

Year Group: 6

Week beginning: 07.10.24

# 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



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English	<b>LI: To edit a narrative with an alternative ending (Hot write)</b>	<b>LI: To publish a narrative with an alternative ending (Hot write)</b>	<b>LI: To recall the grammatical function of adjectives.</b>	<b>LI: To analyse information and make inferences about a character.</b>	<b><u>LI: To use retrieval to answer questions.</u></b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> Opening, build up, problem, resolution, ending, change, alternate, complex noun phrases, similes, metaphors, prepositional phrases, fronted adverbials</p> <p><b>Key Questions:</b> How can you improve your work? How can it have more impact on the reader? Have I balanced action, description and dialogue?</p>	<p><b>Key Vocabulary:</b> Opening, build up, problem, resolution, ending, change, alternate, complex noun phrases, similes, metaphors, prepositional phrases, fronted adverbials</p> <p><b>Key Questions:</b> What are the features of a story? What does the word alternative mean? Have you altered the ending of your story?</p>	<p><b>Key Vocabulary:</b> Question marks, who, what, where, when, why, how, do exclamation marks, adjectives, comparative adjectives, superlative adjectives</p> <p><b>Key Questions:</b> What is adjectives? What are the different types of adjectives? Why do we use adjectives in our writing?</p>	<p><b>Key Vocabulary:</b> Background knowledge, connections, prediction, visualisation, inference, breakdown and repair, VIP words/phrases,</p> <p><b>Key Questions:</b> 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>	<p><b>Key Vocabulary:</b> Background knowledge, connections, prediction, visualisation, inference, breakdown and repair, VIP words/phrases,</p> <p><b>Key Questions:</b> 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>
<b>Introduction</b>	<p>Teacher to give whole class feedback based on common misconceptions and points to improve on.</p> <p>Children to edit their work based on this input.</p>	<p>Go through teaching slides. Children will recap on the different ways to start sentences.</p> <p>As this is your opportunity to show us how much you have learned follow the steps below: -Read over their story from yesterday. -Respond to marking -Edit your work in purple pen</p>	<p>Go through the teaching slides. Children will complete an activity on questions marks and exclamation marks.</p> <p>Today, you will be recalling and discussing the role of adjectives within our writing.</p> <p>Children will be asked to identify the noun and adjective within sentences.</p>	<p>Go through teaching slides. Children will be asked to listen to a short passage from Oliver Twist. They will be asked to draw the visual picture it creates in their minds.</p>	<p>Go through teaching slides. Children to read through what DERIC stands for and explain the warm up will ask them to use a range of skills to answer the questions. Children will be shown and a picture and asked to share what they can see. Together, we will recap on, when we <u>retrieve</u> key information and quotations to show our understanding of character, we have to remember</p>

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		Once you are happy with your work, publish your writing on pink paper.			that key information about characters will not only be about how they look, but also about how they speak and react to others. Their behaviour and the choices they make in the story identify the kind of person they are. Children will apply these skills to a short text to consolidate their understanding.
<b>Activities</b>	Children to work through an editing checklist to improve their stories. This will focus on: -Punctuation -Spelling -Cohesion -Range of sentence types -Balance of dialogue, description and action -Higher level vocabulary -Impactful ending	You will work independently to use a range of narrative features (complex noun phrases, similes, metaphors, prepositional phrases, fronted adverbials) to write a narrative with an alternative ending.  Edit your work for missing words, punctuation and up level sentences and word choices.	You will work independently to write sentences that contain comparative and superlative adjectives.  To consolidate their learning, children will work with their tables to sort adjectives into four different categories (mood, size and weight, colour and brightness and quality).	Children will be given a short section of Oliver Twist which they are to read. Using the reading skills and their background knowledge children are to answer comprehension questions. Identify any words that you are unsure of the meaning of. Infer or find the definition of these words using a dictionary.	Children will be given a text to read. Using the reading skills and their background knowledge children are to answer comprehension questions. Identify any words that you are unsure of the meaning of. Infer or find the definition of these words using a dictionary.

