



# St Mary's C of E Primary School Dover

Week Beginning: 4.1.2021

Class: 6

Teacher: Miss Loges

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	<p><b>Activity 1:</b> You may need to zoom in to read the questions! Choose mild, medium or hot then use a calculator to see how many you answered correctly! (Remember – dancing digits)</p> <div> <div>Mild:</div> <div>Medium:</div> <div>Hot:</div> </div> <p><b>Activity 2:</b> Watch the learning video and complete the activity. <a href="#">Describing positions on a 2D grid as coordinates</a> (<a href="#">thenational.academy</a>)</p> <p><b>Activity 3:</b> You may need to zoom in to read and answer the question.</p>	<p><b>Activity 1:</b> You may need to zoom in to read the questions! Choose mild, medium or hot then use a calculator to see how many you answered correctly! (Remember – use long multiplication)</p> <div> <div>Mild:</div> <div>Medium:</div> <div>Hot:</div> </div> <p><b>Activity 2:</b> Watch the learning video and complete the activity for both these links. <a href="#">Describing the position of a point and translating it across 2 quadrants using coordinates</a> (<a href="#">thenational.academy</a>)</p> <p><a href="#">Describing the position of a point and shape across 4 quadrants using</a></p>	<p><b>Activity 1:</b> You may need to zoom in to read the questions! Choose mild, medium or hot then use a calculator to see how many you answered correctly! (Remember – list multiples to help you divide)</p> <div> <div>Mild:</div> <div>Medium:</div> <div>Hot:</div> </div> <p><b>Activity 2:</b> Watch the learning video and complete the activity. <a href="#">Using coordinates to describe position following a translation</a> (<a href="#">thenational.academy</a>)</p>	<p><b>Activity 1:</b> You may need to zoom in to read the questions! Choose mild, medium or hot then use a calculator to see how many you answered correctly! (Remember – use known facts)</p> <div> <div>Mild:</div> <div>Medium:</div> <div>Hot:</div> </div> <p><b>Activity 2:</b> Watch the learning video and complete the activity for both these links. <a href="#">Identifying, describing &amp; representing the position of a shape following a reflection</a> (<a href="#">thenational.academy</a>)</p> <p><a href="#">Using coordinates to describe position after reflection</a> (<a href="#">thenational.academy</a>)</p>	<p><b>Activity 1:</b> Play hit the button! Try to challenge yourself. <a href="#">Hit the Button - Quick fire maths practice for 5-11 year olds</a> (<a href="#">topmarks.co.uk</a>)</p> <p><b>Activity 2:</b> Watch the learning video and complete the activity. <a href="#">Reflecting shapes across the x axis and the y axis</a> (<a href="#">thenational.academy</a>)</p> <p><b>Activity 3:</b> You may need to zoom in to read and answer the question.</p>

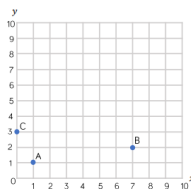
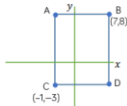
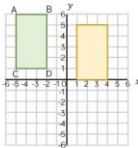
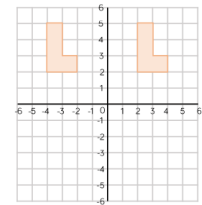


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	<p>Mo has written the coordinates of points A, B and C.</p> <p>A (1,1) B (2,7) C (3,0)</p> <p>Mark Mo's work and correct his mistakes.</p>  <p>Explain why Mo could not make the same mistake for point A as he made for points B and C.</p>	<p><a href="https://thenational.academy">coordinates</a> (<a href="https://thenational.academy">thenational.academy</a>)</p> <p><b>Activity 3:</b> You may need to zoom in to read and answer the question.</p> <p>Work out the missing coordinates of the rectangle.</p> <p>What is the length of side AB?</p> 	<p><b>Activity 3:</b> You may need to zoom in to read and answer the questions.</p> <p>Write the coordinates for vertices A, B, C and D. Describe the translation of ABCD to the blue square.</p> <p>ABCD is moved 2 units to the right and 8 units up. Which colour square is it translated to? Write the coordinates of the vertices of the translated shape.</p> <p><b>True or False?</b></p> <p>Dexter has translated the rectangle ABCD 6 units down and 1 unit to the right to get to the yellow rectangle.</p>  <p>Explain your reasoning.</p>		<p>Annie has reflected the shape in the y-axis. Is her drawing correct? If not explain why.</p> 
English	<p><b>Spelling Words:</b> Use a strategy of your choice to learn the spellings for this week.</p> <ul style="list-style-type: none"> <li>- Accommodate</li> <li>- Marvellous</li> <li>- Environment</li> <li>- Category</li> <li>- Foreign</li> <li>- Conscience</li> <li>- Experience</li> <li>- Audience</li> </ul>	<p><b>Spelling Words:</b> Use a strategy of your choice to learn the spellings for this week.</p> <ul style="list-style-type: none"> <li>- Accommodate</li> <li>- Marvellous</li> <li>- Environment</li> <li>- Category</li> <li>- Foreign</li> <li>- Conscience</li> <li>- Experience</li> <li>- Audience</li> </ul>	<p><b>Spelling Words:</b> Use a strategy of your choice to learn the spellings for this week.</p> <ul style="list-style-type: none"> <li>- Accommodate</li> <li>- Marvellous</li> <li>- Environment</li> <li>- Category</li> <li>- Foreign</li> <li>- Conscience</li> <li>- Experience</li> <li>- Audience</li> </ul>	<p><b>Spelling Words:</b> Use a strategy of your choice to learn the spellings for this week.</p> <ul style="list-style-type: none"> <li>- Accommodate</li> <li>- Marvellous</li> <li>- Environment</li> <li>- Category</li> <li>- Foreign</li> <li>- Conscience</li> <li>- Experience</li> <li>- Audience</li> </ul>	<p><b>Spelling Test</b> – what was your score this week?</p> <p><b>Activity 1:</b> Write the for and against argument paragraph for the debate.</p>

