



St Margaret's-at-Cliffe CP School

Home Learning Class 6

Class 6 w/b 17 May	Monday 17 th May	Tuesday 18 th May	Wednesday 19 th May	Thursday 20 th May	Friday 21 st May
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. 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: revise words from statutory words list</p> <p>Practise some of the words that you have found tricky – you might pick 10 or so. Use previously taught strategies to learn these words.</p>	<p><u>PaG</u> WALT: use a range of cohesive devices, including adverbials, within and across sentences and paragraphs</p> <p>Work through the lesson presentation up to slide 11, which is focused on using cohesive devices. Have a go at the activities as directed.</p> <p>Access this lesson using pin code: UP6413 at Twinkl Go</p>	<p><u>Spelling</u> WALT: revise words from statutory words list</p> <p>Practise some of the words that you have found tricky – you might pick 10 or so. Use previously taught strategies to learn these words.</p>	<p><u>PaG</u> WALT: WALT: use a range of cohesive devices, including adverbials, within and across sentences and paragraphs</p> <p>Continue where you left off on Tuesday with the cohesive devices PowerPoint. Continue activities today as directed.</p> <p>Access this lesson using pin code: UP6413 at Twinkl Go</p>	<p><u>Spelling</u> WALT: revise words from statutory word list</p> <p>We will be having a spelling test in class in a SATS style, for practice. Click here for the paper.</p> <p>Click here for the words. (Home learners; please ask a grown up to read these to you).</p>
English	<p><u>WALT: increase our familiarity with a wide range of books.</u> And <u>WALT: make comparisons within and across books</u></p> <p>Today we will be beginning <i>Kensuke's Kingdom</i> by</p>	<p><u>WALT: write for a range of purposes (diary entry)</u></p> <p>Read chapter 2 of Kensuke's Kingdom. <i>Home learners can access here if you do not have a copy at home.</i></p>	<p><u>WALT: use my skills of skimming, scanning, text marking and knowledge of genre to identify and record the key features/information.</u></p> <p>Read chapter 3 of Kensuke's Kingdom. <i>Home learners can</i></p>	<p><u>WALT: use my skills of skimming, scanning, text marking and knowledge of genre to identify and record the key features/information.</u></p> <p>Read chapter 4 of Kensuke's Kingdom. <i>Home learners can</i></p>	<p><u>WALT: I can use a range of cohesive devices, including adverbials, within and across sentences and paragraphs</u> And <u>WALT: I use writer's styles and knowledge to support my own ideas</u></p>

	<p>Michael Morpurgo. We will begin by looking at the cover and blurb and making predictions about what might happen in the text.</p> <p>TASK: think about the first part of 'Floodland' and the first part of Kensuke. How do they differ? Are there any similarities? Draw a table in your book to show your points.</p> <p>Read chapter 1. <i>Home learners can access here if you do not have a copy at home.</i></p>	<p>Think about the first entry that Michael might write into his Ship's Log. What might Michael and his family be feeling at this time?</p> <p>TASK: think about what you could write into your very own diary or Ship log, if you went on your own sailing adventure. Where might you visit? What would you see? How would it feel to be onboard a sailing boat?</p> <p>Think about the features of writing a diary entry.</p>	<p><i>access here if you do not have a copy at home.</i></p> <p>Michael tells the story of his travels through the Ship's Log. Where did they start? Where did they go next?</p> <p>TASK: Can you use the chapter to skim read, scan for information finding out where exactly Michael and his family travelled together on the Peggy Sue.</p> <p>Use the world map below. You might like to make use of atlases or google maps too.</p>	<p><i>access here if you do not have a copy at home.</i></p> <p>Think about the description of the island that you were given in this chapter. Read through again carefully, scanning for information.</p> <p>TASK: Can you draw your impression of the island? Add as much detail as possible, that you can find from the text.</p> <p>Share yours with your partner or a grown up at home; how do they differ?</p>	<p>Yesterday you looked in depth at chapter 4 and the description of the island. Today, spend some time thinking about how your own desert island would look. What features would be included? Would there be a different shape; the two hills; the beach along one side?</p> <p>TASK: draw your own island (10mins) Then spend time writing your own setting description, to describe your own desert island.</p>
Maths	<p><u>WALT: recognise, describe and build simple 3-D shapes, including making nets.</u></p> <p>Home learners watch video here.</p> <p>Complete activities here.</p>	<p><u>WALT: recognise, describe and build simple 3-D shapes, including making nets.</u></p> <p>Home learners watch video here.</p> <p>Complete activities here.</p>	<p><u>Maths – Arithmetic</u></p> <p>In class, we will spend this session going through the arithmetic paper together and looking at any questions which cropped up.</p> <p>Home learners, you can access the test online. If you have done the test at school but now you're at home, make use of some revision websites such as SATs companion, BBC or White Rose to recap maths topics.</p>	<p><u>PE with Mr Castle</u></p> <p><u>WALT: gain control over the ball</u></p> <p>Recap how to keep control over the ball with the tennis racket.</p> <p>Apply skills to partner matches.</p>	<p><u>WALT: calculate the mean</u></p> <p><u>Home learners watch video here</u></p> <p><u>Complete activities here..</u></p>

