

Year Group: 6

Week beginning: 10.06.24

# 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
<b>English</b>	<b>L.I: To write the problem of a story.</b>	<b>L.I: To write the resolution and ending of a story.</b>	<b>LI: to publish a story</b>	<b>LI: to publish a story</b>	<b>LI: to examine the features and of a sonnet</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> climax, narrative, action, features, adjectives, adverbs, paragraphs, cohesion, paragraphs.</p> <p><b>Key Questions:</b></p> <p>What happens in the problem? What features will you include? How will you move the story on?</p>	<p><b>Key Vocabulary:</b> resolution, ending, features, paragraphs, dialogue, characters, adjectives, expanded noun phrases.</p> <p><b>Key Questions:</b></p> <p>What happens in the resolution? Has the problem been solved? What features will you include?</p>	<p><b>Key Vocabulary:</b> Edit, cohesion, pronouns, adverbials, voice, describe, visualise</p> <p><b>Key Questions:</b></p> <p>How can you improve your story from the draft?</p> <p>How can you have more of an impact on the reader?</p>	<p><b>Key Vocabulary:</b> Edit, cohesion, pronouns, adverbials, voice, describe, visualise</p> <p><b>Key Questions:</b></p> <p>How can you improve your story from the draft?</p> <p>How can you have more of an impact on the reader?</p>	<p><b>Key Vocabulary</b> syllables, iambic pentameter, alliteration, personification, metaphor, simile, repetition</p> <p><b>Key Questions</b></p> <p>What is the beat of the poem? How many syllables are in each line? What descriptive features has Shakespeare used?</p>
<b>Introduction</b>	<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. Model write a resolution with a variety of writing features e.g. complex noun phrases, prepositional phrases, parenthesis and dialogue. Address any misconceptions from previous lesson.</p>	<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>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>
<b>Activities</b>	Write the problem of a story.	Continue to write story with all necessary parts.	Children to publish their final copy of their version of Rose Blanche.	Children to publish their final copy of their version of Rose Blanche.	Children to do the same with sonnet 18

Year Group: 6

Week beginning: 10.06.24

# 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



**This week's reading focus: Reading Strategy 2 – Making predictions**

<b>Reading</b>	LI: To use details in a text to form predictions/speculations.	L.I: To identify the causal links between events in a text.	L.I: To form questions about a text	L.I: To identify key information in a text.	LI: To use details in a text to form predictions/speculations.
	Using our focus text, Macbeth, children will read the story aloud practising fluency and oracy. Today's lesson will focus on making predictions based on evidence and events in the text.	Using our focus text, Macbeth, children will read the story aloud practising fluency and oracy. Today children will identify the links between cause and events within the text.	Using our focus text, Macbeth, children will read the story aloud practising fluency and oracy and discuss key vocabulary. Today children will use clues in the text and context to form logical questions.	Using our focus text, Macbeth, children will read the story aloud practising fluency and oracy and discuss key vocabulary. Today children will select the key information within the text.	Using our focus text, Macbeth, children will read the story aloud practising fluency and oracy and discuss key vocabulary. Today's lesson will focus on making predictions based on evidence and events in the text.

Year 6	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Maths</b>	<b>LI: to use a range of mathematical skills to solve real-world problems</b>	<b>LI: to use a range of mathematical skills to solve real-world problems</b>	<b>LI: to use a range of mathematical skills to solve real-world problems</b>	<b>LI: to use a range of mathematical skills to solve real-world problems</b>	<b>LI: to use a range of mathematical skills to solve real-world problems</b>
<b>Key vocabulary and key questions</b>	Conversion, miles, kilometres, line graph, cost, bar chart, interpret  How much do tickets cost for an entire family? Calculate the petrol cost to each airport? Which destination is ideal for rainfall and sunshine hours? How far away is each destination in miles?	Accommodation cost, discount, percentage, calculate, fraction, value for money  Which accommodation is the best value? Calculate the total cost with a 30 percent discount?	Convert, currency, pound, euro, budget  Using the exchange rate, convert the currency from pounds to euros. How can we calculate this without a calculator? In which country do you get most value for your money?	Timetable, calculate, difference, minutes, hours, time zone, Greenwich mean time  Which bus does Dora need to catch to arrive at the airport by 2pm? Use the timetable to calculate the total journey time? What will the time be in Australia when it is 8am in London? What will the local time be when the flight lands if the journey takes 8 hours?	Children to use iPads to research and plan a holiday for two to a destination of their choice with a budget of £2000 for one week.  What is the cheapest flight? How will you get to the airport and what will the cost be? How long will the journey take? Where will you stay? How much will you budget for food? Will you have money for activities?



