Weekly Home Learning

Alexandra Primary School
Aspire, Perform, Succeed

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Year 6	Monday	Tuesday	Wednesday	Thursday	Friday
English	Reading assessment	**LI: To construct a narrative story with an alternative ending (cold write)**	**Virtual Author Workshop** Year 5 and 6 children have the exciting opportunity to take part in a virtual workshop with award-winning author Katherine Rundell. She will discuss her books with the children, what inspires her to write and will also answer questions from the children.	**LI: To ask and answer questions about a text.**	**LI: To recall the grammatical function of nouns.**
Key vocabulary and key questions		**Key Vocabulary:** Opening, build up, problem, resolution, ending, change, alternate **Key Questions:** What are the features of a story? What does the word alternative mean? How will you alter the ending of a well-known story?		**Key Vocabulary:** Who, what, where, when, why, why, how. Fiction, non-fiction **Key Questions:** What is happening in the picture? What is the girl doing there? Can a story be both fiction and non-fiction?	**Key Vocabulary:** Noun, common nouns, proper nouns. concrete nouns, abstract noun, collective nouns **Key Questions:** What is a noun? What are the different types of nouns? Why do we use nouns in our writing? Do all nouns need a capital letter? Which are common nouns and which are proper nouns?
Introduction		Go through the teaching slides. Today, we will be using the lesson as an opportunity to see what the children already know about writing a story with an alternative ending so we can plan to meet their needs. Today, we will discuss how we could change the ending of various well-known stories.		Go through the teaching slides. Today, the children will be reading The Little Match Girl by Hans Christian Andersen.	Go through the teaching slides. Today, you will be recalling and listing nouns related to a picture. We will be discussing the role of nouns within our writing. Together, we will look at the different types of nouns.
Activities		Children will watch a short video of Oliver Twist by Charles Dickens. You will work independently to write a narrative with an alternative ending. Remember the ending of Oliver Twist must be altered.		Children will be asked to imagine that they could meet the girl, what questions would they want to ask her.	You will work independently to identify whether nouns are common or proper nouns. Children will be asked to explain why they have organised them in that way, eg. Ghana is a proper noun because it is the name of a specific country. In pairs - use your knowledge of the different types of nouns to organise them into groups around the room.

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					Now… Challenge yourself to write a few sentences/ paragraph that include the following: proper noun, abstract noun, concrete noun Make sure you label the nouns clearly.

Reading

Ask questions, predict, I wonder…

This week's reading focus: Reading Strategy 2- Prediction

Monday **LI: To identify key information in a text.**	**Tuesday** **LI: To identify the casual links between events in a text.**	**Wednesday** **LI: To form questions about a text.**	**Thursday** **LI: To use details in a text to form predictions/speculations.**	**Friday** **LI: To select appropriate evidence from a text to justify predictions.**
Starter: Children will watch a short video to recall what a prediction is. We will discuss how we predict effectively and think about how the evidence help us. **Main:** Children will work through activities on the IWB, they will be asked to read a short passage that then identify the parts of the text that will help them to make a prediction. **Task:** Children will have just one line from various different texts and make predictions using your knowledge of previous books that you have read. They will be asked to write down what type of book you think it is and give a reason for your answer. Use the example we just saw to help you.	**Starter:** Vocabulary starter. Children will be asked to look at the IWB, where they will have 4 words that they are to choose from to define 'prediction'. **Main:** Children will go through a couple of activities on the IWB identifying the links between the events with the text that they could base their prediction on. **Task:** Children will read two mini extracts and answer questions. They will be asked to recall when answering prediction questions they need to: *Search for clues in the text* *Find the evidence* *Use the evidence to justify their thoughts* *Consider which vocabulary will help them make a prediction.* **Plenary:** Children will be asked to fill in the gaps of known facts to embed their knowledge of predictions.	**Starter:** On IWB children will have text with some of the word underlined. The children will be asked to look at these words and decode/swap out these words to better understand the text. **Main:** Write the sentence into your book and write the questions that come into your mind. Let's do the first one together. **Task:** Children will be given a short passage. They will record the questions that they think of as they read. Can they answer any of these questions posed from clues from the text? **Plenary:** The children will share the questions they thought of whilst reading the main text. Did others agree? Discuss	**Starter:** Children will have an unfamiliar extract and they will need to decode/swap out the words, which have been underlined. They will need to use their vocabulary skills: **Main:** On the IWB children will complete a few examples of locating details in the text. Before attempting to answer questions, they should swap out/decode to get a good understanding of vocabulary. After, they should use the clues and key details to locate appropriate evidence for their answers. **Task:** Children to use the following skills to support them when locating evidence: • *Visualisation* • *Clue hunting* • *Scanning* Before attempting to answer questions, they should swap out/decode to get a good understanding of vocabulary. After, they should use the clues and key	**Starter:** *Reading around the word* *Swapping out* *Exploring prefixes and suffixes* *Where have I heard the word before?* Children will also have two retrieval questions they need to answer. To answer these questions, children must use their retrieval skills: *visualisation* *Scanning* **Main:** CT to model how to visualise, discuss and underline key events and children will have a go. **Task:** After reading the text children will visualise and underline key events to hunt for clue. After they have searched and located the clues, they can to predict what may happen next. **Plenary:** Children to choose and complete an answer stem *The answer is…because…* *I know I can eliminate…* *I know this answer can't be right because…* *The characters actions tell me…* *The skills I used today are…* *This clue is telling me…*