<p>Topic AM</p>	<p><u>Arithmetic ICT swap</u> <u>Class will be split in half and will alternate lessons today and tomorrow</u></p> <p>Complete paper 2 of the arithmetic bundle. If you are at home, access them here:</p> <p>Access this lesson using pin code: UP6413 at Twinkl Go</p>	<p><u>Arithmetic ICT swap</u> <u>Class will be split in half and will alternate lessons today and tomorrow</u></p> <p><u>ICT</u> <u>WALT:</u> Use lesson 4 of the guide (page here) to support you at home with what you will need to do. You should use the spreadsheet we have been using all term. (If you are at home, I can email yours to you). You will need to use Microsoft Excel.</p>	<p><u>RE</u> <u>WALT: Find out about some great examples of religious art and architecture and present their reasons for choosing those they find most impressive;</u></p> <p>Look at some cathedrals here.</p> <p>Consider the 4 Christian ideas (see below) and write about why cathedrals matter to people who are Christians.</p>	<p><u>Mrs Saynor teaching - PPA</u> <u>Maths</u> <u>WALT: recognise, describe and build simple 3D shapes, including making nets</u></p> <p>Can you choose one of the 3D shapes you know? Think about its net. How will you be able to create this?</p> <p>Create the net for your 3D shape and include tabs so that you can glue it together.</p> <p>Did your net work?</p>	<p><u>PSHE</u> <u>WALT: understand different types of loss and grief and how people deal with these.</u></p> <p>Think about each of the scenarios presented on the cards (see below)</p> <p>In class we will be discussing and ordering these cards in the order we feel easiest to most difficult to deal with.</p> <p>Home learners: can you order these scenarios based on your own opinion? Think about why you are choosing this particular order.</p>
<p>Topic PM</p>	<p><u>Science</u> <u>WALT: to compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</u></p> <p>Use this session to design your scarecrow.</p> <p>Think about the electrical components you will use.</p> <ul style="list-style-type: none"> - Motor? - Buzzer? 	<p><u>Mr Wratten teaching</u> <u>PE</u> <u>WALT: explore how to choose and apply skills and actions</u></p> <p><u>Kwik Cricket</u> Concentrate at all times and look at what is around you. Remember to follow instructions</p> <p>Enhance 'hand/eye co-ordination</p> <p>Ask the children:</p> <ul style="list-style-type: none"> - what the techniques are and why they need to apply them - to explain what they are doing and why 	<p><u>HISTORY</u> <u>WALT: to understand the Mayan writing system</u></p> <p>Work through powerpoint and access corresponding activities</p> <p>Access this lesson using pin code: UP6413 at Twinkl Go</p>	<p><u>Mr Wratten and Miss Brett</u> <u>PPA – Mrs Saynor</u> <u>WALT: develop skills in sculpture</u></p> <p>In class we will be working in groups to study the architecture of some Mayan temples.</p> <p>Next week you will be working on creating your temples in your groups.</p> <p><u>TASK: design your Mayan temple based on previous designs. You will be using cardboard.</u></p>	<p><u>Yearbook</u></p> <p>Memories Think back to your entire time at St Margaret's. Are there any funny memories you'd like to share? What about positive memories? Sad memories? Memories of great school trips or memorable learning?</p> <p>Could you please write a memory for each year that you were here? e.g. Year R – I remember when we were playing in the sand and Sophie ate some!</p>

	<ul style="list-style-type: none">- Light bulbs?- How will it be activated? Will you use a switch? <p>Draw, label and write about your scarecrow. Don't forget to use circuit diagrams to show how it would be powered.</p> <p>Ptfa ASSEMBLY Zoom at 2.30</p>	<p>Good communication and observation skills Apply skills to match.</p>			<p>Year 1 – We went on a trip to Dover Castle and I remember being sick on the coach on the way home!</p> <p>2pm Golden time 2.30 Zoom assembly</p>
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<p>“Ancient buildings which have been the space for God’s glory for centuries are treasures held in trust for the future. Love and care for these stones!”</p>	<p>“It is never the building that glorifies God, but the heart of a worshipper – but the buildings create space for the heart to respond. Beautiful buildings make worship easier.”</p>
<p>“In Christianity’s green future, cathedrals will get to be cheaper. Maybe more ‘Tree Cathedrals’ will be grown and used.”</p>	<p>“God is glorified where human hearts are filled with love. Sell the buildings! Feed the poor. Worship anywhere you want.”</p>



Relationships

Loss or Change Cards - Ages 10-11 - Piece 3

Moving house

A grandparent dying

Changing schools

Losing a favourite toy

A pet dying

**Having an accident which means
you can't walk again**

**Having an injury that scars
your face**

Breaking up with a best friend

**A sister leaving to go to
University**

Moving to a different country

**Parents separating or
getting divorced**

