href="#">BBC</a> <a href="#">WWF</a> <a href="#">Nat Geo</a> .	<u>WALT:</u> write for a range of purposes (information text)  And Organise and present my writing using devices that structure the text and guide the reader  Think about the features of an information text. (see checklist)  Write your information text using the features that you think should be included and present it in a non-fiction text style.	<u>WALT:</u> edit and improve and publish  We will be editing and improving and writing into publishing books in neatest handwriting  Think about how you might edit your own work. Have you included all of the features?

Maths	<p><u>WALT: add and subtract fractions with the different denominators using the concept of equivalent fractions</u></p> <p>Home learners watch video <a href="#">here</a>.</p> <p>Access this lesson using pin code: <b>YG7216</b> at <a href="#">Twinkl Go</a></p> <p>Choose 1, 2 or 3 star. Answers are included to self-mark.</p>	<p><u>WALT: simplify fractions &gt; 1 into integers and other fractions. (E.g. <math>17/3 = 5 \frac{2}{3}</math>)</u></p> <p>Home learners watch video <a href="#">here</a>.</p> <p>See below for questions</p>	<p><u>WALT: I can associate a fraction with division by converting an integer and fraction to an improper fraction</u></p> <p>Home learners watch video <a href="#">here</a>.</p> <p>See below for questions.</p>	<p><u>PE</u></p> <p><u>WALT: Watch the ball all of the time, get your heads up and be aware of what is around you and concentrate</u></p> <p>Concentrate at all times and look at what is around you. Remember your team colour and follow instructions – VERY IMPORTANT</p> <p>Progress techniques and increase understanding – good technique of picking the ball up whilst moving and team work.</p> <p>Multi task and listen to instructions clearly</p>	<p><u>WALT: multiply mixed numbers by a whole number</u></p> <p>Home learners watch the video <a href="#">here</a>.</p> <p>Answer the questions <a href="#">here</a>.</p>
Topic AM	<p><u>Big Life Journal</u></p> <p><u>WALT: be kind</u></p> <p>This unit is all about being kind and the story links to Tina Hovsepian.</p> <p>Find out about the life and work of architect, Tina Hovsepian <a href="#">here</a>.</p> <p>Complete the chapter. (Home learners I will email this to you separately)</p>	<p><u>ICT</u></p> <p><u>WALT: know what a spreadsheet looks like and to navigate data into cells</u></p> <p>Throughout this unit we will be working on Excel spreadsheets.</p> <p>If you are at home, follow the lesson <a href="#">here</a>.</p> <p>If you are at home I will email you separately the spreadsheets you will need to work on for this lesson.</p>	<p><u>RE</u></p> <p><u>WALT: express our own thoughts and feelings about special places</u></p> <p>What do you think makes a place special?</p> <p>Children to complete the sentences:</p> <ul style="list-style-type: none"> <li>- A special place I'd love to visit is... because...</li> <li>- A place where I feel very good is... because...</li> <li>- A place that is sacred for others, but not for me is...</li> <li>- Some people think the whole earth is sacred because... I think...</li> <li>- I believe that religious buildings are all sacred / are not all sacred because...</li> </ul>	<p><u>Maths</u></p> <p><u>WALT: place fractions &gt; 1 on a number line</u></p> <p>Home learners watch video <a href="#">here</a>.</p> <p>Access this lesson using pin code: <b>YG7216</b> at <a href="#">Twinkl Go</a></p> <p>There are three tasks within this zip file. They get increasingly difficult so you can choose which one you would like to start with.</p>	<p><u>PSHE</u></p> <p><u>WALT:</u></p> <p><u>Think about the terms 'personality' and 'self-esteem'. What do you understand by these?</u></p> <p>Draw a stick figure of yourself and around the outside, write the qualities about you which you think are best.</p> <p>Pair up with someone (if you're at home, ask a brother, sister or grownup) and ask them to add the best qualities that they think you have, in another colour.</p> <p>Compare what you think to what your partner thinks.</p>

