

Year Group: 6

Week beginning: 03.06.24

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	L.I: To plan a story.	L.I: To write the opening of a story.	L.I: To write the build-up of a story.	L.I: To write the problem of a story.	L.I: To write the resolution and ending of a story.
Key vocabulary and key questions	<p>Key Vocabulary: describe, adjective, expanded noun phrases, setting, plan</p> <p>Key Questions:</p> <p>How will you describe the setting? Have you used adjectives to describe? How will you interest your reader?</p>	<p>Key Vocabulary: opening, describe, adjective, expanded noun phrases, setting, plan</p> <p>Key Questions:</p> <p>How will you describe the setting? Have you used adjectives to describe? How will you interest your reader?</p>	<p>Key Vocabulary: build up, tension, suspense, describe, adjective, expanded noun phrases, features</p> <p>Key Questions:</p> <p>How will you create tension? What is suspense? What features can you include?</p>	<p>Key Vocabulary: climax, narrative, action, features, adjectives, adverbs, paragraphs, cohesion, paragraphs.</p> <p>Key Questions:</p> <p>What happens in the problem? What features will you include? How will you move the story on?</p>	<p>Key Vocabulary: resolution, ending, features, paragraphs, dialogue, characters, adjectives, expanded noun phrases.</p> <p>Key Questions:</p> <p>What happens in the resolution? Has the problem been solved? What features will you include?</p>
Introduction	<p>Revisit the story of Rose Blanche and discuss how we are going to be rewriting it this week.</p> <p>Model how the story could be adapted or changed. Focus on the ending especially as in the original, it is left open-ended.</p>	<p>Go through teaching slides.</p> <p>Discuss what makes effective story openings. What different ways are there to start stories?</p> <p>Model write introductory paragraph as a class.</p>	<p>Go through teaching slides.</p> <p>Discuss what makes a good build up. How can we create tension?</p> <p>Write a modal text for a build-up.</p>	<p>Go through teaching slides</p> <p>Discuss how the problem should be where most of the action in the story occurs. The story line should move on with description and dialogue.</p> <p>Go over rules for using speech.</p> <p>Model write example of part of the problem with particular emphasis on using dialogue.</p>	<p>Go through teaching slides.</p> <p>Go through examples of how a resolution of a story might be. Discuss ideas as a class.</p> <p>Model write a resolution with a variety of writing features e.g. complex noun phrases, prepositional phrases, parenthesis and dialogue.</p> <p>Address any misconceptions from previous lesson.</p>
Activities	Children to create a boxed up, simple plan of their own story map.	Write the plan and then opening of a story.	Write the build up for a story.	Write the problem of a story.	Continue to write story with all necessary parts.

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This week's reading focus: Reading Strategy 1 – Making connections

Reading	<u>LI: To compare texts.</u>	<u>LI: To activate prior knowledge about a text.</u>	<u>LI: To identify the purpose of a text.</u>	<u>LI To review a text.</u>	<u>LI to review a text.</u>
	<p>To discuss how we can make connections within texts by looking at the settings, themes and characters.</p> <p>Discuss similarities and differences between Rose Blanche and Letters from a Lighthouse.</p> <p>TASK- children create a Venn diagram to compare and contrast both texts.</p>	<p>Go through teaching slides and look at the concepts of book to book, book to world and book to self. Discuss how this helps us make connections between texts and depends out understanding of a book,</p> <p>Children to answer questions based on letters form a lighthouse by making these links.</p>	<p>Discuss common purposes of texts.</p> <p>Read an extract and identify the purpose based on a variety of questions.</p>	<p>Discuss with the children which book they have enjoyed most recently.</p> <p>Children to create a book review on this book and make recommendations to the other children.</p>	<p>Discuss children's viewpoints on Rose Blanche and their opinions.</p> <p>Children create a book review based on Rose Blanche.</p>

