

Year Group: 6

Week beginning: 21.10.23

Weekly Home Learning

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Year 6	Monday	Tuesday	Wednesday	Thursday	Friday
English	<u>LI: To construct a discussion text based on the Victorian workhouse.</u>	<u>LI: To publish a discussion text based on the Victorian workhouse.</u>	<u>LI: To identify and use causal conjunctions and adverbials.</u>	<u>LI: To debate for and against the Victorian workhouse.</u>	Milestones Museum Trip
Key vocabulary and key questions	<p>Key Vocabulary: Opening, conclusion, for, against, argument, balanced, evidence, facts, third person, present tense, formal language, technical vocabulary, impersonal voice, adverbials, casual conjunctions</p> <p>Key Questions: What is a discussion text? What are the different features of a discussion text? What evidence can you infer? What background knowledge about the Victorian era can you use?</p>	<p>Key Vocabulary: Opening, conclusion, for, against, argument, balanced, evidence, facts, third person, present tense, formal language, technical vocabulary, impersonal voice, adverbials, casual conjunctions</p> <p>Key Questions: What is a discussion? What do you need to have a good discussion? When is a discussion bad? What are the different features of a discussion text?</p>	<p>Key Vocabulary: Causal conjunctions, Subordinating conjunctions, coordinating conjunctions, as a result, therefore, accordingly, so, hence, since</p> <p>Key Questions: What is a causal conjunction? What is an adverbial? When do we use causal conjunctions? When do we use adverbials?</p>	<p>Key Vocabulary: Opening, conclusion, for, against, argument, balanced, evidence, facts, third person, present tense, formal language, technical vocabulary, impersonal voice, adverbials, casual conjunctions</p> <p>Key Questions: What is a discussion? When is a discussion bad? What is a causal conjunction? What is an adverbial? When do we use causal conjunctions? When do we use adverbials?</p>	
Introduction	Children will recall and list the features of the text type. We will then go through what makes good discussion text. Boys v girls connect 4, each group is to take it in turns to choose a useful word or phrase to form a verbal argument on whether workhouses should be closed or not. CT to decide if the word has been used correctly. If so, the square goes the groups colour, if not the square is coloured in the other groups colour. First group to 4 in a row wins. Go through teaching slides. CT will model how to use their plans to write their introduction and arguments for.	Go through teaching slides. Children will recap on the features of the text type. Read the through your work and respond to your next steps. Once you are happy with your work, publish your writing on pink paper.	Go through the teaching slides. Children will complete an activity on silent letters with a focus on the silent w Today, you will be recalling and discussing the when and where to use causal conjunctions and adverbials. Children will play spin the wheel where they will be given a causal conjunction/adverbial and picture and they will need to construct a sentence using the key words. Working with their pairs children are to sort causal conjunctions/adverbials into the correct groups. We will go through the slides to consolidate children's understanding.	The year is 1845. You are MPs in the House of Commons arguing whether workhouses should be kept open or closed down. Split them into two groups. <u>Group A</u> will be <u>arguing for</u> workhouses. <u>Group B</u> will be <u>arguing against</u> them. Split the two groups into smaller groups. In these smaller groups the children need to read through the research they have been given on the workhouse. Then on sugar paper, create a mind map that shows all of the reasons you are for or against the workhouse. Use evidence from the research to support your points.	
Activities	<i>In your books, construct their discussion text.</i>	As this is your opportunity to show us how much you have learned follow the steps below:	You will work independently to write sentences that contain causal conjunctions and adverbials.	Children will now take part in a class debate.	

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	<p><u>Remember we are writing in the present tense and third person</u> - Introduction (Introduce the issue and explain what the workhouse is) - Reasons for the workhouse being closed (2 or 3 <u>well explained</u> points) - Reasons against the workhouse being closed (2 or 3 <u>well explained</u> points) - Conclusion (Summary and your own opinion (first person) and reason why)</p>	<p><u>Remember we are writing in the present tense and third person</u> - Introduction (Introduce the issue and explain what the workhouse is) - Reasons for the workhouse being closed (2 or 3 <u>well explained</u> points) - Reasons against the workhouse being closed (2 or 3 <u>well explained</u> points) - Conclusion (Summary and your own opinion (first person) and reason why) Edit your work for missing words, punctuation and up level sentences and word choices.</p>		<p>Should the Victorian workhouse be closed? Discuss</p>	
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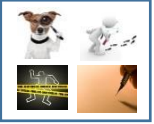
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This week's reading focus: Reading Strategy 7 – Think like a detective - Inference

