

Year Group: 6

Week beginning: 02.12.24

Weekly Home Learning

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Year 6	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To analyse the features of a biography.	LI: To organise key events into chronological order.	LI: To identify and punctuate parenthesis.	LI: To analyse the structure and features of a model text.	LI: To make evidence-based inference about Darwin' personality.
Key vocabulary and key questions	<p>Key Vocabulary: Account, chronological order, audience, influences, ambitions, achievements, barriers, relevant, Greek life, Greek writing, paragraphs, introduction, main body, conclusion. Third person, past tense, rhetorical question, objective (contains facts) quotes, facts, figures, dates.</p> <p>Key Questions: What is a biography? Where does the term biography originate? What does the word autobiography mean? How does it differ to an autobiography? What features can we find in a biography?</p>	<p>Key Vocabulary: Account, chronological order, audience, influences, ambitions, achievements, barriers, relevant, Greek life, Greek writing, paragraphs, introduction, main body, conclusion. Third person, past tense, rhetorical question, objective (contains facts) quotes, facts, figures, dates.</p> <p>Key Questions: What is a biography? What features can we find in a biography? Who was Charles Darwin? What is he remembered for? What background knowledge can you use? How should our story map be organised and why?</p>	<p>Key Vocabulary: Parenthesis, additional information, relative clauses, punctuation, dashes, brackets, comma</p> <p>Key Questions: What do you already know? What do you want to find out? What is parenthesis? When is parenthesis used? What is its purpose? Should a sentence still make sense if the added information is removed from the sentence?</p>	<p>Key Vocabulary: Account, chronological order, audience, influences, ambitions, achievements, barriers, relevant, Greek life, Greek writing, paragraphs, introduction, main body, conclusion. Third person, past tense, rhetorical question, objective (contains facts) quotes, facts, figures, dates.</p> <p>Key Questions: What is a biography? What features can we find in a biography? How many features can you recall in 2minutes? What is the purpose of each paragraph? Can you summarise each paragraph?</p>	<p>Key Vocabulary: Background knowledge, connections, prediction, visualisation, inference, breakdown and repair, VIP words/phrases,</p> <p>Key Questions: What are our reading skills? How do we use them when reading? What words have helped create a visual image in your head? Are there any words that you cannot read or do not know the meaning of? What can you do/where can you look?</p>
Introduction	<p>Children will recap on the spelling of words containing silent letters (knife, sign, gnarled)</p> <p>Go through teaching slides. Children will be asked to think about the origins of the word biography and autobiography and we look together at its meaning to develop an understanding of the</p>	<p>Go through the teaching slides. Today, the children will be recapping on the use of common homophones. Children will be asked to demonstrate their knowledge by using the correct homophone in the given sentence.</p> <p>Model how to hunt for clues and retrieve information from Darwin's timeline</p>	<p>Go through the teaching slides. Children will recap on what an adverb and adverbials are by underlining them within a short text.</p> <p>Today, you will be recalling and discussing the role of parenthesis, which is a word used for the extra information added into a sentence.</p>	<p>Go through the teaching slides. Today, the children will be recapping on the use of common homophones. Children will be asked to demonstrate their knowledge by using the correct homophone in the given sentence.</p> <p>First children will be asked to recall the features of a biography.</p>	<p>Go through the teaching slides. Today, the children will be recapping on the use of common homophones. Children will be asked to demonstrate their knowledge by using the correct homophone in the given sentence.</p>