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	Plenary: Children to discuss how they knew which information was key, does your partner agree?			details to locate appropriate evidence for their answers. **Plenary:** Children will complete the Answer stems *I know I scooped this part of the text and underlined this key event. This tells me… I have also noticed this is a key event. This helps me to identify that this could potentially happen next… The skills that will support me here are… The clues indicate…*	

Year 6	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	LI: Powers of 10		LI: Number line to 10 million	LI: To compare and order any integer	LI: To be able to round any integer
Key vocabulary and key questions	**Key Vocabulary:** Place value, digit, ten, hundred, thousand, ten thousand, order, representation, place value column, powers of 10, Gattegno chart. **Key Questions:** How can you tell if a number is a power of 10? Is this number a multiple of a power of 10? How can you tell? If you move a digit one/two places to the left in a place value chart, how many times greater is the value of the digit? How can you use a Gattegno chart to find a number 10 times/one-tenth the size of a given number?	Reasoning Assessment	**Key Vocabulary:** One million, place holder (zero), place value, digit, represents **Key Questions:** What are the values of the start and the end of the number line? What is each interval worth? How many small divisions are there between each of the large divisions on the number line? What is each small interval worth? What is the same and what is different about a number line that goes from 0 to 10,000 and a number line that goes from 0 to 10,000,000? What is the midpoint between and ? What is each interval worth if one million is split into two/four/five/ten equal parts?	**Key Vocabulary:** Ten million, greater than, less than, ascending, descending **Key Questions:** What is the value of each digit in the number? Which digit in each number has the greatest value? What is the value of these digits? When comparing two numbers with the same number of digits, what do you look at first? What is the difference between ascending and descending order? What is different about comparing numbers with the same number of digits and comparing numbers with different numbers of digits?	**Key Vocabulary:** Rounding **Key Questions:** Which multiples of 1,000,000 does the number lie between? How can you represent the rounding of this number on a number line? Which division on the number line is the number closer to? What is the number rounded to the nearest million? What is the most appropriate way of rounding this number? Which place value column should you look at to round the number to the nearest ten/hundred/thousand/ten thousand/ hundred thousand/million?