Year Group: 6

Week beginning: 10.06.24

# 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

Aspire, Perform, Succeed

<b>Introduction</b>	Teacher to go through slides and revisit each of the previously taught concepts needed in today's lesson. Teacher and class to model answering example questions.	Teacher to go through slides and revisit each of the previously taught concepts needed in today's lesson. Teacher and class to model answering example questions.	Teacher to go through slides and revisit each of the previously taught concepts needed in today's lesson. Teacher and class to model answering example questions.	Teacher to go through slides and revisit each of the previously taught concepts needed in today's lesson. Teacher and class to model answering example questions.	Teacher to go through slides and revisit each of the previously taught concepts needed in today's lesson. Teacher and class to model answering example questions.
<b>Activities</b>	Children to complete a range of activities based on booking a holiday using a range of mathematical skills.	Children to complete a range of activities based on booking a holiday using a range of mathematical skills.	Children to complete a range of activities based on booking a holiday using a range of mathematical skills.	Children to complete a range of activities based on booking a holiday using a range of mathematical skills.	Children to complete a range of activities based on booking a holiday using a range of mathematical skills.

Reading	PSHE / RE	Topic/Art/DT
<p><b><u>Daily for 20 minutes</u></b></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>-visualise</p> <p>-watch out for VIP words/phrases and ideas</p>	<p><b><u>PSHE – L.I: To be aware of your self-image and how your body fits into that.</u></b></p> <p>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? 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><b><u>RE</u></b></p> <p><b><u>L.I: To interpret the Buddhist concept of the Second Noble Truth using the story of Kisa Gotami.</u></b></p> <p>Children to explore the Noble Truths of Buddhism, with a focus on the second, Dukka (suffering). Children to listen to the story of Kisa Gotami and finish a story board showing how she could have dealt with her suffering.</p>	<p><b>Topic – Geography</b></p> <p><b><u>L.I: to locate key rivers of the world and describe its features</u></b></p> <p>Recap vocabulary of the source and mouth of a river. Introduce children to the term tributary and show the tributaries of the River Thames. Children to locate major world rivers in an atlas and use iPads to research the source, mouth, tributaries and length of these rivers.</p> <p><b><u>Art – L.I: to use text and words together to create a meaningful poster</u></b></p> <p>Explain the concept of a truism to the children and share examples. Can they think of any common sayings that they hear in day to day life inside or outside school? Children to come up with their own truism based on a theme and create a poster to display using a photograph and words.</p>

Year Group: 6

Week beginning: 10.06.24

# 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



Science	PE / Music	Spanish
<p><b><u>L.I.to recognise and draw scientific circuit symbols</u></b> Class teacher and children to recap on previously taught circuit symbols. What can they remember? Teacher to display a drawing of a circuit on the board and model how this can be drawn with symbols instead to aid universal understanding. Children to be given a range of drawn circuits with images and they are to reproduce them using the symbols.</p>	<p><b><u>PE – Athletics</u></b> <b><u>L.I: To develop your own and others sprinting technique.</u></b> Children to practise walking, jogging and sprinting 100 meters. Teacher to model this and children to observe the differences in stride. Children in small groups to take it in turns sprinting 100m and partners to give feedback on how they could improve their positioning of knees, feet and arms during the sprint.</p> <p><b><u>Music –</u></b> <b><u>L.I:</u></b> 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><b>Topic: Yo en el mundo – Me in the World</b> <b><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></b></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><b>PLENARY:</b> 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>

Year Group: 6

Week beginning: 10.06.24

# Weekly Home Learning



**Alexandra**  
Primary School

Aspire, Perform, Succeed

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

## 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.

**Reading Plus:** Remember to complete your weekly tasks.

**Spelling:**

immense

vast

gigantic

gargantuan

mammoth

miniature

miniscule

insignificant

microscopic

petite

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