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**This week's reading focus: Reading Strategy 5 – Notice breakdown**

Reading	Monday <u>LI: To identify when a text doesn't make sense.</u>	Tuesday <u>LI: To recognise gaps within a text.</u>	Wednesday <u>LI: To evaluate the impact of the inconsistency on the purpose for reading</u>	Thursday <u>LI: To form questions about a text.</u>	Friday <u>LI: To form questions about a text.</u>
	<p><b>Starter:</b> Children will be asked to look at a photograph and list the things the notice that do not make sense.</p> <p><b>Main:</b> As a class we will look at a text, we will model when we have a difficulty in reading and identify what the difficulty is. Together we will practise how to apply reading strategies to understand the text.</p> <p><b>Task:</b> Children will read through a text and using a simple code identify the parts of the text they fully understand, do not understand, where they have learned something new and the important sections of the text.</p> <p><b>Plenary:</b> They will then use these examples to explain how these sections meet the codes.</p>	<p><b>Starter:</b> Children will identify the difference between 'gaps' and 'inconsistencies' in reading.</p> <p><b>Main:</b> Children will be learning how to recognise gaps and inconsistencies in a text and why and how they hinder reading.</p> <p><b>Task:</b> Children will be given various different short extracts and they will be asked to read it and then identify what is missing within the text?</p> <p><b>Plenary: <u>Always, sometimes, never</u></b>          'Gaps in a text can be a good thing. Children will be asked to explain their answer giving examples to support their views.</p>	<p><b>Starter:</b> Children will go through what gaps and inconsistencies look like within a text and how they can make a text unclear and confusing for an audience. In today's lesson we are going to be focusing on:</p> <ul style="list-style-type: none"> <li>- inconsistencies</li> <li>* that discredit an argument,</li> <li>* cause misinformation in non-fiction texts,</li> </ul> <p><b>Main:</b> As a class, we will look at a short extract. We will read the text, and re read certain sections that do not make sense (inconsistencies) We will underline and annotate the inconsistencies in the text, and explain the impact they have on our understanding.</p> <p><b>Task:</b> Underline and annotate the inconsistencies in the text, and explain the impact do they have in your understanding.</p> <p><b>Plenary:</b> Go through the inconsistency with class, <i>how did they identify them? What did these inconsistencies do to their understanding of the text?</i></p>	<p><b>Starter:</b> Children will have a short advertisement on the IWB and will have some questions to answer.</p> <p><b>Main:</b> <i>Class we recap on the 5Ws and 1H. How are they used in reading? What questions come to mind when reading the text?</i></p> <p><b>Task:</b> Read the extract and write your own questions. Think about vocabulary, find and copy, retrieval, inference, prediction. Remember your partner will be answering them.</p> <p><b>Plenary:</b> Share some of the questions and answers from the lesson.</p>	<p><b>Starter:</b> Children will have a short poem on the IWB and will have some questions to answer.</p> <p><b>Main:</b> Play 10 questions. Class teacher will think of an object. The children will have 10 questions to try to discover the answer.</p> <p><b>Task:</b> Read the poem and write your own questions. Think about vocabulary, find and copy, retrieval, inference, prediction. Remember your partner will be answering them.</p> <p><b>Plenary:</b> Share some of the questions and answers from the lesson.</p>

