




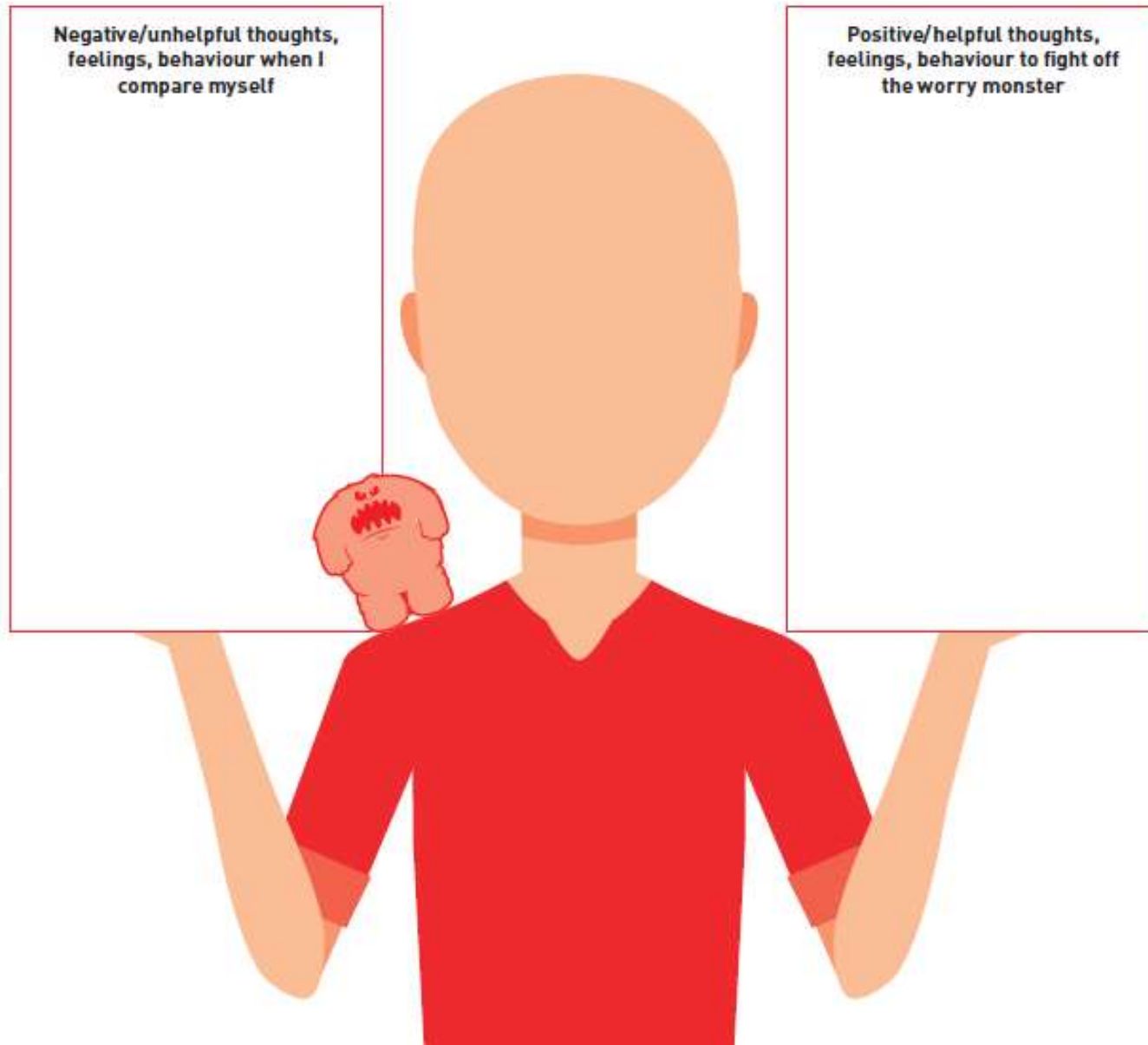
# St Margaret's-at-Cliffe CP School

## Home Learning Class 6

Class 6 w/b 7 <sup>th</sup> June	Monday 7 <sup>th</sup> June	Tuesday 8 <sup>th</sup> June	Wednesday 9 <sup>th</sup> June	Thursday 10 <sup>th</sup> June	Friday 11 <sup>th</sup> June
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> . 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	<u>Spelling</u> <u>WALT: learn spelling patterns</u>  Work through this unit of spelling across Mon and Weds this week and look at the corresponding activities.  Access this lesson using pin code: <b>UP6413</b> at <a href="#">Twinkl Go</a>	<u>PaG</u> <u>WALT: use hyphens</u>  Work through this PowerPoint and complete the introductory activity.  Access this lesson using pin code: <b>UP6413</b> at <a href="#">Twinkl Go</a>	<u>Spelling</u> <u>WALT: learn spelling patterns</u>  Work through this unit of spelling across Mon and Weds this week and look at the corresponding activities.  Access this lesson using pin code: <b>UP6413</b> at <a href="#">Twinkl Go</a>	<u>PaG</u> <u>WALT: use hyphens</u>  Recap what you looked at on Tuesday and then work through rest of the PowerPoint. Complete corresponding activities.  Access this lesson using pin code: <b>UP6413</b> at <a href="#">Twinkl Go</a>	<u>Spelling</u> <u>WALT: learn spelling patterns</u>  Test your partner! How well have they learned the spellings this week?  Home learners, ask a grown up to help you with these.
English	<u>WALT: clearly identify the effect the writing has on a reader, and begin to explain how this impact has been created.</u>  Read 'Wild Ride' <a href="#">here</a> .  Answer questions 12-22 <a href="#">here</a> .  In class we will be learning how to fully justify our	<u>WALT: write for a range of purposes (action)</u>  Home learners can access Kensuke's Kingdom <a href="#">here</a> if you do not have a copy at home.  Read chapter 6 up to halfway down page 95  Here Michael sees the tanker and tries frantically	<u>9.30 – 10.30 Mrs Hindle in to observe English with Mr Wratten</u> <u>WALT: write for a range of purposes (interweaving speech and action)</u>  Home learners can access <a href="#">here</a> if you do not have a copy at home. Read ch6 from page 95-end of chapter.	<u>WALT: edit, improve and publish.</u>  Home learners can access Kensuke's Kingdom <a href="#">here</a> if you do not have a copy at home.  Edit improve and publish your two pieces from Tues and Weds.	<u>WALT: write for a range of purposes (informal letter)</u>  Read chapter 8.  Michael sends a message in a bottle in this chapter home to his parents but it is very brief.  Discuss what you might write in role as Michael, letting your parents know all of the things you have been doing.