Maths

<p>Key vocabulary and key questions</p>	<p>LI: To know how to form an expression using algebraic inputs</p> <p><u>Key Vocabulary:</u></p> <p>Function machine, function, one-step function, two-step function, input, output, expression.</p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • What could x represent? • How can you represent this expression using a bar model? • How else can you write $a + a$? • What is the same and what is different about the expressions $x + 5$ and $5x$? • If the input is p, what is the output? • If m is the input, what is the output after the first operation? What is the output after the second operation? <p>Children learn that phrases such as "2 more than a number" can be written more simply as, for example, "$x + 2$" or "$y + 2$". They also learn the convention that, for example, "$3t$" means 3 multiplied by t; as multiplication can represent repeated addition, this is also a simpler way of writing $t + t + t$. They use cubes and base 10 ones to represent expressions,</p>
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Introduction	with each cube representing an unknown number, x (or any letter), and the ones representing known numbers. Children then revisit function machines, where x (or any letter) can represent the input. Discuss why it is not important at this stage to know what x represents, and that it could be any number input into the function machine.
Activities	Complete questions about forming expressions using algebraic inputs.

Reading	PSHE / RE	Topic/Art/DT
<p>Daily for 20 minutes</p> <p>Read different text genres: a biography, classic novel, adventure story, poems, newspaper, and 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 – L.I: To be aware of your self-image and how your body fits into that.</p> <p>Go through slides. Discuss different scenarios based on if the children were given money. What they would spend these on. Discuss questions like: why do people spend so much money on fashion/ how they look.</p> <p>Are there more helpful and productive ways to measure ourselves, other than appearance.</p> <p>Children complete task on drawing a picture of what their 'perfect' person looks like. Then write about positive and negative thoughts in relation to self-image.</p> <p>RE</p> <p>L.I: To consider how people's beliefs influence their response to suffering.</p> <p>Children to explore different religions beliefs about suffering and how it is responded to. Can times of suffering ever bring about positive consequences in the future? Children to look at difficult/challenging life scenarios and consider how positives can be found in the darkest of times.</p>	<p>Topic – Geography</p> <p>L.I: To explain the water cycle and locate key rivers.</p> <p>Main Activity- Children to learn about how the water cycle works and then use atlases to locate key rivers in the UK.</p> <p>Art – Photography</p> <p>L.I: To create a photo montage using secondary source photographs. Discuss what photomontage is. Look at the work of artist Hannan Hoch who works with photomontage. Children to tear parts of images from faces from magazines and newspapers to create their own photo montage,</p>

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Science	PE / Music	Spanish
<p><u>L.I.to explain the importance of the major discoveries in electricity.</u> Quiz with children to reflect on prior knowledge then complete a comprehension activity on the history of electricity.</p> <p>How has electricity impacted our lives?</p>	<p><u>PE – Athletics</u> <u>LI: To work collaboratively with a partner to set a steady pace.</u> This lesson’s success criteria: Run at a pace that you can maintain.</p> <ul style="list-style-type: none"> • Select and apply the best pace for the running event. • Steady your breathing by breathing in through your nose and out through your mouth. • Vary your stride length to match someone else's pace. <p><u>Music –</u> <u>LI:</u> To listen to and describe music. Children will work together to write the lyrics and compose music for their own Year 6 leavers’ song, which will reflect their own experience at primary school. They will learn how the lyrics, melody, tempo and arrangement of a song can complement each other to create a coherent overall effect.</p>	<p>Topic: Yo en el mundo – Me in the World <u>L.I. To introduce our four characters and their locations in the Spanish speaking world (sometimes referred to as the ‘Hispanophone world’ or ‘Hispanosphere’).</u></p> <p>We will introduce the aim of the unit: to explore the Spanish speaking world and realise just how many people speak Spanish around the globe. We will start to embed and explore the concept of the unit that we may be different but are all the same. There are lots of consolidation activities in this lesson including some simple map work tasks based on the characters in the unit.</p> <p>PLENARY: If the teacher says the name of one of the characters introduced in today’s lesson (Pilar, Carmen, Juan Pablo or Jorge) can the pupils pretend to be them and say what they are called (“Me llamo...” plus name) and where they live – using the details of that character?</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.

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Spelling: bellowed, screeched, squealed, shrieked, squawked, whispered, murmured, breathed, sighed, muttered

Remember to learn your lines for the production and lyrics for songs.