

Year Group: 6

Week beginning: 24.06.24

# 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	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: to examine the features and of a sonnet	LI: To analyse the structure of a sonnet.	LI: To understand the language used by Shakespeare.	LI: To adapt a text to create my own sonnet.	LI: To perform a sonnet
Key vocabulary and key questions	<p><b>Key Vocabulary</b> syllables, iambic pentameter, alliteration, personification, metaphor, simile, repetition</p> <p><b>Key Questions</b> What is the beat of the poem? How many syllables are in each line? What descriptive features has Shakespeare used?</p>	<p><b>Key Vocabulary:</b> Poem, poetry, poetic, sonnet, pentameter, iamb, meter, quatrains, alliteration, personification, onomatopoeia, rhythm, rhyme, simile, metaphor</p> <p><b>Key Questions:</b> What is meant by the word 'structure'? What are the features of poem? Does punctuation effect the way you read a line/quaternion/couplet? Discuss</p>	<p><b>Key Vocabulary:</b> Poem, poetry, poetic, sonnet, pentameter, iamb, meter, quatrains, alliteration, personification, onomatopoeia, rhythm, rhyme, simile, metaphor, analogy</p> <p><b>Key Questions:</b> What are the 5 senses? How and what purpose so they have in writing?</p>	<p><b>Key Vocabulary:</b> Poem, poetry, poetic, sonnet, pentameter, iamb, meter, quatrains, alliteration, personification, onomatopoeia, rhythm, rhyme, simile, metaphor</p> <p><b>Key Questions:</b> What is meant by the word 'structure'? What are the features of sonnet? What is the structure of a sonnet? What is the structure of a sonnet?</p>	<p><b>Key Vocabulary:</b> Poem, poetry, poetic, stanza, verse, alliteration, personification, onomatopoeia, rhythm, rhyme, simile, metaphor</p> <p><b>Key Questions:</b> What is meant by the word 'structure'? What are the features of sonnet? What is the structure of a sonnet? Does punctuation effect the way you read a line/quaternion/couplet? Discuss</p>
Introduction	<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</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>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</p>	<p>Go through the teaching slides.</p> <p>Today, the children will be asked to think about an item/place/season ... that they love. They will be given 5 minutes to record everything they love about it. We will go through an example together that I have created and they</p>	<p>Go through teaching slides.</p> <p>As this is your opportunity to show us how much you have learned follow the steps below: -Read over your sonnet from yesterday. -Respond to marking -Edit your work in purple pen</p>

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**Alexandra**  
Primary School

Aspire, Perform, Succeed

		We will read again as a class Sonnet 18 and take a closer look at the language in each quatrain and discussing what each rhyming couplet means.	they care about	will be given an opportunity to add anything else they have thought of. They will repeat this activity but this time thinking about someone they love. They will discuss the example of the IWB and add any further ideas. We will then read through the original sonnet 18 by Shakespeare unpicking the themes and structure and then the class will read through a class version. What has been adapted, what has remained?	Once you are happy with your work, publish your writing on pink paper.
<b>Activities</b>	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.	Children to write a sonnet using Shakespeare's as a model in pairs.	Children to publish their sonnet and perform to the class.

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This week's reading focus: <b>Reading Strategy 4 – VIP WORDS</b>					
Reading	<p><b>Monday</b> <u>LI: To activate concept knowledge to comprehend historical/cultural language.</u></p>	<p><b>Tuesday</b> <u>LI: To explore how the writer uses language as a cohesive device.</u></p>	<p><b>Wednesday</b> <u>LI: To define vocabulary using context information.</u></p>	<p><b>Friday</b> <u>LI: To explore how the author uses figurative language.</u></p>	<b>Class Photograph</b>
	<p>Using our focus text, Macbeth, children will read the story aloud practising fluency and oracy. They will discuss key vocabulary from the text and infer the meaning of it.</p>	<p>Using our focus text, Macbeth, children will read the story aloud practising fluency and oracy. They will discuss key vocabulary from the text and infer the meaning of it.</p>	<p>Using our focus text, Macbeth, children will read the story aloud practising fluency and oracy. They will discuss key vocabulary from the text and infer the meaning of it.</p>	<p>Using our focus text, Macbeth, children will read the story aloud practising fluency and oracy. They will discuss key vocabulary from the text and infer the meaning of it.</p>	