Year Group: 6   Week beginning: 16.09.24

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Introduction	Children should be confident with multiplying and dividing by 10, 100 and 1,000. In this small step, they use their place value knowledge to identify integers that are 10, 100, 1,000 times the size, or one-tenth, one-hundredth, one-thousandth the size of other integers. Children need to be aware that a value increases or decreases by a power of 10 between adjacent columns on a place value chart. They also need to realise that multiplying or dividing by 10 twice has the same effect as multiplying or dividing by 100 and that multiplying or dividing by 10 three times has the same effect as multiplying or dividing by 1,000 Place value charts and Gattegno charts are useful for modelling the effects of repeated multiplication and division by powers of 10.		Today children will explore the number line to 10,000,000 using the unit of a million, making links to the familiar number lines to 10 and 10,000. They label partially filled number lines, identify points labelled on number lines and mark where a given number would lie on a number line. Children should understand that half a million is equal to 500,000 and know that the midpoints between divisions on the number line to 10,000,000 can be written as, for example, "three and a half million" or "3,500,000".	This small step extends their learning to integers up to 10,000,000 Children compare numbers with the same number of digits, and with different numbers of digits, using their knowledge of place value columns. They present numbers in a variety of forms and use these different representations to aid their understanding when comparing and ordering. Children will be encourage the use of inequality symbols and precise mathematical language such as "greater than" and "less than".	Children need to be confident with identifying the previous and next multiples of the appropriate power of 10 of the number, and finding the midpoints of those multiples. Number lines are useful as support here, as children can identify which multiple the number is closer to. Children will be reminded that when a number is exactly halfway between two successive multiples the convention is to round to the greater multiple.
Activities	Complete questions about powers of 10.		Complete questions about a number line to 10 millions	Complete questions about comparing and ordering any integers	Complete questions about rounding any integers

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Reading	PSHE / RE	Topic/Art/DT
Daily for 20 minutes Read different text genres: a biography, classic novel, adventure story, poems, newspaper, cultural story. Complete the tasks set for you on Bug Club, Reading Plus, Doodle English, PiXL Unlock: continue logging in and completing your usual activities. 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. Reading skill this week: Retrieval skills: -use our background knowledge and connect to text -visualise -watch out for VIP words/phrases and ideas	PSHE – LI: To know that there are universal rights for all children but for many children these rights are not met **To understand my own wants and needs and can compare these with children in different communities** Discuss children's rights and how in chocolate plantations, many go to school Quiz to summarise learning on learning from the lesson. RE- LI: to identify some similarities and differences between some Abrahamic religions. Children will revisit key vocabulary taught last week (omnipotent, omnipresent). They will then explore different quotes from The Quran, Torah and Bible to explore beliefs about God. As a class, we will discuss key similarities and differences and record these in a table.	Topic – HISTORY **LI: to compare and explain the negative and positive effects of the Industrial Revolution.** Discuss what the Industrial Revolution is and different inventions from the era. TASK- children to create a T chart to sort positive and negative effects of the Industrial Revolution. ART **LI: to 'zoom in' to a piece of Art and use pencil to depict light and dark.** Children replicate a part of a William Morris painting using a range of pencils to create tone, light and dark. They will have a chance to experiment with different types of sketching pencils in their art books.

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Science	PE / Music	Spanish
LI: To demonstrate an understanding of the scientific meaning of adaptation. Discuss what variation and inheritance are. Children to point out what living things live in different places. Children use the activity sheets to match the living thing to its correct habitat and adaptations.	PE – LI: **To develop sending the ball using a push pass.** Social: To work collaboratively and share ideas with a partner on how to improve. Emotional: To be honest and can play to the rules. Thinking: To make quick decisions on who to pass to and when. Music – LI: **To identify and understand some composing techniques in film music** Play a range of music to the children and ask the children how tension is created. • What emotions does the music evoke? • What instruments can you hear? • How does the composer create tension/ sadness/ optimism etc.?	Topic: Los verbos regulares – Regular verbs. **L.I. To Learn/revise in English what a pronoun is.** Recognise and understand what a pronoun is in both English and Spanish and be able to say what the key personal pronouns are in Spanish. Start by asking the children if they know what a pronoun is in English and why we use and need them in language. **PLENARY:** Can the children remember any of the pronouns in Spanish from the PowerPoint? Which would be the most useful in language i.e. which ones would they use the most? (YO, ÉL, ELLA). Did they know what a pronoun was in English before today and is this new knowledge useful? Why would you want to use a pronoun in any language? If you tell them that these are PERSONAL pronouns could they articulate why the word PERSONAL has been used? Start to draw their attention to the fact that grammar is important in any language and we label words into groups by what their function is in a sentence. Verbs, nouns, adjectives, pronouns etc.

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: aggressive, hostile, awkward, obstinate, desperate, frantic, disastrous, calamitous, marvellous, spectacular

Doodle Maths and Doodle English: Work hard each day to turn your tracker green.

MyMaths: Place value beyond 10,000 and Very Big Numbers