



# St Margaret's-at-Cliffe CP School

## Home Learning Class 6

Class 6 w/b 26 <sup>th</sup> Apr	Monday 26 <sup>th</sup> April	Tuesday 27 <sup>th</sup> April	Wednesday 28 <sup>th</sup> April	Thursday 29 <sup>th</sup> April	Friday 30 <sup>th</sup> April
Vocab Ninja	<p>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>. You should write the word, write the definition and use the word in your own unique sentence. Look at the synonyms, antonyms, prefixes and suffixes associated with the word and see if there are any others you can find.</p>				
English	<p><u>WALT: create atmosphere and</u> <u>WALT: use a wide range of clause structures, sometimes varying their position in a sentence</u></p> <p><b>BIG WRITE</b></p> <p>Watch 'The Lighthouse' <a href="#">here</a>.</p> <p>Think about the purpose of a lighthouse and why the light breaking was such a problem in the story.</p> <p>You are going to retell the story. How can you show the atmosphere as the situation worsens. Think about:</p> <ul style="list-style-type: none"> <li>- The darkness (how can you use the other senses to describe?)</li> <li>- The weather (how does this add to the tension?)</li> <li>- How is the character responding to the situation?</li> </ul> <p>SHOW me, don't TELL me. E.g.</p>	<p><a href="#">Mr Wratten observing Y5</a> <a href="#">Mr Farr observing Y6</a></p> <p><u>WALT: develop ideas for writing, drawing on reading and secondary resources</u></p> <p><u>and</u> <u>WALT: explain and discuss our understanding of what we have read, drawing inferences and justifying these with evidence</u></p> <p>Read ch4 of 'then' in Floodland.</p> <p>Think about the character of Dooby. What are the good points about him? What are the not so good points?</p> <p>Should Zoe trust Dooby? Think about reasons why she should and reasons why she should not.</p>	<p><a href="#">Mr Wratten observing YrR Phonics with Mrs Collins 9.45</a></p> <p><u>WALT: write for a range of purposes (balanced argument)</u></p> <p><u>and</u> <u>WALT: select vocabulary and grammatical structures that reflect the level of formality required</u></p> <p>Read ch5 of 'then' in Floodland.</p> <p>Today you will be writing a balanced argument to consider the question:</p> <p style="text-align: center;"><b><u>Should Zoe trust Dooby?</u></b></p> <p>Consider your points from yesterday. Think about the purpose and structure of a balanced argument (discussion text). You need</p>	<p><u>WALT: use the way text types are organised to help sustain understanding over longer texts.</u></p> <p><u>And</u> <u>WALT: ask and respond to questions about a text to demonstrate understanding</u></p> <p>Read 'The Humble Potato' which can be found <a href="#">here</a> p4-5. How does the layout of the text help you to understand the information? How has the author used features to guide the reader? Answer questions 1-12 <a href="#">here</a>. <u>EXT: Can you write 5 questions of your own for a partner to solve, based on this text?</u></p> <p>If time, look at 'Weird but wonderful...the Octopus' (p6-9) and answer corresponding questions. Consider how the</p>	<p><u>WALT: edit, improve and publish writing</u></p> <p>Today you will be editing your balanced arguments from Wednesday, considering the question: <b><u>Should Zoe trust Dooby?</u></b></p> <p>Once you have edited your writing, you will be publishing in your neatest handwriting.</p> <p><a href="#">Read ch6 of 'then' in Floodland.</a></p>

