St Thomas More Home Learning Overview – Week 6

8/2/21

Here is what we would like you to do over the next week! You will have an English task, a Maths task and other wider curriculum tasks each day. Don't forget to practise your times tables and spellings and go outside to play for your physical exercise!

<table>
<tr><th></th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr>
<tr><td>English</td>
<td><u>LO: to use semi colons and colons accurately.</u>
Semicolons are used to link two independent clauses in a sentence that are closely linked.
✓ <u>Example</u>: The rain poured ferociously; our clothes were soaked through to the skin.

A colon is used to introduce a list or to separate two independent but linked clauses.
✓ <u>Example</u>: I decided it was time to leave: I needed to avoid the evening traffic.

✓ <u>Example</u>: Luke decided on his wish list: a football kit, socks, gloves and scarf.

Follow the steps on the ppt or watch a clip online.
<u>https://classroom.thenational.academy/lessons/to-explore-the-functions-of-a-colon-c5hkjd</u>

<u>Task:</u> Complete the punctuation activities.
Challenge: Create 3 sentences using semi colons and colons.</td>
<td colspan="2"><u>LO: to write a story around a theme.</u>
Today, you will use your story plans from last Thursday to begin constructing your story.

Your writing for Tuesday will focus on the events leading up to the evacuation and how your character gets on whilst in the countryside. Pause at the end of this lesson before your challenging event occurs. Your writing for Wednesday will explore your main event or problem and how it is resolved by your character, reaching a suitable ending.

A modelled example on the PowerPoint should help you with your work on paragraphs, language, sentence structure and punctuation. Use the language pdf for examples of adverbials, verbs and adjectives to support your learning.

Success Criteria
✓ Clear sentences using the correct person (1st/3rd) and tense.
✓ Paragraphs – changed for time, place or event.
✓ Powerful language – adjectives, verbs and adverbs.
✓ Relative Clauses (who, which, where etc)
✓ A range of punctuation - , ? ! ; : ( ) " "
✓ Figurative language – similes, metaphors and personification.
✓ Dialogue – correctly punctuated using new lines for new speakers.</td>
<td><u>Part 1 - LO: to edit and improve my work.</u>
First of all, spend time reading through your stories over the last few days.

On the ppt, there are examples of different ways to proofread your work. Use them to guide your work.

<u>Part 2 – LO: to revise active and passive voice.</u>
Sentences can be written in the active or passive voice. This can change the way the sentence is read aloud.

The active voice describes a sentence where the subject performs the action stated by the verb.
e.g., The dog buried the bone.

With passive voice, the subject is acted upon by the verb.
e.g., The bone was buried by the dog.

Read through the ppt for examples of active and passive voice in action.</td>
<td><u>LO: to use the Reading VIPERS to answer questions.</u>
Read the 'Dystopia' as the key text independently. You may wish to read it aloud.

<u>Task</u>: Answer the questions in full sentences. You may need to refer back to the text to justify your answers using evidence.

Be careful! The answers are on the final page.</td></tr>
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			Task: Complete the active and passive voice sheet. Answers are provided. Challenge: Look at the additional sentences, identify the key parts of them and change their voice.	
	Remember to be reading each day at home. Try new texts such as newspapers, magazines and leaflets. Spellings for this week are on Spelling Shed: https://www.edshed.com/en-gb/login ❖ Rule: Statutory Spellings – Challenge Words ❖ Spellings: **1) attached 2) available 3) average 4) competition 5) conscience 6) controversy 7) correspond 8) embarrass 9) especially 10) exaggerate**				
Maths	Algebra LO: to find a rule using one step.	Algebra LO: to find a rule using two steps	Algebra LO: to form algebraic expressions	Algebra LO: to understand substitution	Algebra LO: to apply formulae to equations.
	Find your learning videos for White Rose here: https://whiterosemaths.com/homelearning/year-6/spring-week-5-number-algebra/ Open up the Maths file to find the tasks and learning ppts to support you. Look out for the 'Extra spicy hot challenges' at the end of the ppts. Remember to log on to Times Tables Rockstars: https://play.ttrockstars.com/auth/school/student/46347				
Wider Curriculum 1	RE LO: to write prayers associated with the Holy Spirit. Up to this point, we have learnt how the Sacrament of Confirmation gives us the Holy Spirit, which will give us the ability to become 'Modern Day' Apostles. Explore the 'Come Holy Spirit' Prayer on the Home Learning ppt. What is it saying about the Holy Spirit? What are we asking God for help in here?	Geography LO: to know significant aspects of the Southern Region's geography. Read through the ppt slides exploring some of the historical, geographical and cultural highlights of the Southern Region. You will notice that there are clear differences between its geography and the geography of more northern states. Task: Design an informative poster to demonstrate your learning of the Southern Region. Use the questions on the ppt to guide you with your design.	RE LO: to know the Sacrament of Ordination. We have already explored the meaning of a 'Vocation' this year. This is a calling from God to serve others using your gifts and talents. One direction some men choose is a vocation in the Priesthood. Explore the ppt about preparing for the priesthood and what a priest's role is within the parish and the community he serves. Follow these links to find out more about priests in the Birmingham Archdiocese.	PE LO: to create a composition applying balls skills in time to music. Warmup: Using equipment you may have at home e.g., footballs, basketballs, netballs, rugby balls or tennis balls give yourself one minute to achieve as many skills as you can. For instance, you can time yourself to see how many times you can loop a ball between your legs in a figure of 8 or how high can you throw the ball into the air and safely catch it after clapping as many times as you can. Be as creative as you wish.	Art LO: to understand how portraits influenced modern skills. One of the most famous art forms of the Victorian Era was producing silhouettes. Have a look at some of the examples on the National Portrait Gallery website: https://www.npg.org.uk/collections/explore/subjects-and-themes/medium/silhouettes You may notice that there is no detail of the face. We just see the shadowy outline as if light is