	<p>responses and explain the impacts created by answering these questions. (3 mark qu focus)</p> <p>Answers are <a href="#">here</a> for you to self-mark.</p>	<p>to gain its attention. How does Morpurgo develop the action in this part?</p> <p>You will be using vivid language to bring this scene to life in your own words. Think about excellent vocabulary you can use.</p>	<p><i>Here Michael argues with Kensuke, swims out into the sea and is attacked by the jellyfish.</i></p> <p><i>How can you build on your writing from yesterday? You will need to add in speech. Remember, speech is very boring if it is simply a page of a conversation. Think about the action that is happening alongside the speech. Write your own version of this today.</i></p>	<p>Read chapter 7 before next lesson.</p>	<p>It should also allow the parents to be able to find you.</p>
Maths	<p><u>WALT: find missing angles at a point</u></p> <p><a href="#">Daily 10</a> – select your level, unit and area. Choose if you would like the timer or to play manually.</p> <p>Home learners watch video <a href="#">here</a>.</p> <p>Complete activities pages 5-6 <a href="#">here</a>. Choose your level of challenge.</p> <p>Answers are <a href="#">here</a> for you to self-mark.</p>	<p><u>PE – Rounders</u></p> <p><u>WALT: develop batting and bowling strategies</u></p> <p>Work in groups to rehearse technique.</p> <p>Play competitive games.</p>	<p><u>WALT: find missing angles on a straight line</u></p> <p><a href="#">Daily 10</a></p> <p>Home learners watch video <a href="#">here</a>.</p> <p>Complete activities pages 1-4 <a href="#">here</a>. Choose your level of challenge.</p> <p>Answers are <a href="#">here</a> for you to self-mark.</p>	<p><u><a href="#">Mr Wratten in a meeting 10.30-12</a></u></p> <p><u>PE with Mr Castle</u></p> <p><u>WALT: gain control over the ball</u></p> <p>Home learners: can you take part in an ‘active hour’? It could be jogging, riding your bike, playing with a ball in your garden etc.</p>	<p>Maths <a href="#">Daily 10</a></p> <p><u>WALT: calculate missing angles</u></p> <p>Home learners watch <a href="#">here</a>.</p> <p>Complete activities <a href="#">here (tough)</a> or <a href="#">here (tougher)</a>.</p> <p>Answers are <a href="#">here</a> p9-13 for you to self-mark.</p>
Topic AM	<p><u>Arithmetic/ICT</u></p> <p><u>Half class split.</u></p> <p>Have a go at arithmetic paper 4. Use strategies we have learned so far in class. Can you improve your score from last time?</p>	<p><u>Arithmetic/ICT</u></p> <p><u>ICT – Yearbook</u></p> <p>We will be selecting our ‘most proud learning’ from across year 6 and typing this up in the ICT suite to be published in the yearbook. If</p>	<p><u>Big Life Journal</u></p> <p><u>WALT: be kind</u></p> <p>Complete Be Kind – chapter 2 see below</p>	<p><u>WALT: find angles in a triangle</u></p> <p><a href="#">Daily 10</a></p> <p>Home learners watch video <a href="#">here</a>.</p>	<p>RE</p> <p><u>WALT: consider questions and ask some of our own about life and death.</u></p> <p>In class we will be reading ‘Heaven’ by Nicholas Allen and discussing what we think of the theme of the story.</p>

	<p>Answers are included for home learners to self-mark.</p> <p>Access this lesson using pin code: <b>UP6413</b> at <a href="#">Twinkl Go</a></p>	<p>you are at home, think about a piece of learning that you are most proud of and that you would be happy to have published in the yearbook. Be ready to let me know!</p>		<p>Complete activities pages 7-8 <a href="#">here</a>. Choose your level of challenge.</p> <p>Answers are <a href="#">here</a> for you to self-mark.</p>	<p>We will be thinking about life's big questions surrounding life and death. We will be generating questions with the aim of answering them throughout this unit of learning.</p> <p>Home learners: are there any 'big questions' that you have surrounding life and death? Please make a note of them and be prepared to add them to our working wall in class.</p>
Topic PM	<p><u>PSHE</u></p> <p><u>WALT: be aware of our own self-image and how our body image fits into that</u></p> <p>Think about what your understanding is of a beautiful person. Does this fit in with the people around you? Do they think differently? Are there any common features?</p> <p>Why do you think people spend so much time and money on their appearance?</p> <p>Comparing ourselves can lead to:</p> <ul style="list-style-type: none"> <li>- unhelpful thoughts</li> <li>Unhelpful feelings</li> <li>Unhelpful behaviours</li> </ul> <p>Complete the sheet below to think about ways you could counteract these unhelpful thoughts, feelings and behaviours.</p>	<p><u>1.30 – 3 Mr Wratten in a meeting</u></p> <p><u>Miss Brett – PPA – Mrs O'Neill teaching</u></p> <p><u>Science</u></p> <p><u>WALT: to identify and name the main parts of the human circulatory system, and explain the functions of the heart</u></p> <p>Watch video clips <a href="#">here</a> and <a href="#">here</a>.</p> <p>Access this lesson using pin code: <b>UP6413</b> at <a href="#">Twinkl Go</a></p> <p>Label the parts of the heart.</p>	<p><u>St Edmund's in 1.30</u></p> <p><u>PSHE</u></p> <p><u>WALT: understand how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</u></p> <p>We will be learning about puberty and the changes that happen to male and female bodies.</p> <p>Home learners; see if you can have a chat with your grownups about this. You are welcome to write down any questions that you may have, or we can talk about this together when you are next back in school.</p>	<p><u>History</u></p> <p><u>WALT: understand the foods the Ancient Maya would have eaten and prepared.</u></p> <p>Think about the foods we learned about at the end of last term that were very popular with the Maya. Which crops did they have easy access to? Which foods did they often eat?</p> <p>Think of a dish or a recipe that you could create, using foods that the Maya would have used.</p>	<p>DEAR time</p> <p>Goodbye Mr Wratten – extended golden time – football with MR Wratten on his last day.</p> <p><b>2pm Golden time</b></p> <p><b>2.30 Zoom assembly</b></p>