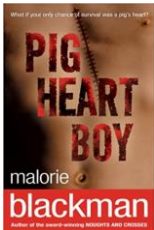


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<ul style="list-style-type: none"> <li>- Absence</li> <li>- Violence</li> </ul> <p>Our new class novel is called Pig Heart Boy by Malorie Blackman.</p> <p>Take a look at the front cover. What do you think the book could be about?</p>  <p><b>Activity 1:</b></p> <p>Write down anything you notice or any questions you have about the book cover.</p> <p>Now read the blurb:</p> <p>“ You’re thirteen. All you want is a normal life. But most normal</p>	<ul style="list-style-type: none"> <li>- Absence</li> <li>- Violence</li> </ul> <p><b>Activity 1:</b></p> <p>Read chapter 2 ‘Ticking’ on Google Books:  <a href="https://books.google.co.uk/books?id=GtQiDR4atgUC&amp;pg=PA13&amp;source=gb_s_toc_r&amp;cad=3#v=onepage&amp;q&amp;f=false">https://books.google.co.uk/books?id=GtQiDR4atgUC&amp;pg=PA13&amp;source=gb_s_toc_r&amp;cad=3#v=onepage&amp;q&amp;f=false</a></p> <p><b>Activity 2:</b></p> <p>Answer these questions about the chapter you have just read.</p> <ul style="list-style-type: none"> <li>- How is the beginning of this chapter similar to Chapter 1? How is it different?</li> <li>- Read to the end of page 8. Why do you think Cameron’s parents would be cross if they found out he was swimming?</li> </ul>	<ul style="list-style-type: none"> <li>- Absence</li> <li>- Violence</li> </ul> <p><b>Activity 1:</b></p> <p>Read chapter 3 ‘News’ on Google Books:  <a href="https://books.google.co.uk/books?id=8IHk2mJ0XbYC&amp;pg=PA21&amp;source=gb_s_toc_r&amp;cad=3#v=onepage&amp;q&amp;f=false">https://books.google.co.uk/books?id=8IHk2mJ0XbYC&amp;pg=PA21&amp;source=gb_s_toc_r&amp;cad=3#v=onepage&amp;q&amp;f=false</a></p> <p>After reading the chapter, do you think Cameron should have the heart transplant?</p> <p><b>Activity 2:</b></p> <p>Make a two-column table. Head one side For and the other Against. List reasons for and against Cameron having the heart transplant.</p>	<ul style="list-style-type: none"> <li>- Absence</li> <li>- Violence</li> </ul> <p><b>Activity 1:</b></p> <p>Watch the learning video which explains how to write a balanced argument.  <a href="#">How to write a balanced argument - KS2 English - BBC Bitesize</a></p> <p><b>Activity 2:</b></p> <p>Write the introduction to your balanced argument. It should give a small amount of background information about Cameron and a few sentences about what the argument is going to be about.</p> <p>Take a look at the example introduction below. It is an argument about banning school uniform.</p>	<p>Remember to use conjunctions to help your writing flow. Here are some examples you could use:</p> <ul style="list-style-type: none"> <li>- Firstly</li> <li>- In addition to</li> <li>- On the other hand</li> <li>- In comparison</li> <li>- However</li> <li>- While</li> </ul> <p>Here is part of an against paragraph to help you with your writing.</p> <p>Some people believe Cameron should not have the life saving heart transplant surgery. One of the main reasons for this being that animals should not be killed to be used in medical trials. Some people</p>
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	<p>kids don't need heart transplants. So there's this doctor. He says there's a chance for you. But he also says it's experimental, controversial and risky. And it's never been done before."</p> <p><b>Activity 2:</b> Write a prediction about what you think the book is going to be about.</p> <p><b>Activity 3:</b> Read the first chapter 'Dying' on Google Books by following this link: <a href="https://books.google.co.uk/books?id=GtQiDR4atgUC&amp;pg=PA9&amp;source=gbs_toc_r&amp;cad=3#v=onepage&amp;q&amp;f=false">https://books.google.co.uk/books?id=GtQiDR4atgUC&amp;pg=PA9&amp;source=gbs_toc_r&amp;cad=3#v=onepage&amp;q&amp;f=false</a></p>	<ul style="list-style-type: none"> <li>- Find two pieces of evidence to suggest that Marlon is concerned about Cameron.</li> <li>- What does the phrase 'vicious kick' suggest about Cameron's feelings?</li> <li>- What is the difference between being alive and living?</li> <li>- Read page 12. Why do you think Mum and Dad might be arguing?