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	purpose and differences between the two genres.		Children will be asked to identify what and when they use comparative and superlative adjectives in their writing	Today, we are going to analyse a model biography all about another famous Victorian, Dr Barnardo. This will help us next week when we come to structure and write our independent biographies on Charles Darwin. Children will be given an example of a paragraph and asked whether they would find it in a biography?	Today, they will be thinking about Darwin's life and making inferences about his personality. They will be asked to watch three videos and make notes on what they tell them about his personality.
Activities	<p>Children will be asked to read through a biographical text example and they will need to identify and highlight the features they can find within the model text and record the purpose within the text.</p> <p><u>Challenge</u> Can you also explain the purpose of each feature and why it is important to a discussion text? <i>i.e. Rhetorical question – this is effective in the introduction as it makes the reader feel intrigued and therefor, they will want to read on.</i></p> <p><u>Next step</u> – If you were to write the example text you read today, how could you improve it?</p>	<p>Children will be working independently to read through the timeline of Charles Darwin's life and identify which key information and dates they will include in their story maps. They will create a visual story map of Charles Darwin's life. Using the sheet to support you with the basic events, but also include other information that you may have gathered independently.</p> <p>Give some level of detail (1 sentence) for each point. <u>Next Step</u> – use your story map to think about how many paragraphs your biography will be split into.</p>	<p>You will work independently to write sentences that the different types of parenthesis, brackets, commas, dashes, children will be encouraged to identify when to use each and where to place it within the sentence.</p> <p>To consolidate their learning, children will be asked to identify which sentences have used the parenthesis incorrectly and discuss how they know.</p>	<p>Children will work independently to complete an analysis table. Children will need to read the text on Dr Barnardo and retrieve the information within each paragraph and record it under the heading 'what is the paragraph about?' They will then identify and discuss the purpose of the features under the heading 'what features are in the paragraph?' The task will be modelled to the children before they complete the task. <u>Next step</u> – How could you improve this model text?</p>	<p>Children will be working independently to infer Darwin's personality from the videos and notes from previous lessons and background knowledge. They will then be asked to record the supporting evidence they have.</p> <p><u>Next Step</u> – Children will be given a quote from Darwin, what does his own words teach us about his personality.</p>

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This week's reading focus: **Reading Strategy 4 – Identifying important words and phrases**



Reading	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>LI: To activate concept knowledge to comprehend historical/cultural language.</p> <p>Starter: Children will be introduced to some of Charles Dickens most famous works. I will explain that in today's lesson we will be looking at eight words that Dickens invented.</p> <p>Main: As a class we will look at a term that was first seen in A Tale of Two Cities. The children will be shown the word on its own, we will talk about what root word we see within it, does this knowledge help us? I will then show the class the word within context. We will discuss the words meaning. The children will then prove their understanding of the term by including it within a sentence.</p> <p>Task: Children will have a number of terms from various Dickens books. The children will be shown the word on its own, they will look at the root word and write their meaning of the word. They will then see the class the word within context. The children will then prove their</p>	<p>LI: To identify key words from a text.</p> <p>Starter: Children will be asked to record as many synonyms as they can for the word 'ghost'. Children will be asked to think about their reading experience and discuss the books they are currently reading.</p> <p>Main: Children will look at a text and together we will skim through to get the general idea of it.</p> <p>Task: Children will then look at a paragraph on the IWB they will be asked to unpick the meaning of key words. We will discuss a couple of examples. Children will repeat this with different genres.</p> <p>Plenary: As a class we will model how we unpicked key words from the text and go through the definitions of each word, I will stress that words carry different meanings depending on the context.</p>	<p>LI: To explore how the writer uses language as a cohesive device.</p> <p>Starter: we will recap what cohesion is in writing and how it helps us as readers.</p> <p>Main: We will go through the 6 different types of cohesion (vocabulary, nouns, reference, substitution, conjunction, ellipsis. We will go through an example of each of these devices and then the children will have short extracts and will be asked to identify where the device has been used.</p> <p>Task: Children will work independently to first identify the cohesive devices within a short fiction text, they will need to colour code the different devices within the text.</p> <p>Plenary: Take feedback from the class.</p>	<p>LI: To define vocabulary using context information.</p> <p>Starter: children will have a set of words on the IWB and they will be asked to define what the word means and then discuss how the addition of the prefix changes to the word meaning.</p> <p>Main: As a class we will read through an extract of the text A Tale of Two Cities' and circle any words that are unfamiliar or that are new. We will write our own success criteria on how to define vocabulary.</p> <p>Task: Children will work independently to define words within the text and then using this information they will write examples that the word can be replaced with but the meaning of the sentence and extract should remain the same.</p> <p>Plenary: Children will echo read with their partner with the changes to the vocabulary that they have made.</p>	<p>LI: To explore how the author uses figurative language.</p> <p>Starter: children will recap on the different types of descriptive devices they know alliteration, similes, metaphor, personification, onomatopoeia, idioms, hyperbole</p> <p>Main: In today's lesson, we are going to be looking at different song lyrics and identifying the figurative language used. We will look at two examples together, where I will model the lessons expectation. We will read through the lyrics, discuss which figurative language is used and underline it within the song.</p> <p>Task: Children will work together in pairs to read and underline the different types of language used within different song lyrics.</p> <p>EXT – what impact did this use of figurative language have on the song?</p> <p>Plenary: Take feedback from the class and discuss the impact of each feature.</p>