Reading	Monday	Tuesday	Wednesday	Thursday	Milestones Museum Trip
	<p>LI: To use text clues to identify characters' feelings/motives.</p> <p>Starter: Children will be given four words. They should work in pairs/groups to use these words to define the word 'infer'.</p> <p>Main: children will be asked to discuss what 'inference' is and consider key words and what they mean: clue hunting and clues. As a class infer using small paragraphs/sentences. Explore how we use the clues within the sentence/paragraph to read in between the lines. Then, discuss the difference between inference and retrieval.</p> <p>Task: Children will apply their understanding of inference to a range of short tasks today. Children will have two texts and inference questions to answer. Children must skim and scan to support them. Children will also note the clues that helped them to reach their answer.</p> <p>Plenary: Children justify their answers using the following stems, The evidence suggests... The clues that tell me this is the answer are... The clues that indicate... I know the clues are telling me... The skills I must use are...</p>	<p>LI: To use background knowledge and text evidence to interpret events/actions.</p> <p>Starter: Children will have a short extract and they should answer the vocabulary questions on these texts. Questions will include: <i>Find and copy</i> <i>Find the meaning of the word ____ in context.</i></p> <p>Then: Recap what the word inference means.</p> <p>Main: Today, consider how we can use our own personal experiences to help us to infer. For example, we will read a text that will provide clues about what time of day it is. Children should use their own life understanding and experiences to infer the time of day. CT to model how to use their life experiences to help them.</p> <p>Task: Children will have a range of random texts that they need to read. They will need to answer the inference questions using the 'it says, I say, so..' table. The questions will be general inference questions. Children may consider their own personal experiences to help them for some texts.</p> <p>Plenary: Children justify their answers using the following stems, The evidence suggests... The clues that tell me this is the answer are... The clues that indicate... I know the clues are telling me... The skills I must use are...</p>	<p>LI: To use working memory and text clues to comprehend implied meaning.</p> <p>Starter: Look at the picture carefully. Children will then be asked to answer inference questions based on the picture.</p> <p>Main: As a class we will work together to infer from a setting. Children will look at 2 different settings and using what their inference skills they will answer questions.</p> <p>Task: Using their working memory and text clues the children will work independently to comprehend implied meaning.</p> <p>Plenary: with their partners children will come up with a success criteria on how to successfully comprehend implied meaning.</p>	<p>LI: To justify the actions of a character, using evidence from the text.</p> <p>Starter: As a class we will go through tips for empathy.</p> <p>Main: as a class, children will read a short extract on the IWB on characters actions and discuss how they might feel.</p> <p>Task: children will read a short text and they will pin point the evidence from the text to explain the characters feelings and behaviour.</p> <p>Plenary: children will share their answers. What reading skills helped you to justify the actions of a character using evidence from the text?</p>	

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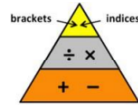
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Maths	LI: to solve multi-step problems	LI: to recognise the order of operations	<h1>Police Visit</h1>	LI: to reason from known facts	<h1>Milestones Museum Trip</h1>
Key vocabulary and key questions	<p>Key Vocabulary: Add, subtract, multiply, divide, strategies, efficient, steps</p> <p>Key Questions: What can you work out first? Is this step, an addition, a subtraction, a multiplication or a division? How can you tell? Could you draw a diagram to represent the problem? Can you work out the answer to this part of the problem mentally or do you need another method? What can you do next?</p>	<p>Key Vocabulary: Brackets, order, BIDMAS, array</p> <p>Key Questions: Does it make a difference if you change the order in a mixed operation calculation? What would happen if we did not use the brackets? Would the answer be correct? Why?</p>		<p>Key Vocabulary: Known facts, inverse, division, multiplication, addition, subtraction, patterns</p> <p>Key Questions: What is an inverse operation? How can you use an inverse operation to find related facts? What is the same and what is different about the numbers in the given calculation and the numbers in the calculation you want to work out? How will the answer change if you increase/decrease/ multiply/divide one/both of the numbers by?</p>	
Introduction	In this lesson, children will look at multi step calculations and consider how many steps there are and what needs to be done and in which order. Children will be encouraged to apply the skills and methods they know to complete each step of the calculation and how reminded that the inverse can be used check answers.	<p>In this lesson, children will look at different operations within a calculation and consider how the order of operations affects the answer. Children will learn that, in mixed operation calculations, calculations are not carried from left to right.</p> <p>Children will learn the convention that when there is no operation sign written this means multiply, e.g. $4(2+1)$ means $4 \times (2+1)$.</p>		<p>In this lesson, children will be given the opportunity to recall the facts, strategies and methods that they know and are confident in (near doubles, multiplication facts, division rules, estimation). They will be encouraged to ask themselves 'If I know this.... What else do I know?'</p>	
Activities	Complete questions that involve solving problems that involve multiple steps.	Complete questions about order of operations.		Complete questions that ask children to reason using known factors.	