	Task: Use the words and imagery on the ppt to write your own prayer in the style of 'Come Holy Spirit'.		https://www.vocations.org.uk/what-do-priests-do.html *https://www.vocations.org.uk/why-be-a-priest.html* Task: Create an information poster about the Priesthood. Make your design colourful and informative. Use the table on the ppt to help you record enough detail about different parts of this significant vocation.	Record this on a piece of paper. Allow your body to rest. Think about you feel? What do you notice about your breathing and heartbeat? What muscles have we warmed up so far? Now repeat your chosen skills and see if you can beat your personal best that you had recorded! Task: Please watch the following videos below for inspiration. Single or pair bouncing - https://www.youtube.com/watch?v=cJWnpPohZIM Mass group ensemble- https://www.youtube.com/watch?v=zokRdW4xX5k Your mission is to create your own routine involving a ball to a song of your own choice. We look forward to seeing how elaborate your sequences turn out. There may be a prize for the most interesting song choice. Please be safe at home make sure you don't break any vases, mirrors, windows or even bones! ☺	being shone onto the subject's face from the side Task: How to create your own silhouette portrait. You can create this on white paper and colour or paint your finished work or draw it directly onto black paper and cut around the outline, 1) Take a current photograph of yourself or use a photograph where you're facing side on to the camera. You are free to create a portrait of somebody famous if you wish. 2) Sketch the outline of your face paying close attention to the shape of your forehead, nose and chin. 3) Make your face a solid black colour. Outline in black pen and shade in using pencils. Ext: You may want to create an old-fashioned frame to display your work in. Just stick strips of cardboard or cut out an oval shape. Decorate with metallic paints or pens.
2	Music LO: to know that a quaver is a musical note that lasts half the time of a crotchet. *Follow the ppt for lesson 5 of your music work on understanding*	*PSHE* LO: to learn how to take responsibility for my own wellbeing in the age of social media. Today is 'Safer Internet Day'.	*Science* Physics LO: to explore and investigate how shadows are formed. Today we will explore how shadows are formed and how they can adapt and evolve.	Science LO: to explore the contribution of women in Science. Today is International Women in Science Day. Throughout history, numerous women have	

	the differences between the quaver and crotchet. *This lesson will further help us to understand that a quaver lasts half the time of a crotchet, so two quavers take the same time as one crotchet.* *The video below will give us a powerful insight into understanding rhythm.* https://www.youtube.com/watch?v=4vZ5mlfZlgk *Remember, you can use any objects around the house to support your musical creation.* Use this link to access an online interactive piano. https://www.musicca.com/piano *If you are feeling more confident this second video will inspire you to identify and replicate a more complex rhythm.* *https://www.youtube.com/watch?v=cHad-I5AJT0*	This video will explore the positives and negatives of social media- https://bcove.video/3bavgZu *Task 1:* Reflect on the video you have watched and identify both negatives and positives of social media. What advice would you give to a person who is upset or uncomfortable about something they have experienced online? *Task 2:* This video will explore the action we can take to mitigate the negative impact of social media *https://bcove.video/3bavgZu* Reflect on the video you have watched and explore the actions people can take to look after their wellbeing. Could you help them to produce an action plan? Feeling inspired? Have a look at the Extra Hot Challenge on the Blended Learning ppt.	We are going to build on our knowledge and understanding of objects which are transparent, translucent and opaque to see how a material's properties effect its respective shadow, when a light source does shine upon it. For this lesson you will need the sun (if the weather is good ☺), ideally a torch (Phone light will suffice), a ruler, a pencil your home learning book or a piece paper and a range of objects from around the house that are translucent, transparent and opaque; be creative. This video below will help you to revise your understanding of shadows - https://www.youtube.com/watch?v=fy7eoMef3e8 Task 1: Find two objects around the house that differ in size e.g. a tennis ball and football. Your mission is to see if you can produce a shadow for each object that is the same size. Top Tip – think about the positioning of each object from a light source, could this help create two shadows the same size? Task 2: Plan and carry out a shadow investigation. Please see planning template and template results table to help you collect your data. Please feel free to	made extraordinary contributions to science and made tremendous, life-changing advances to the world around us. Task 1: Research and create a timeline of scientific achievements or discoveries of women throughout history. Aim to plot 10 key events in some detail. Task 2: Research a modern-day female scientist and explore what they are currently working on or hoping to achieve. Design a poster, blog or podcast to represent their work.	

			adapt or create your own if you so wish. From our first task we have gained an understanding that shadows can change in size, shape and darkness for a variety of factors. Such factors could include: the distance of the object from a light source; use of coloured filters; the angle upon which a light source shines on an object and the translucency of an object in allowing light to pass through it. For your experiment choose one factor that you would like to investigate. Explain why you want to investigate this factor? What do you expect to find? Record your data which should clearly show the objects you have investigated, and the size of the shadow produced. (See my example on the blended learning PPT) Think about fair testing – are we using the same light source, the same ruler and scale of measurement. In my experiment, my variable is the distance between my light source and the object. This will need to change. In your experiment you may want to keep this distance the same and vary the objects you choose to investigate.		