St Thomas More Home Learning Overview – Week 4
25/1/21

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!

	Monday	Tuesday	Wednesday	Thursday	Friday
English	**LO: to explore character inner thoughts and feelings.** In your English this week, the writing will change from non-fiction to fiction. Watch this Loom video to give you an overview the week. https://www.loom.com/share/ec569a9cc53345179b6733bde4bc2f6f Task 1: Draw an outline of man (see the example on PPT). Task 2: As you read the pages, record Lenny's feelings and experiences inside the figure. Around the edge, record how others feel about him and choose to treat him. Read pg. 12 – 20 (Entering the Garden to Nanny hanging up sheets)	**LO: to use language to create imagery.** Re-read pg. 11 and 12. Today, you will be creating your own version of Lenny exploring this mysterious secret garden. Explore the image of the garden. Think about what aspects you will want to describe. 1. The door and entering inside. 2. The flowers and sunlight – colours, shapes, positions and smells. 3. The statues – do they remind him of anything. 4. Why this was a great place for Lenny. Read through the model on the PPT. What skills can you see being used? It might be a good idea to draft ideas onto scrap paper. Task: Create a description of Lenny and the secret garden. Read through your work and edit as you go along.	**LO: to apply the rules of speech.** Remember that there are two types of speech. 1. Direct – what someone actually says. 2. Reported – informing the reader of what someone says. Look at the rules of speech on the PPT. As a writer, speech can be great to get an idea across, but we do not want to overuse it as it can lose the reader's interest. Re-read pg. 15. Think about Lenny's reaction to Mick. Look at the modelled example of how speech and language can be used together. Task: Create a conversation between Lenny and Mick in the secret garden. Remember to use description as well as your speech. Check your work and edit based on the rules of speech on the PPT.	**LO: to use language to build tension.** Read pg. 20-25 (Lenny's Escape) Can you now see how the mood of the story has changed from the beauty of the garden to the worries and fears of the dark? Can you identify the authors use of short sentences, personification and expanded noun phrases? Look at the PPT to give you ways of building fear and tension in your writing. You want the reader to have the hairs on their neck stand on end. Look at the modelled example using these skills. Task: Write you own version of Lenny's escape. Look at the success criteria of what to include.	**LO: to answer comprehension questions using the Reading VIPERS.** Read the text 'Changing Police'. Task: Answer the questions in full sentences in your Home Learning Book.
	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: Word families based on common words.				

	❖ Spellings: commit, committee, transmit, submit, commitment, emit, permit, intermittent, omit **and** unremitting				
Maths	**LO: to convert fractions to decimals.** Top tip! Remember to always make it easier for yourself to help avoid making silly errors. For example, 30/50 could also be expressed as 60/100 = 6/10 = 0.6. When a fraction is expressed out of 100 it makes it easier to convert to a decimal.	**LO: to apply my understanding of decimals.** Top tip! The following test style questions will challenge everything that you have learnt over the two weeks. It might be worth revisiting your learning to refresh yourselves on decimals.	**LO: to revise understanding of percentages** Top tip! Remember that percentages refer to an amount out of 100.	**LO: to express fractions as percentages.** Top tip! Remember to always make it easier for yourself to help avoid making silly errors. For example, 45/50 could also be expressed as 90/100 = 90%. When a fraction is expressed out of 100 it makes it easier to convert to a percentage.	**LO: to identify equivalent fractions, decimals and percentages.** Top tip! 56/100 = 56% and as a decimal this would be expressed as 0.56 (5 tenths and 6 hundredths = 56 hundredths.) Remember to check you have placed the decimal point accurately when converting between fractions, percentages and decimals.
	Find your learning videos for White Rose here: https://whiterosemaths.com/homelearning/year-6/spring-week-3-number-percentages/ 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 understand the signs and symbols of Confirmation.** Today, you will look at the sacrament you traditionally receive at the end of your time at a Catholic Primary School. Through this sacrament, you receive the Holy Spirit and all the wonderful Gifts it provides. This is just like the Apostles who received it at Pentecost. Read the extract from the Bible on the PPT about the events of Pentecost. Task: Watch this video https://www.youtube.com/watch?v=sFo-9H-lZlk&feature=youtu.be	*Geography* **LO: to understand how urbanisation impacts on major cities.** Today, we will be moving onto the Mid-Atlantic region and focussing on NYC. Have a look at the USA map to see where this is. You may be familiar with this major city in America – look the photos of some key landmarks. Like many major cities, NYC has changed so rapidly over many years because of 'Urbanisation'. This is where more people move into the cities. These people can be from the USA or in New York's case, they have immigrated from outside of the US to live there.	*History* **LO: to explain what propaganda is and why it was important during WW2.** Today we are going to explore the term 'propaganda.' Have we heard of this before? What might it mean? Please refer to the history slides on the PPT. The PPT will be particularly helpful as it showcases a range of different propaganda posters that will help you to achieve your tasks. The posters are examples of primary historical sources. These refer to sources that were created at the time of the event. Watch this Loom video to aid with exploration of propaganda –	*Science* Physics **LO: to understand how the eye interprets colour.** Your 'Do now challenge' will test your understanding of how light travels around objects. From last lesson we learnt that light travels in a straight line. Apply this understanding through drawing and labelling a diagram to explore how a periscope works. Watch this Loom video to help you - https://www.loom.com/share/7c9488fa8b6b4e049947b83497618f93 In today's learning we will explore how our eyes interpret and see colour.	***Art*** **LO: to understand the use of realism in Pre-Raphaelite art.** **Skill LO: to apply the wet-on-wet watercolour technique.** Last week, you explored Ophelia by Millais and the use of watercolour to make the image appear more realistic. Look at the PPT slide at two different versions of the Annunciation. The one on the left is a version by Rossetti and the one on the right by Jan van Eyck. Look at the differences between them. Today, you will again explore this skill. Choose to use watercolours

