

Year Group: 6

Week beginning: 01.07.24

Weekly Home Learning

Every **Monday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. Please take note of the 'Homework' section at the bottom of the grid. This replaces the home learning grid. Homework will be set on the **Monday** and will be expected to be completed by the **Friday** of that week



Year 6	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To explore the features of a playscript	Secondary Transition Day	LI: To answer who, what, where, why and when questions	Polling Day – Remote Learning Children to read some example poems that focus on leaving Primary School and starting Secondary School. Children to use these poems to write their own interpretation.	LI: To compare the characters of Macbeth and Lady Macbeth
Key vocabulary and key questions	<p>Key Vocabulary: Play, play production, playscript, narrator, stage director, actors, acts</p> <p>Key Questions: Who is William Shakespeare? What do you already know about him? How are playscripts different to stories? What features can we find in a playscript? Where can each feature be found?</p>		<p>Key Vocabulary: Play, play production, playscript, narrator, stage director, actors, characters, character/cast list,</p> <p>Key Questions: What was the text about? Can you summarise what the paragraph? Text was about? What reading strategies could you use?</p>		<p>Key Vocabulary: Play, play production, playscript, narrator, stage director, actors, characters, character/cast list, Acts,</p> <p>Key Questions: What can you remember about the story of Macbeth so far? What clues are there about the personality of each of the characters? How does the authors choice of vocabulary impact on our opinion of each character?</p>
Introduction	Children will be asked to discuss what they know about William Shakespeare.		<p>Children will recap on identifying and adding missing punctuation used within sentences.</p> <p>Children will recap on the different types of questions that might be asked about a text. They will ask their partner questions using each of the key words.</p> <p>As a class, we will take a closer at each key word and what type of information and reading skills it requires in order for it to answered correctly.</p>		<p>Children will recap on identifying and adding missing punctuation used within sentences.</p> <p>Today, we are going to learn more about Macbeth and we will meet his wife, Lady Macbeth. Our task will be to explore and compare their personalities.</p> <p>Children will watch two scenes of the play and whilst doing so they will be asked to take notes on your whiteboard. We will then share some of the information they noted on the IWB.</p>

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Activities	<p>Children will explore the different features of a playscript. How many can they remember? We will then look at each feature in a little more detail.</p> <p>Children will read the script (a scene from Macbeth) and highlight the features you find.</p> <p><u>EXT</u> - Which feature do you think is the most important in helping the reader understand what is happening in the play script? Explain your reasons.</p> <p><u>Next Step</u> - Who do you think the audience of a play script is? Explain why you think this.</p>		<p>Children will work independently to read through a text and then answer who, what, where, why and when questions on whiteboards.</p>		<p>Children will describe the characters of Lord and Lady Macbeth. For each point they have written they will need to justify why you have described them in that way.</p> <p><u>Next step</u> - Lord Macbeth is more powerful than Lady Macbeth. Agree or disagree? Explain your reasons.</p>
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This week's reading focus: **Reading Strategy 5 – Noticing a Breakdown**

Reading	LI: to identify when a text doesn't make sense	Transition Day	LI: to form questions about a text?	Remote Learning	LI: to recognise inconsistencies within a text
	Using our focus text, Macbeth, children will read the story aloud practising fluency and oracy. They will highlight and discuss key words or parts of the text that do not make sense.		Using our focus text, Macbeth, children will read the story aloud practising fluency and oracy. They will formulate questions with a partner that they have about the text.		Using our focus text, Macbeth, children will read the story aloud practising fluency and oracy. Children will identify parts of the text that confuse them or are inconsistent with the rest and model how they should sound.

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Maths	LI: to consolidate learning and understanding of key mathematical concepts	Transition Day	LI: to consolidate learning and understanding of key mathematical concepts	Polling Day Children to revisit the concepts of Scale Factors and Identifying 3D shapes from nets and complete activities on MyMaths.	LI: to consolidate learning and understanding of key mathematical concepts
Activities	Children will complete a range of arithmetic and reasoning style questions about key mathematical topics including fractions, decimals, percentages, multiplication and division, Class teachers will differentiate the questions according to confidence levels and will work with focus groups.		Children will complete a range of arithmetic and reasoning style questions about key mathematical topics including fractions, decimals, percentages, multiplication and division, Class teachers will differentiate the questions according to confidence levels and will work with focus groups.		Children will complete a range of arithmetic and reasoning style questions about key mathematical topics including fractions, decimals, percentages, multiplication and division, Class teachers will differentiate the questions according to confidence levels and will work with focus groups.

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Reading	PSHE / RE	Topic/Art
<p><u>Daily for 20 minutes</u></p> <p>Read different text genres: a biography, classic novel, adventure story, poems, newspaper, cultural story.</p> <p>Complete the tasks set for you on Bug Club, Reading Plus, Doodle English, PiXL Unlock: continue logging in and completing your usual activities.</p> <p>Vocabulary Ninja: Look at the Vocabulary Ninja words of the week on Google Classroom and challenge yourself to write sentences for each of the words</p>	<p>None this week due to transition day. Children will be given time during the week to feedback on transition day and their thoughts, feelings and reflections.</p>	<p>Topic <u>LI: to explain what the Maya writing system consists of, how words are constructed and what codices are.</u></p> <p>Children to explore a range of primary sources to see what Maya codices looked like. Explain that this is how the Ancient Maya used to write. Instead of letters, they used glyphs. Show the children the known Maya glyphs. Children to try to decipher the meaning of a range of codices based on the glyphs they are given and create their own codice.</p> <p>Art <u>L.I: To develop a self-portrait from a photograph and translate it into a drawing</u></p> <p>Children to take 3 "selfies" on an iPad of themselves making different facial expressions. Teacher to model creating a continuous line drawing of their own "selfie". Children to use the photographs they took to create their own continuous life drawing. After each one, children to reflect on how they could improve their skills and make the next self-portrait of a closer likeness to the photograph.</p>

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Science	PE / Music	Children to continue rehearsing their drama, singing and dance skills for their production of The Lion King.
<p>No Science lesson this week due to transition day and polling day.</p>	<p>PE – LI: to develop power, control and technique when throwing at a distance</p> <p>Using quoits and discus, children to develop their throwing skills. Children to experiment with throwing with overhand and underhand grip and releasing the apparatus at different angles.</p> <p>Children to then try to aim for a range of different hoops of different sizes at various distances from the throwing line.</p>	

Please continue logging into My Maths, Doodle Maths and keep up with your TimesTable Rockstars regularly.

Homework

Homework is set on a Monday and uploaded to Google Classroom and is expected to be returned by the following Monday. Please upload completed homework tasks to your Google classroom where possible (unless it is Doodle or online packages.) This can be submitted once completed over the week and please complete it before the following Monday when the next homework will be set.

Reading homework: Please read for at least 20 minutes every day and record this in your pupil planner as a reading log.

Reading Plus: Remember to complete your weekly tasks.

Spelling: Words ending in -ibly - *possibly, horribly, terribly, visibly, incredibly, sensibly, forcibly, legibly, responsibly, reversibly*

Doodle Maths and Doodle English: Work hard each day to turn your tracker green.

Continue learning the songs and words for the production