</li> <li>- Why is Cameron's heart weak?</li> <li>- How does the author use repetition to show the passing of time at the end of the chapter?</li> </ul>		<p><b>Should school uniform be banned?</b></p> <p><i>There are many different opinions about school uniform. Some people believe that they are uncomfortable and can be expensive. On the other hand, some people believe they are a smart asset to a school. We will examine both sides of the argument to discuss whether or not school uniform should be eradicated.</i></p>	<p>say that animals deserve the right to life, just as we as human beings do. In addition to this, no one has the right to take another life, not the life of a human or an animal. All animals should live without being slaughtered for their organs to be used in a transplant trial.</p> <p><b>Activity 2:</b> Write the concluding paragraph to the argument. This is where you write your own opinion.</p> <p>Here are some sentence starters you could use:</p> <ul style="list-style-type: none"> <li>- To conclude</li> <li>- Having considered both sides</li> </ul>
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					<ul style="list-style-type: none"> <li>- For these reasons</li> <li>- Without doubt</li> </ul>
Other	<p><b>Geography</b></p> <p>Our new topic this term is Climate Change!</p> <p>Watch the learning clip which explains climate change.</p> <p><a href="#">CAFOD: Climate Change Animation for Primary Schools - YouTube</a></p> <p><b>Activity 1:</b></p> <p>Write your own definition for climate change.</p> <p>Watch the learning clip which explains global warming.</p> <p><a href="#">Global Warming - video for kids - YouTube</a></p> <p><b>Activity 2:</b></p>	<p><b>PE</b></p> <p>Try to complete a form of exercise today. Maybe you could make an obstacle course, complete a YouTube workout, try some yoga or even go for a walk!</p> <p><b>Art</b></p> <p><b>Activity 1:</b></p> <p>Collage a picture of the Earth. You could use any materials you have at home!</p> <p>Look at this amazing example created using magazine cuttings!</p>	<p><b>PSHE</b></p> <p>We are learning about human rights in PSHE.</p> <p><b>Activity 1:</b></p> <p>Have a go at this online quiz:</p> <p><a href="#">KS2 Human Rights   What are the Fundamental Freedoms (educationquizzes.com)</a></p> <p><b>Activity 2:</b></p> <p>You could conduct your own research into children's rights and make a poster to show off what you have found out.</p>	<p><b>RE</b></p> <p>Our topic this term in RE is Islam.</p> <p>What do you already know about Islam?</p> <p><b>Activity 1:</b></p> <p>Watch the learning clip:</p> <p><a href="#">What is Islam? - BBC Bitesize</a></p> <p>Create a spider diagram about everything you found out from the video.</p> <p><b>Activity 2:</b></p> <p>Watch these learning clips:</p> <p><a href="#">Religious Studies KS2: What is Islam? - BBC Teach</a></p> <p><a href="#">The Five Pillars of Islam   Religions of the World - YouTube</a></p>	<p><b>Science</b></p> <p>Our new science topic this term is the circulatory system!</p> <p>Watch these learning clips all about the heart:</p> <p><a href="#">THE CIRCULATORY SYSTEM   Educational Video for Kids. - YouTube</a></p> <p><a href="#">Operation Ouch - The Heart   Amazing Body Facts for Kids - YouTube</a></p> <p><b>Activity 1:</b></p> <p>Draw a diagram of the heart and label each part.</p>

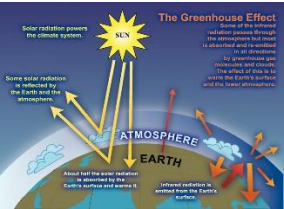


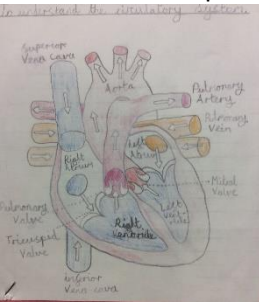


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	<p>Draw and label a diagram which explains the greenhouse effect.</p> 	 <p>This one has been created using bottle tops!</p> 		<p>Draw the five pillars and write about each one.</p>	<p>Here is an example:</p> 
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These activities are linked to the work that is being completed in class this week.

If you have any questions or would like to share with me what your child has done then please feel free to email me at [kloges@stmarysprimary.net](mailto:kloges@stmarysprimary.net)

Please continue to read with your child using resources online, Kent Libraries or books from home.