			Which religious special places can you think of? We will look further next week.		Do you find similarities? Are your thoughts different? Are you too negative on yourself? What could you do to change this?
Topic PM	<p><b>SCIENCE</b>  <u><b>WALT:</b> represent electrical components</u></p> <p>We will be beginning our new science topic – Electricity – today. Throughout the unit, you will be working towards designing your own ‘electronic scarecrow’ and each lesson will contribute to you adding to/developing your plan and design. At the end you should be able to pitch your design to me in the style of ‘Dragons Den’.</p> <p><b>THINK:</b> What could you use electricity for on your scarecrow? (Think back to year 4 where you will have used bulbs, buzzers, motors etc in your science lessons)</p> <p>As part of your pitch, you must provide drawings of your electrical circuits that will be used within your products.</p> <p>You will need to refresh your memory on electrical components and how they are drawn in diagrams as you should have covered this last in year 4. Have a look <a href="#">here</a>.</p>	<p><b>PE</b></p> <p><u><b>WALT:</b> Watch the ball all of the time, get your heads up and be aware of what is around you and concentrate</u></p> <p>Warm up – running in different directions, skipping, hopping and jumping. ‘swamp’ activity, how wide, tall and small can you be. Running in different directions bouncing and catching the ball.</p> <p>Activity 1 – ‘Turn about Catching’ Place 3 cones, 3 metres apart in a straight line. With one player at each cone. Have a ball at each end and the player in the middle without a ball. Player in the middle takes a catch from first player and returns the ball, then turns around and takes a catch from the other player.      Increase/decrease distances between cones      Use different types of balls      One handed catching      Use weaker hand to catch and throw      3 cones per group and 2 balls per group</p> <p>Activity 2 – ‘Near, Middle, Far’ Set out activity with up to 6 hoops per group, 2 balls and 2 cones. First player stands by cone with 2 hoops spaced out in front of them with other player standing opposite by other cone. First player throws the ball and tries to bounce the ball into the hoop for the other player to receive. The second player then repeats.</p> <p>Use under arm and then progress to over arm.      Use bigger/smaller hoops      Increase number of hoops to 1,2 and then 3. Opposite player shouts ‘near, middle or far’ and opposite player has to aim for designated hoop.</p>	<p><b>History</b></p> <p><u><b>WALT:</b> Develop a chronologically secure knowledge and understanding of world history, by learning about the ancient Maya civilisation and understanding who they were and when and where they lived.</u></p> <p>We are learning all about the Mayan civilisation this term.</p> <p>Work through the PowerPoint (lesson 1) and then look at the map of central America. Can you complete the activity sheet to fill in the map?</p> <p><u><b>TASK:</b> Create your tourist information writing sheet in the resources folder on Twinkl.</u></p> <p>Access this lesson using pin code: <b>YG7216</b> at <a href="#">Twinkl Go</a></p>	<p><b>ART</b></p> <p><u><b>WALT:</b> Explore the effect of light, colour, texture and tone on natural and man-made objects</u></p> <p>Have a look at the art work on the PowerPoints. (KS2 Mayan Art and Maya Art informational ppt) What do you notice?</p> <p>Can you comment on:      Light      Colour      Texture      Tone?</p> <p>Choose one or two pieces of art that you enjoy and draw these, commenting on the elements mentioned above.</p> <p>Access this lesson using pin code: <b>YG7216</b> at <a href="#">Twinkl Go</a></p>	<p><u>Yearbook</u></p> <p>We will be collating information and resources for a yearbook for you as part of your Leavers activities. Please complete the ‘About Me’ section with some detail – see example.</p> <p>The About me can be found <a href="#">here</a>.</p>

**TASK:** Please list as many electrical components and as you can and then draw their symbol.

**EXTRA:** Can you draw an electrical diagram to show three working light bulbs:  
a) In series?  
b) In parallel?

I can write an information text.

Success Criteria	Me	Talk Partner
<b>Must...</b>		
Have an opening paragraph introducing the topic		
Use a factual writing style.		
<b>Should...</b>		
Use brackets to add more factual information.		
Organise information into separate paragraphs.		
Include a labelled diagram with a caption.		
<b>Could...</b>		
Vary my sentence types and openers.		