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	<p>understanding of the term by including it within a sentence. Infer or find the definition of these words using a dictionary.</p> <p>Plenary: <i>True or false, Dickens own life experiences influenced his writing</i></p>				<p><i>How many different types of figurative language can they list in 2 minutes?</i></p>
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Year 6	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	LI: to know how to use a range of metric measures	LI: To convert between metric units of measures	LI: to calculate using metric units of measures	LI: to convert between miles and kilometres	LI: to understand imperial measures
Key vocabulary and key questions	<p>Key Vocabulary: Length, capacity, mass, volume, imperial, metric, inches, pounds, pints, miles, millimetre, centimetre, metre, kilometre, gram, kilogram, millilitre, litre</p> <p>Key Questions: Which units could you use to measure length/mass/capacity? • Which is the most appropriate unit to measure the of a ? Why? • Why do you think is not an appropriate estimate? • Why would you not use kilometres to measure the length of the classroom? What would you use? • What is the difference between capacity and volume?</p>	<p>Key Vocabulary: Length, capacity, mass, volume, imperial, metric, inches, pounds, pints, miles, millimetre, centimetre, metre, kilometre, gram, kilogram, millilitre, litre</p> <p>Key Questions: What is the same and what is different about kilometres and kilograms? • What is the same and what is different about 1.5 km and 1.500 km? • What do you notice about the conversions from metres to kilometres and grams to kilograms? • Do you need to multiply or divide by 10/100/1,000? How do you know?</p>	<p>Key Vocabulary: Length, capacity, mass, volume, imperial, metric, inches, pounds, pints, miles, millimetre, centimetre, metre, kilometre, gram, kilogram, millilitre, litre</p> <p>Key Questions: What operation are you going to use? Why? • How could you use a bar model to help you understand the question? • How many grams are there in one kilogram? • Does it matter if the items in the question are measured in different units? Why? • How can you convert between metres and centimetres?</p>	<p>Key Vocabulary: Length, capacity, mass, volume, imperial, metric, inches, pounds, pints, miles, millimetre, centimetre, metre, kilometre, gram, kilogram, millilitre, litre</p> <p>Key Questions: Which is further, one mile or one kilometre? • What does the word "approximately" mean? • What does the symbol "≈" mean? • How can you use the key fact of 5 miles ≈ 8 km to calculate how many kilometres are approximately equal to 20 miles? • When might you need to convert between miles and kilometres?</p>	<p>Key Vocabulary: Length, capacity, mass, volume, imperial, metric, inches, pounds, pints, miles, millimetre, centimetre, metre, kilometre, gram, kilogram, millilitre, litre</p> <p>Key Questions: When do you use imperial measures instead of metric measures? • Why is it easier to convert between metric measures than between imperial measures? • Which is greater, one foot or one metre? • Which is shorter, one centimetre or one inch? • Which is heavier, one pound or one stone?</p>
Introduction	Today we will highlight the difference between capacity (the amount an object can contain) and volume (the amount actually in an object). Children will consider the most appropriate unit of measure and develop their estimation skills in context. We will refer to the mass of an object, rather than its weight. The mass remains constant, whereas the weight of an object depends on the effect of gravity.	Today children will convert between units both ways, for example from metres to centimetres and centimetres to metres. When making these conversions, children will be reminded about decimal place value. When comparing measurements with different units, children need to convert them to the same unit. It is important that children understand the role of zero as a place value holder when performing some calculations	The use of pictorial representations, such as bar models and number lines, to represent the problem will help children to choose the correct operation(s) to solve the problem. Children need to be secure with the four operations to find the correct numerical answers.	Today children will need to know that one mile is a greater distance than one kilometre. They will learn that 5 miles is approximately equal to 8 km. Using this fact, they will solve conversions from miles to kilometres and from kilometres to miles. Children will need to know that the symbol "≈" means "is approximately equal to". To provide context, distances measured in miles in the UK could be compared to distances measured in kilometres in Europe.	Today children continue to explore imperial measures and the relationships between imperial and metric measures. Children need to know and use the following facts: • 1 inch ≈ 2.5 cm • 1 foot = 12 inches • 1 pound = 16 ounces • 1 stone = 14 pounds • 1 gallon = 8 pints They use these facts to perform related conversions, both within imperial measures and between imperial and metric measures. Children need to pay attention to the fact that the conversion between inches and cm is approximate while the others are exact.
Activities	Complete questions about metric measures.	Complete questions about converting metric measures.	Complete questions about calculating with metric measures.	Complete questions about converting miles and kilometres.	Complete questions about converting imperial measures into kilometres.

