

Year Group: 6

Week beginning: 17.06.24

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 Weekly overview	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: to publish a story	LI: to examine the features and of a sonnet	LI: To analyse the structure of a sonnet.	SPORTS DAY	LI: To understand the language used by Shakespeare.
Key vocabulary and key questions	<p>Key Vocabulary: Edit, cohesion, pronouns, adverbials, voice, describe, visualise</p> <p>Key Questions: How can you improve your story from the draft? How can you have more of an impact on the reader?</p>	<p>Key Vocabulary syllables, iambic pentameter, alliteration, personification, metaphor, simile, repetition</p> <p>Key Questions What is the beat of the poem? How many syllables are in each line? What descriptive features has Shakespeare used?</p>	<p>Key Vocabulary: Poem, poetry, poetic, sonnet, pentameter, iamb, meter, quatrains, alliteration, personification, onomatopoeia, rhythm, rhyme, simile, metaphor</p> <p>Key Questions: What is meant by the word 'structure'? What are the features of poem? Does punctuation effect the way you read a line/quatrain/couplet? Discuss</p>		<p>Key Vocabulary: Poem, poetry, poetic, sonnet, pentameter, iamb, meter, quatrains, alliteration, personification, onomatopoeia, rhythm, rhyme, simile, metaphor, analogy</p> <p>Key Questions: What are the 5 senses? How and what purpose so they have in writing?</p>
Introduction	<p>Go through teaching slides.</p> <p>Whole class feedback based on drafts. Teacher to model editing and improving a paragraph of the model text. How can we have maximum impact on the reader.</p> <p>Children to edit their own work as they write and use their peers for additional feedback.</p>	<p>Go through teaching slides</p> <p>Read a sonnet to the children and explain what is meant by iambic pentameter and demonstrate this.</p> <p>As a class, read and discuss the sonnet and label the features.</p>	<p>Go through teaching slides.</p> <p>Today, we will review some examples of a poem and trying to guess the feature from the examples on the board. You will be asked to prove your thinking using your knowledge of poetry and evidence from the text.</p> <p>We will read again as a class Sonnet 18 and take a closer look at the language in each quatrain</p>		<p>Go through the teaching slides.</p> <p>. Children will be asked to think of a perfect summers day and record their feelings against the 5 senses. They will then repeat this activity but focusing this time on a person they care about</p>

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			and discussing what each rhyming couplet means.		
Activities	Children to publish their final copy of their version of Rose Blanche.	Children to do the same with sonnet 18	Today, you will be using your knowledge of the structure and features of a poem to place together a 'mixed up sonnet 104'. You will be asked to discuss your thinking of why you have placed lines where you have. Using this completed poem, you will then be asked to predict the title of the poem.		You will work independently to use a range of poetic devices (similes, metaphors, alliteration, personification, onomatopoeia) to paint a picture in the reader's mind. Remember to consider use of structure of a Shakespearean sonnet, thinking about the subject, quatrain and meter.

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This week's reading focus: Reading Strategy 3 - Visualisation					
Reading	Monday <u>LI: To visualise settings and characters</u> Using our focus text, Macbeth, children will read the story aloud practising fluency and oracy. They will visualise key parts of the book.	Tuesday <u>LI: To apply prior concept knowledge to visualise.</u> Using our focus text, Macbeth, children will read the story aloud practising fluency and oracy. Children will explore new language acquired in the key part of the text and will consider the images that they see in their minds.	Wednesday <u>LI: To discuss words and phrases that capture imagination.</u> Using our focus text, Macbeth, children will read the story aloud practising fluency and oracy and discuss key vocabulary. We will focus discussion on how the language used by Shakespeare helps us to create images in our minds.	SPORTS DAY	Friday <u>LI: To explore figurative language and the effect it has on the reader.</u> Using our focus text, Macbeth, children will read the story aloud practising fluency and oracy and discuss key vocabulary. We will consider the descriptive language used in the text and the impact that it has on the reader.

Year 6	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	LI: to consolidate learning and understanding of key mathematical concepts	LI: to consolidate learning and understanding of key mathematical concepts	LI: to consolidate learning and understanding of key mathematical concepts	SPORTS DAY	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.		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>Daily for 20 minutes</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>Reading skill this week: Retrieval skills:</p> <ul style="list-style-type: none">-use our background knowledge and connect to text-visualise-watch out for VIP words/phrases and ideas	<p>PSHE – LI: to explore the changes boys and girls experience during puberty.</p> <p>Children to explore the changes that the human body experiences during puberty. Boys and girls will be taught separately</p> <p>RE-</p> <p><u>LI: To understand how Muslims interpret parts of their Holy Book (the Qur’an) in different ways and how this influences their views of what leading a ‘good’ life means to them.</u></p> <p>Some people who say they are Muslims interpret parts of their Holy Book (the Qur’an) and how this influences their views of what leading a ‘good’ life means to them.</p> <p>MAIN TASK: Write your thoughts on the following.</p> <p>For wars to happen does it mean some people think it is right to fight for their beliefs, or what could the reasons be for fighting and causing so much suffering?</p>	<p>Topic – LI: To describe the key features of a river system.</p> <p>Look at what the Upper, middle and lower course of a river is. Task- Children to label rivers diagram using key vocabulary learnt this lesson.</p> <p><u>LI: to understand how the Mayan number system works</u></p> <p>Children to learn about how the Ancient Maya developed an advanced number system and compare it to Roman Numerals. Children to try to crack the Ancient Maya code.</p> <p>Art LI: To use text and image together to create meaningful and powerful photo posters</p> <p>Discuss what Truisms are. Children create their own photo posters with truisms which will be displayed around the school.</p> <p>Explain that they can have a specific focus; for example, the environment of the school, words of advice to younger pupils, or meaningful statements for them.</p>

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Science	PE / Music	Spanish
<p><u>L.I: To plan an investigation and to understand variations in how components function</u> Children to experiment using electrical equipment safely and create a range of series and parallel circuits. During this experimental activity, they will answer the question, what does a circuit need to be complete. Then children to work in small groups to plan their own investigation using a simple hypothesis question.</p>	<p><u>PE – LI:</u> To develop power, control and technique for the triple jump. Objectives- Social: To work with a partner to establish the correct jumping pattern. Emotional: To persevere if I find something difficult. Thinking: To understand that speed will build momentum and power and therefore allow me to jump further.</p>	<p>No Spanish lesson this week</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**