	<p><i>Beads of perspiration began gathering on his forehead as the lighthouse keeper dashed up the rickety stairs.</i> Rather than: <i>In desperation, the lighthouse keeper dashed up the stairs.</i></p> <p>Read Ch3 of 'then' in Floodland.</p>	<p>Can you explain these reasons and justify (with evidence from the text) why you think these.</p> <p>In class, we will be using conscience corridors to consider both points of view.</p>	<p>to list both sides of the argument equally and fairly. Allow your reader to have all of the evidence. Then at the end, you can make an informed decision based on your evidence.</p>	<p>information has been organised and how this helps the reader find the information quickly.</p> <p>Answers are <a href="#">here</a> for self-marking (page 8).</p>	
Maths	<p><a href="#">Mr Wratten teaching starter</a>  <u>WALT: multiply proper fractions by whole numbers</u>  And  <u>Multiply fractions by fractions</u></p> <p>Home learners watch the video <a href="#">here</a> to recap how to do this.</p> <p>Complete activities <a href="#">here</a> and <a href="#">here</a>.</p>	<p><u>WALT: divide proper fractions by whole numbers</u></p> <p>Home learners watch <a href="#">video here</a>.</p> <p>Use worksheets <a href="#">here</a> and <a href="#">here</a> to complete today's activities.</p>	<p><a href="#">Mr Wratten teaching starter</a>  <u>WALT: divide proper fractions by whole numbers</u></p> <p>Home learners watch video <a href="#">here</a>.</p> <p>Complete activities <a href="#">here</a> and <a href="#">here</a>.</p>	<p>PE with Mr Castle  <u>WALT: gain control over the ball</u></p> <p>Recap how to keep control over the ball with the tennis racket.  Apply skills to partner matches.</p>	<p><u>WALT: recall and use all four rules of number with fractions</u></p> <p>Think about the methods for adding, subtracting, multiplying and dividing fractions.</p> <p>Home learners watch the video <a href="#">here</a>.</p> <p>Complete questions <a href="#">here</a>.</p>
Topic AM	<p><u>PSHE</u>  <u>WALT: know how to look after our mental health</u></p> <p>In class, we will play 'I am connected to...' game with ball of wool around the classroom.</p> <p>Think about the cycle of thoughts, feelings and actions:</p> <p><b>Thoughts:</b> Someone posts a picture of themselves in their new outfit on Instagram. They get sent some mean posts about the picture with</p>	<p><u>ICT</u>  <u>WALT: introduce basic formulae in Excel</u></p> <p>We will be learning how to input formulae into a spreadsheet to be able to add, subtract, multiply and divide data within our cells.</p> <p>We will then complete lesson 2 in our own saved versions of the Excel</p>	<p><u>RE</u>  <u>WALT: understand why mosques matter to the Muslim community</u></p> <p>There are around 1750 mosques in the UK and around 30,000 churches. Why do you think there is such a difference?</p> <p>Find out more about Woking Mosque <a href="#">here</a>.</p>	<p>Maths – SATS Companion in ICT suite 11.30-12.30</p> <p>Log in to your <a href="#">SATs companion</a> and complete tasks set for you.</p> <p>If you finish, take a look at some of the revision areas on the website.</p>	<p><a href="#">Miss Brett &amp; Mr Wratten team teaching</a>  <u>MFL - Spanish</u>  <u>WALT: say and write basic greetings in Spanish</u></p> <p>We will be learning how to say some Spanish greetings and working on having a conversation in pairs. We will write our brief conversations in our books.</p>

	<p>people making fun of them. They think, 'I hate who I am'.</p> <p><b>Feelings:</b> This gives them sad and angry feelings about themselves. 'They feel stupid and embarrassed'.</p> <p><b>Actions:</b> They stop socialising with others at school. This leads them to think...</p> <p>'Nobody likes me' and the cycle continues...</p> <p>Use the scenario cards below to see if you can come up with the thoughts, feelings and actions for each scenario.</p>	<p>workbook (saved on to the school server but I can email if you are at home)</p> <p>Home learners: follow the step-by-step guide <a href="#">here</a> (page 12) before completing lesson 2 in your Excel workbook.</p>	<p>Consider the beauty of mosques. Look at the detail and the art work. Find some images <a href="#">here</a>.</p> <p>For each image, answer these questions:</p> <ul style="list-style-type: none"> <li>- I think this one is beautiful because...'</li> <li>- 'I think Muslims might find this a good place to pray because they might feel...'</li> </ul>		<p>Home learners: you can watch <a href="#">here</a> to find out some basic Spanish greetings.</p>
Topic PM	<p><b>SCIENCE</b></p> <p><u>WALT: To be able to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</u></p> <p><b>AND</b></p> <p><u>WALT: be able to explain the degree of trust can be had in results.</u></p> <p>Why bother repeating test results once you have done them once? Look at the following statements and choose which ones you think might be correct or incorrect.</p> <ul style="list-style-type: none"> <li>- Because the first reading might not be right.</li> <li>- Because we need to make the test fair</li> <li>- Because we need to measure accurately</li> <li>- Because things might be a little different, so we will need an average</li> </ul>	<p><b>PE</b></p> <p><u>WALT: explore how to choose and apply skills and actions</u></p> <p><b>Kwik Cricket</b></p> <p>Concentrate at all times and look at what is around you. Remember to follow instructions – VERY IMPORTANT</p> <p>Enhance 'hand/eye co-ordination</p> <p>Ask the children what the techniques are and why they need to apply them</p> <p>Ask the children to explain what they are doing and why</p> <p>Good communication and observation skills very important in Activity 3</p> <p>Apply skills to match.</p>	<p><a href="#">Miss Brett &amp; Mr Wratten team teaching</a></p> <p>History</p> <p><u>WALT: understand the religion and Gods of the ancient Maya</u></p> <p>Work through the PowerPoint and choose one of the sheets to support you in creating your Maya Gods fact file.</p> <p>Access this lesson using pin code: <b>YG7216</b> at <a href="#">Twinkl Go</a></p>	<p><a href="#">Miss Brett on course – Mrs Saynor teaching</a></p> <p><a href="#">2PM Mr Wratten in meeting</a></p> <p>Art</p> <p><u>WALT: design our sculpture</u></p> <p>Look back through some of the artwork you saw last week. You will be working in the coming weeks to create your own Maya art, which includes some of the Mayan alphabet.</p> <p>Can you use the hieroglyphs to draw/write your own message that you would like to include within your sculpture?</p> <p>Find Maya hieroglyphs <a href="#">here</a> with detailed information on how to read them.</p>	<p><b>Yearbook</b></p> <p>Each person will have his or her own page within the yearbook and this will need a photo of you! Could you please design a colourful, attractive a4 page showing your name?</p> <p>You will then have a photo taken of yourself, holding your name, for the yearbook.</p> <p>Home learners, please do this and email to me. (Yearbook permission Parentmail is/has been sent home)</p>