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

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Reading	PSHE / RE	Topic/DT
<p><u>Daily for 20 minutes</u></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>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><u>PSHE – LI: To know some of the reasons why people use bullying behaviours.</u></p> <p>Stand by the label that best describes their opinion based on bullying behaviours.</p> <ol style="list-style-type: none"> 1.What might be the reasons for the person/people using bullying behaviours? 2.How did these behaviours make the recipient of them feel and what could they do to manage these feelings e.g. calming techniques, talking to someone. 3.How could the recipient deal with/manage the situation? <p><u>RE - LI: to compare how Buddhist teachings influence daily life for a monk and lay Buddhist.</u></p> <p>Children to compare different images of Buddha and predict where in the world the images may be from. Children will watch a video exploring the daily life and routine of a Buddhist monk and read a case study of a Buddhist in the UK. As a class, the similarities and differences will be explored. Children to consider the choices that these Buddhists have made and why. Children will complete a Venn diagram comparing the different routines.</p>	<p><u>Topic – LI: to explore the relationship between Britain and India during the British Empire.</u></p> <p>Children learn about the Geography of India and take notes on this. Explore links between Queen Victoria and India.</p> <p>Main Task- 1. Use an atlas to identify the geographical features of India - capital city, rivers, mountains, neighbouring countries, surrounding oceans.</p> <p>2. Use the maps provided and information you have written down to annotate the map. You may choose how you'd like to present this.</p> <p><u>DT - LI: To apply the housing and finishing touches to the automata frame.</u></p> <p>Children to create store fronts for their DT project and apply finishing touches to their projects. Class teacher to take pictures of their creations.</p>

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Science	PE / Music	Spanish
<p><u>L1: To understand what climate change is and how it affects the planet.</u></p> <p>What is climate change?</p> <p>Key words and discussion this lesson focuses on:</p> <p>Global warming, greenhouse gases, recycling, wastage,</p> <p>Wildlife, extinction.</p> <p>TASK- based on all our discussion and your learning on this topic, make a persuasive poster to communicate to your local community how we need to do more to combat climate change.</p>	<p>PE – Hockey</p> <p><u>L1: To develop drawing defence and understanding when to pass.</u></p> <p>Success Criteria- Pass if the defender comes towards you. Run if you have space to do so.</p> <p>Whole Child Objectives</p> <p>Social: To communicate and collaborate with my team. Emotional: To play fairly and abide by the rules. Thinking: To plan strategies to outwit my opponents.</p> <p><u>Gymnastics – L1: to develop flexibility, strength, technique, control and balance</u></p> <p>Children will complete a carousel of activities to develop their gymnastics skills in stretches, rolls, balances and movements.</p>	<p><u>En el Colegio – At School</u></p> <p><u>L.I. To consolidate all the language covered so far by learning how to say at what time you study a particular subject.</u></p> <p>Today children will use their new language to make more complex and interesting sentences in Spanish using school subjects, time and possibly even remembering and adding on an opinion (if they're up for the challenge!). There will be an opportunity to revise time taught last lesson first.</p> <p><u>Music – L1: To use teamwork to create a group composition featuring changes in texture, dynamics and pitch</u></p> <p>Today's lesson will put all the ideas together into a whole-class performance of waves, which will be videoed. Explain the set-up of the performance and recording to the class:</p> <ol style="list-style-type: none"> 3. Give the children time to practise their compositions and readings from the previous lesson. 4. Everyone will perform their sections in the relevant order.

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: temperature, temper, temperament, tempered, variety, vary, variation, varied, variable, variance

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

MyMaths: Dividing fractions, finding fractions of amounts