Year 6	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Maths</b>	<b>LI: to consolidate learning and understanding of key mathematical concepts</b>	<b>LI: to consolidate learning and understanding of key mathematical concepts</b>	<b>LI: to consolidate learning and understanding of key mathematical concepts</b>	<b>LI: to consolidate learning and understanding of key mathematical concepts</b>	<b>LI: to consolidate learning and understanding of key mathematical concepts</b>
<b>Activities</b>	<p>Children will complete a range of arithmetic and reasoning style questions about key mathematical topics including fractions, decimals, percentages, multiplication and division,</p> <p>Class teachers will differentiate the questions according to confidence levels and will work with focus groups.</p>	<p>Children will complete a range of arithmetic and reasoning style questions about key mathematical topics including fractions, decimals, percentages, multiplication and division,</p> <p>Class teachers will differentiate the questions according to confidence levels and will work with focus groups.</p>	<p>Children will complete a range of arithmetic and reasoning style questions about key mathematical topics including fractions, decimals, percentages, multiplication and division,</p> <p>Class teachers will differentiate the questions according to confidence levels and will work with focus groups.</p>	<p>Children will complete a range of arithmetic and reasoning style questions about key mathematical topics including fractions, decimals, percentages, multiplication and division,</p> <p>Class teachers will differentiate the questions according to confidence levels and will work with focus groups.</p>	<p>Children will complete a range of arithmetic and reasoning style questions about key mathematical topics including fractions, decimals, percentages, multiplication and division,</p> <p>Class teachers will differentiate the questions according to confidence levels and will work with focus groups.</p>

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Reading	PSHE / RE	Topic/Art
<p><b><u>Daily for 20 minutes</u></b></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><b>None this week due to additional lessons last week on SRE</b></p>	<p><b>Topic – LI: <u>To describe the process of deposition and erosion</u></b></p> <p>Children to watch a time lapse video of how the course of a river changed over a 20-year period and consider how this happened. Teacher to explain the process of erosion and deposition. Children to identify meanders in a river system and in their own words, explain how this happened.</p> <p><b><u>LI: to identify and use a range of evidence sources to help me understand more about the Maya civilisation.</u></b></p> <p>Children to mind-map as many sources they can think of and consider what they teach us about history and whether they are primary or secondary sources. Children to learn about the explorers who discovered Ancient Maya civilisations and how they came to their historical conclusions. Children to choose an Ancient Maya source and analyse what this teaches us about the past.</p> <p><b>Art <u>L.I: To understand abstract art through photography</u></b></p> <p>Children to learn about abstract art photographer Weston and explore some of his photography. Children to work in small groups to take similar photographs on an iPad and experiment with black or white backgrounds.</p>

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Science	PE / Music	
<p><b>L.I: To</b> Children to carry out their investigation from last week using the electrical components in small groups. Children to observe what happens in their circuits when additional wires are added or removed. Children to record their findings using scientific language.</p>	<p><b>PE – LI: To develop power, control and technique for the triple jump.</b></p> <p>Objectives-</p> <p>Social: To work with a partner to establish the correct jumping pattern.</p> <p>Emotional: To persevere if I find something difficult.</p> <p>Thinking: To understand that speed will build momentum and power and therefore allow me to jump further.</p>	

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

<b>Homework</b>
<p><b><i>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.</i></b></p> <p><b><u>Reading homework:</u></b> Please read for at least 20 minutes every day and record this in your pupil planner as a reading log.</p> <p><b><u>Reading Plus:</u></b> Remember to complete your weekly tasks.</p> <p><b><u>Spelling:</u></b> Words ending in -ibly - <i>possibly, horribly, terribly, visibly, incredibly, sensibly, forcibly, legibly, responsibly, reversibly</i></p> <p><b><u>Doodle Maths and Doodle English:</u></b> Work hard each day to turn your tracker green.</p> <p>- <b><u>Continue learning the songs and words for the production</u></b></p>