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### Converting Improper Fractions to Mixed Numbers

1 )  $\frac{17}{3} = \underline{\quad}$       2 )  $\frac{13}{6} = \underline{\quad}$       3 )  $\frac{23}{8} = \underline{\quad}$

4 )  $\frac{11}{2} = \underline{\quad}$       5 )  $\frac{14}{4} = \underline{\quad}$       6 )  $\frac{29}{7} = \underline{\quad}$

7 )  $\frac{54}{8} = \underline{\quad}$       8 )  $\frac{37}{5} = \underline{\quad}$       9 )  $\frac{40}{6} = \underline{\quad}$

10 )  $\frac{18}{5} = \underline{\quad}$       11 )  $\frac{11}{4} = \underline{\quad}$       12 )  $\frac{46}{10} = \underline{\quad}$

13 )  $\frac{7}{3} = \underline{\quad}$       14 )  $\frac{71}{10} = \underline{\quad}$       15 )  $\frac{9}{4} = \underline{\quad}$

## Converting Mixed Numbers to Improper Fractions

1 )  $6\frac{1}{2} = \underline{\quad}$

2 )  $8\frac{1}{2} = \underline{\quad}$

3 )  $3\frac{2}{3} = \underline{\quad}$

4 )  $7\frac{4}{5} = \underline{\quad}$

5 )  $7\frac{2}{5} = \underline{\quad}$

6 )  $7\frac{6}{7} = \underline{\quad}$

7 )  $4\frac{5}{6} = \underline{\quad}$

8 )  $5\frac{2}{3} = \underline{\quad}$

9 )  $9\frac{7}{10} = \underline{\quad}$

10 )  $9\frac{5}{7} = \underline{\quad}$

11 )  $6\frac{2}{9} = \underline{\quad}$

12 )  $7\frac{5}{8} = \underline{\quad}$

13 )  $6\frac{2}{3} = \underline{\quad}$

14 )  $3\frac{1}{2} = \underline{\quad}$

15 )  $8\frac{7}{8} = \underline{\quad}$

## Converting Improper Fractions to Mixed Numbers

1)  $\frac{17}{3} = 5\frac{2}{3}$

2)  $\frac{13}{6} = 2\frac{1}{6}$

3)  $\frac{23}{8} = 2\frac{7}{8}$

4)  $\frac{11}{2} = 5\frac{1}{2}$

5)  $\frac{14}{4} = 3\frac{1}{2}$

6)  $\frac{29}{7} = 4\frac{1}{7}$

7)  $\frac{54}{8} = 6\frac{3}{4}$

8)  $\frac{37}{5} = 7\frac{2}{5}$

9)  $\frac{40}{6} = 6\frac{2}{3}$

10)  $\frac{18}{5} = 3\frac{3}{5}$

11)  $\frac{11}{4} = 2\frac{3}{4}$

12)  $\frac{46}{10} = 4\frac{3}{5}$

13)  $\frac{7}{3} = 2\frac{1}{3}$

14)  $\frac{71}{10} = 7\frac{1}{10}$

15)  $\frac{9}{4} = 2\frac{1}{4}$

## Converting Mixed Numbers to Improper Fractions

1)  $6\frac{1}{2} = \frac{13}{2}$

2)  $8\frac{1}{2} = \frac{17}{2}$

3)  $3\frac{2}{3} = \frac{11}{3}$

4)  $7\frac{4}{5} = \frac{39}{5}$

5)  $7\frac{2}{5} = \frac{37}{5}$

6)  $7\frac{6}{7} = \frac{55}{7}$

7)  $4\frac{5}{6} = \frac{29}{6}$

8)  $5\frac{2}{3} = \frac{17}{3}$

9)  $9\frac{7}{10} = \frac{97}{10}$

10)  $9\frac{5}{7} = \frac{68}{7}$

11)  $6\frac{2}{9} = \frac{56}{9}$

12)  $7\frac{5}{8} = \frac{61}{8}$

13)  $6\frac{2}{3} = \frac{20}{3}$

14)  $3\frac{1}{2} = \frac{7}{2}$

15)  $8\frac{7}{8} = \frac{71}{8}$