

Year Group: 6

Week beginning: 08.07.24

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	<u>LI: to edit a poem based on leaving primary school</u>	West Wittering Beach Trip	Year 6 Production	<u>LI: to publish a poem based on leaving primary school</u>	<u>LI: to perform a poem based on leaving primary school</u>
Key vocabulary and key questions	Rhyme, rhythm, repetition, alliteration, personification, metaphor, simile, stanza, syllables What impact do you want to have on the reader? What emotions do you want to convey? How can you create rhythm in your poem?			Rhyme, rhythm, repetition, alliteration, personification, metaphor, simile, stanza, syllables How can you make this your best piece of writing? Is there anything your partner could do to improve? Doe your poem sound effective when read out loud?	Rhyme, rhythm, repetition, alliteration, personification, metaphor, simile, stanza, syllables Have you read clearly and at an appropriate speed? What mood do you want to evoke when reading? How can you control this with your voice?
Introduction	In pairs, children to look at the poetry they wrote on Polling Day at home and read it to a partner.			Children to have one final edit and publish their work: choosing either to type or handwrite.	Teacher to model reading aloud a poem in different ways with prosody, expression and fluency.
Activities	Using the class teacher's edited version as a model, children to edit their own work with the help of a partner.			As above	Children to perform their poem to the class using the strategies taught and modelled.

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This week's reading focus: Reading Strategy 6 – Noticing a Breakdown

Reading	<u>LI: To use working memory to interpret textual inconsistencies</u>	West Wittering Trip	Year 6 Production	<u>LI: To use structure and organisation to clarify meaning</u>	<u>LI: To use working memory to interpret textual inconsistencies</u>
	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. Children will identify parts of the text that confuse them or are inconsistent with the rest and model how they should sound.	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.

Year 6	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	LI: to consolidate learning and understanding of key mathematical concepts	West Wittering Trip	Year 6 Production	LI: to consolidate learning and understanding of key mathematical concepts	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 the beach trip and the production.</p>	<p><u>Topic</u></p> <p><u>L.I: 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><u>Art</u></p> <p><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 the beach trip and production.</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>	

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