	Create a flow diagram like the one of the PPT about the 6 key aspects of Confirmation. Draw a symbol to represent them; then what this event means and symbolises.	This can see the introduction of skyscrapers, shops, culture (food, film, music etc), transport changes and tourism. However, this can create huge issues to. Look at the images of how NYC has changed over the years. What do you notice? Task: Create a table of positive and negative effects of urbanisation on NYC. What does this increase in people do that is good for a city and what does it do that is bad for a city? Think about the people who lived there before the city expanded.	https://www.loom.com/share/273e91968b5d4d01ac7ab7c6fc1dd968 Task 1: Look the famous 'Hitler Panzer' propaganda poster. Annotate or record notes to help you answer the questions. Task 2: Create a propaganda poster for the Allies. Your poster could focus on raising the morale of UK and Allied forces or it could focus on distracting and disheartening the Axis Powers. YOUR COUNTRY NEEDS YOU!	Use this link below as it explains through diagrams how the eye interprets colour. https://www.youtube.com/watch?v=KoUyMuMVJQY Task: See the challenge sheet on the Blended Learning ppt. You need to explore which colours will be absorbed by the respective object and infer which colours will then be reflected to the eye. Extra Hot Challenge: Using your knowledge, a light source and objective of your own choosing; experiment to see which light is absorbed by an object and which light is reflected to the eye.	(if available) or pencil and coloured pencils. When working with watercolours, you work from light to dark. We paint highlights first, adding mid-tones and then shades last. You can use the same approach to sketch work too. Task: Find an image of a flower and produce a realistic interpretation of it. - there are some on the PPT should you wish to use them. Follow the steps on the PPT for watercolour work. If using pencil and colour, use shading to develop the right depth of colour.
2	*PSHE* **LO: to explore ways I can have a positive outlook.** Our bodies can naturally react to what happens around us and this can change our moods or develop new feelings towards something. Have a look at the four natural body chemicals on the PPT. Task: Write POSITIVITY in the centre of your page. Write the names of the four chemicals around it spaced out. Mind map in your home learning book you are reacting to these and maybe decide on ways you can put yourself first to help you feel better.	*Music* **LO: to understand the difference between the beat and rhythm.** Follow the ppt for lesson 3 of your music work on understanding the differences between the beat and the rhythm. All you will need in this lesson are your clapping hands and your beautiful singing voices as you will sing the first two lines of 'Yankee Doodle', whilst clapping out a steady beat. Remember to clap every beat even if you don't sing for each time you clap. Remember, you can use any objects around the house to support your musical creation or	*RE* **LO: to explore the meaning of the sacrament of Confirmation.** Feel free to re-watch how the rite of Confirmation works using the link from Monday's lesson. Explore the words of anointing with the Oil of Chrism. "Be sealed with the gift of the Holy Spirit." Look at the different words for "sealed" and consider what this might mean about the presence of the Holy Spirit in the person being Confirmed. Explain to the children that in the Scriptures, people who were anointed with oil were given a special task to do on God's behalf.	*PE* **LO: to create your own original cool core moves.** Warm up: Think about the sequence you have worked on over the last few weeks. We have been looking at different poses (Please see ppt to revise poses.) What muscles must we warm up to allow us to perform our sequences safely? Are there any parts of the body that are being stretched more than others? Task: As promised last week, today we are going to create our own cool core moves. In your sequences you may wish start with a pose you have already perfected. Think carefully about	

	e.g., Serotonin – spend time reflecting on my day, going for a long walk in the evenings etc.	feel free to access an online interactive piano. https://www.musicca.com/piano	Revise the story of the anointing of David as King of Israel on the PPT. What task was he anointed for? What responsibility did this give him? Task: Write an acrostic poem around the word CONFIRM. Think about what the sacrament means, does for us and what it involves. Link to the Apostles and we can be like them also. Remember you write the letter down the page in bubble writing and the first word of each line starts with that letter. Line one shows you an example. Once complete use flame colours to decorate your bubble writing and draw an image to represent the Holy Spirit.	how you will transition from this pose to your new original pose. Challenge yourself to include two new poses in your sequence. Playing calming music will help you to concentrate and time your sequence. Remember to breathe deeply in for four and out for four, concentrating on keeping your back as straight as possible. Could you work with a family member such as a parent or sibling to watch and teach your performance? You could even record/photograph your efforts and self-assess yourself. ❖ Think about: Have you got accurate posture? Are your arms, legs and finger correctly pointed? Are you able explain what part of your body is being stretched/worked?	