- Because we all need to have a go.
- Because we need to check our results.
- Because readings can be different.
- Because we need more evidence

**CONSIDER:** How will the number of batteries affect the brightness of a bulb?

Think about this in the context of your scarecrow. The farmer needs to know what will be the effect of adding more batteries to his scarecrow.

How *could* you conduct this experiment? How *would* you keep the test fair? Draw the circuit diagram that you would carry out and write about the experiment you could do. Predict: What do you predict the result would be?

*In class we will use electrical components to carry this out. Discuss dependent and independent variables, how to invent own scale or measuring brightness. Discuss accuracy and reliability. Record results in a table. Ensure fair testing.*

--

--

--

--

Just lately Allesia's friends have noticed she is quieter than usual in school and hasn't been chatting as much on social media. They know that Allesia's parents split up about 3 months ago but she doesn't like talking about it. When she was getting changed for PE (Physical Education), one of her friends noticed that Allesia had lots of fine cuts on her arms. Allesia saw and quickly tried to cover them up. When they asked her about it, she said it was nothing to worry about.

Noah has stopped going to football practice after school. He really used to enjoy it. When his best friend Harry asked why he wasn't going any more, Noah said it was boring. Noah's been finding it difficult to concentrate on his work, and Harry has noticed that he tries to stay indoors at break times, and now gets his Dad to collect him after school. When Harry asks him why, Noah gets really angry. Last week Harry saw Noah break one of his toys on purpose by throwing it against a wall. Harry knows that Noah used to get bullied by someone and he is starting to wonder if it is happening again.

Trent is always looking at pictures of celebrities online and on social media because he wants to look like them. He has a really fashionable and popular group of friends and they are always chatting about the latest clothes or cool things to do. Just lately Trent has put on a little bit of weight. He hasn't changed what he eats and he still exercises every day. His Mum said not to worry and that it was just his body going through a phase of growing up. He is worried and it's starting to keep him awake at night. He has started to miss eating lunch on purpose. Some of his friends joke by saying that he needs to go to a gym and that he will never get a girlfriend.

Shari has had a growth spurt and she is now the tallest girl in the class. She feels awkward and hates getting changed in front of anyone else. Some of the other girls have started to tease her about her height. She has started to hang around with a group in school who have a tough reputation so that people leave her alone. They are always getting into trouble but she goes along with it to keep in with them. Inside she feels she doesn't know who she is any more. She doesn't see or speak to any of her old friends.

Tobias' Mum left home to live with a new boyfriend. He is very angry with her and won't speak to her when she calls around to see him on the weekend. Sometimes he feels so angry that he smashes things up around the house and in the garden. His Dad won't talk about Mum leaving and just gets angry with Tobias for breaking things. Last week he got into a fight with another pupil at school.

All of Elena's friends have a date for the prom, and she is the only one in the group without one. The prom has become such a big thing in her mind that she can hardly think about anything else. She has to go along with her friends about it, but she really doesn't want to go or ask someone to go with her. She knows that if she doesn't, everyone will laugh at her and call her a freak. She has lost her appetite and keeps on having nightmares about who to ask and what will happen if they say no. Sometimes she feels sick on the way to school because she is so worried.