**Changing Me**  
Unhelpful/Helpful Resource - Ages 10-11 - Piece 1



## PART 2

You can share your kindness every day by showing others you care. Finish the sentences in boxes below.

I can ask, "Can I help?" when someone

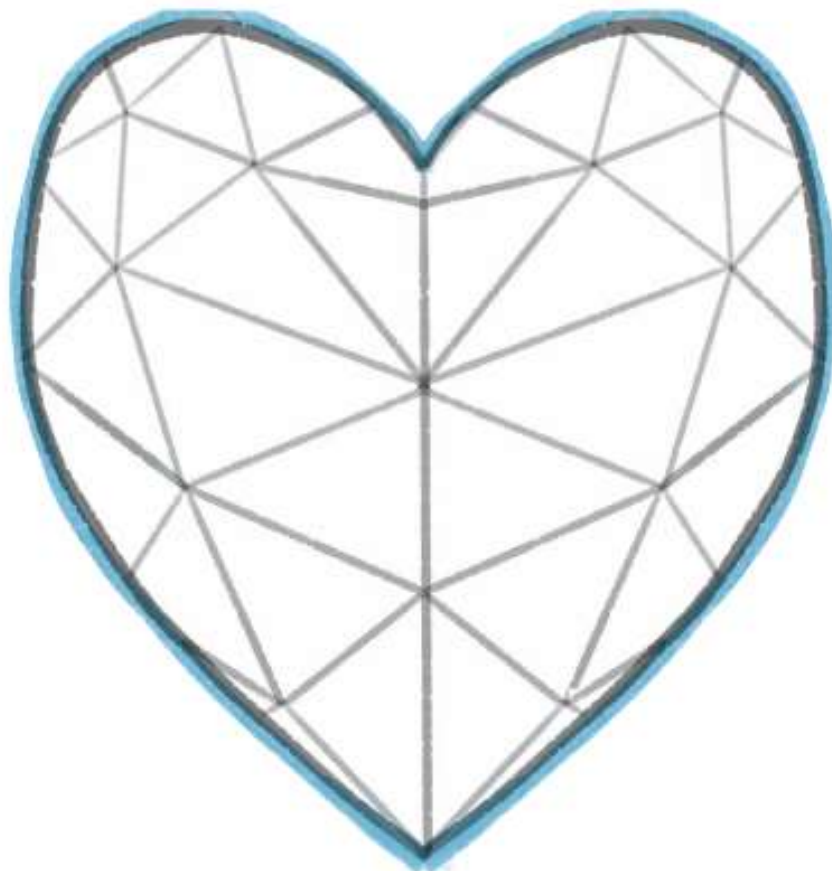
I can ask, "Would you like to join?" when someone

I can ask, "Is everything alright?" when someone

Use the Kindness Tracker on the next page to track your kind acts. Every time you do something kind for someone, colour in a piece of the heart. See how quickly you manage to colour in your heart!

## My Kindness Tracker

Day I started the tracker: \_\_\_\_\_



Ask your JOURNAL BUDDY how they show kindness to themselves.

**NOW IT'S YOUR TURN!**

What are three ways you can show kindness to yourself?

For example, you can say something encouraging to yourself or ask someone for help when you need it. Write down your ideas below.

3 ways I can show kindness to myself



When I am kind to myself, I feel...






## JUST FOR FUN

Write about your favourite memory with one of your friends. What happened?

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 Draw the two of you together below.