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Reading	RE/PSHE/Spanish	Topic																																							
<p>Daily for 20 minutes Read different text genres: a biography, classic novel, adventure story, poems, newspaper, cultural story.</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>RE: LI: To discuss the reasons why some people choose to cover their heads Children to explore a range of cultures, religions and other contexts where people choose to cover their heads. Children to discuss the reasons why this is practised. Children to respond to a case study where a child is deciding whether or not to wear a head covering drawing upon their understanding of the lesson.</p> <p>PSHE – Children to take part in a virtual workshop from the NSPCC all about staying safe inside and outside school.</p> <p>Spanish- LI: to use Spanish regular -er verbs Children to continue learning regular Spanish -er verbs. Today they will be introduced to <i>comer</i> and <i>beber</i>. They will pair them with articles and conjugate the endings appropriately.</p>	<p>Topic – The Victorians L.I: To learn about a historical figure. Children learn about Queen Victoria’s life then create a fact file to summarise their learning. Recap features of a non-chronological report to help them. Encourage use of subheadings and high-level vocabulary.</p> <p>Key vocabulary:</p> <table border="1" data-bbox="1435 614 1966 1013"> <tbody> <tr><td>Although...</td><td>Normally,</td><td>Fortunately,</td></tr> <tr><td>Amazingly,</td><td>Often,</td><td>Frequently,</td></tr> <tr><td>An important thing...</td><td>On average,</td><td>Furthermore,</td></tr> <tr><td>Are you aware that...?</td><td>Sometimes,</td><td>Generally,</td></tr> <tr><td>As a result,</td><td>Strangely enough,</td><td>Have you ever wondered...?</td></tr> <tr><td>As well as that,</td><td>Surprisingly,</td><td>If...</td></tr> <tr><td>Because of this,</td><td>There are...</td><td>Imagine,</td></tr> <tr><td>Consequently,</td><td>This is...</td><td>In addition,</td></tr> <tr><td>Despite...</td><td>Unfortunately,</td><td>In summary,</td></tr> <tr><td>Despite the fact that...</td><td>Unusually,</td><td>Incredibly,</td></tr> <tr><td>Did you know that...?</td><td>Usually,</td><td>Interestingly,</td></tr> <tr><td>Even though...</td><td>When...</td><td>Like many...</td></tr> <tr><td>Finally,</td><td>Would you believe...?</td><td>Mainly,</td></tr> </tbody> </table> 	Although...	Normally,	Fortunately,	Amazingly,	Often,	Frequently,	An important thing...	On average,	Furthermore,	Are you aware that...?	Sometimes,	Generally,	As a result,	Strangely enough,	Have you ever wondered...?	As well as that,	Surprisingly,	If...	Because of this,	There are...	Imagine,	Consequently,	This is...	In addition,	Despite...	Unfortunately,	In summary,	Despite the fact that...	Unusually,	Incredibly,	Did you know that...?	Usually,	Interestingly,	Even though...	When...	Like many...	Finally,	Would you believe...?	Mainly,
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Science	PE	Art/Music
<p>LI: to apply knowledge of inherited and acquired traits. Children apply their knowledge of inheritance by creating their own Mr men or Little Miss using inherited characteristics. Children choose:</p> <ul style="list-style-type: none"> - What is their name? - What characteristics have they inherited from Mr Jelly? - What characteristics have they inherited from Mr Grumpy? 	<p>Hockey: LI: to apply knowledge of hockey skills Children to consolidate their learning from the half term and put their skills into practice during a tournament. Children will compete against each other and show how they can collaborate as a team.</p> <p>Dance - LI: to perform dances using a range of movement patterns Children will choreograph a dance inspired by the music of the Victorian Era. They will include aspects of mirroring, cannon and synchronisation.</p>	<p>Art - LI: To reflect on their skills of print making. Children evaluate their work from last lesson, answering questions to reflect on what went well and what can be improved. Children to annotate their prints and decide which one they preferred and what progress they have made over the course of the unit.</p> <p>Music - LI: To play a sequence of musical ideas to convey emotion Children to use their graphic score to perform their compositions based on Wallace and Gromet's A Close Shave. Children should try to give a polished performance and work collaboratively in their group.</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.

Spelling: See words



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

MyMaths: Addition, subtraction, multiplication and division task

man-eating	tight-fisted
little-used	cold-hearted
rock-bottom	stone-faced
wide-eyed	green-eyed
pig-headed	short-tempered