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<b>Maths</b>	<b>LI: To be able to identify square and cube numbers.</b>	<b>LI: To be able to multiply a 4digit number by a 2 digit number</b>	<b>LI: To be able to solve problems with multiplication</b>	<b>LI: To be able to use short division</b>	<b>LI: To improve arithmetic skills</b>
<b>Key vocabulary and key questions</b>	<p><u>Key Vocabulary:</u> Square, cube indices</p> <p><u>Key Questions:</u> How do you square a number? • How do you cube a number? • Are the squares of even/odd numbers even or odd? • Are the cubes of even/odd numbers even or odd? • Can a number be both a square number and a cube number? • How can you use a square number to help find a cube number?</p>	<p><u>Key Vocabulary:</u> Multiply, factor, multiplicand, digit, multiplication, product, multiplier, place holder</p> <p><u>Key Questions:</u> How do you set out a long multiplication? • Which number do you multiply by first? • What is important to remember when you begin to multiply by the tens digit? • When do you need to make an exchange? How do you do this? • What happens if there is an exchange needed in the last step of the calculation?</p>	<p><u>Key Vocabulary:</u> Multiply, factor, multiplicand, digit, multiplication, product, multiplier, place holder. Problem</p> <p><u>Key Questions:</u> What is the quickest way of multiplying whole numbers by 10/100/1,000? • What number is 99 close to? How does this help you to multiply by 99? • If you double a number and then double it again, what is the overall effect on the original number? • What factor pairs have a product of? How does this help you to multiply by? Which factor pair is easiest to use?</p>	<p><u>Key Vocabulary:</u> Share, divide, divisible, dividend, divisor, quotient, factor, common factors</p> <p><u>Key Questions:</u> How many groups of 4 are there in 40/400/4,000? • How many groups of 4 are there in 80/800/8,000? • What do you do with any remaining ones at the end of a division? • If you cannot make a group in a column, what do you do? • What does the remainder mean in this question?</p>	<p><u>Key Vocabulary:</u> Add, total more, make, sum, plus, altogether difference, leave, subtract, difference between, minus, less, take away, mentally, orally, column addition, column subtraction, estimate, inverse operation, solve problems, number facts, complex, place value, divide</p> <p><u>Key Questions:</u> Is there an easy way to do this? Can you use know facts to answer the problem? Can you use rounding? Does the solution need an exact answer? How does knowing the approximate answer help with the calculation?</p>
<b>Introduction</b>	In this lesson, the concept of square and cube numbers will be supported by making links to area and volume. Children will explore the factors of square and cube numbers, noticing that square numbers always have an odd number of factors, but cube numbers can have an odd or even number of factors.	Children should already be aware that multiplication is commutative, so answers to calculations such as $56 \times 1,234$ can be found by rewriting as $1,234 \times 56$ and using the standard format. Children will also solve word problems and/or multi-step problems. This will be revisited in the next lesson, where alternative strategies will be also explored, for example for multiplying by 9 or 99 Children who require additional support may benefit from revising multiplication of 2- or 3-digit numbers by a single digit before moving on to multiplication by a 2-digit number.	In this lesson, children will use their knowledge of multiplying by powers of 10 and adjust calculations: for example, instead of multiplying a number by 99, they multiply the number by 100 and then subtract the number from the product. Children will explore using factors to find the answers to multiplication problems, such as multiplying by 5 and then by 7 as an alternative to multiplying by 35. This is a useful strategy for children who have good times-table knowledge but make errors with the algorithm for long multiplication.	In this lesson, children will perform short divisions both with integer answers and where there is a remainder. They will interpret the remainder in context, for example knowing that "4 remainder 1" could mean 4 complete boxes with 1 left over so 5 boxes will be needed. Children may need to list multiples of the number they will be dividing by to help them if their times-table knowledge is not secure.	Today we will be discussing about the efficient method to be used with mental calculations and sensible estimations needed to solve calculations. We will be looking at the different mental strategies that could be used instead of computational methods (paper).
<b>Activities</b>	Complete questions about square and cube numbers.	Complete questions about multiplying 4-digit number by 2-digit number.	Complete questions about solving problems with multiplication.	Solving questions with short division.	Complete questions about arithmetic

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

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, 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> <p>-use our background knowledge and connect to text</p> <p>-visualise</p> <p>-watch out for VIP words/phrases and ideas</p>	<p><b><u>PSHE</u></b></p> <p><b><u>LI: To understand how an individual's behaviour can impact on a group.</u></b></p> <p>Children are divided into different groups ready to become your character.</p> <ul style="list-style-type: none"><li>• The school's Headteacher,</li><li>• A police office,</li><li>• A person from the Fire Service,</li><li>• The children's parents (2 children needed)</li></ul> <p>For each scenario children write in their books, how would the person they're in role with feel and what they might they say about the incident?</p> <p><b><u>RE: LI: To recognise how some religious practices are influenced by both culture and scripture.</u></b></p> <p>Children to investigate styles of Jewish kippot and what the different colours and styles may symbolise. Using a video and interview extracts, children to label different styles of kippot. They should explore what they may show about the wearer's cultural identity and religious beliefs.</p>	<p><b>Topic – HISTORY</b></p> <p><b><u>LI: To investigate schooling during the Victorian era.</u></b></p> <p>Learn about what Victorian schools were like. How do they compare to today? What punishments were in place?</p> <p><b><u>Task 1:</u></b></p> <p>Use the images to identify the different punishments. Consider what the purpose of the punishment was - to embarrass, cause pain, or teach you a lesson.</p> <p><b><u>Task 2:</u></b></p> <p>Imagine you are a Victorian student and Dr Barnardo has arrived at your school to discuss what school life is like. Write an interview between the student and Dr Barnardo describing your life.</p> <p><b>Art</b></p> <p><b><u>LI: To create a printing block using polystyrene</u></b></p> <p>Children simplify their design from last lesson and use pencil to replicate onto a polystyrene sheet and will use this as their printing block next lesson.</p>

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Science	PE / Music	Spanish/Music
<p><b><u>LI: To construct an explanation based on evidence that describes how beak shape (trait) can affect the fitness of a bird.</u></b></p> <p>Children hypothesis about what shape of beak would work best/ which bird has adapted best to their environment. Children write up the experiment and the beaks are represented through different equipment e.g. pegs, tweezers, rulers. At the end, results are recorded and a graph is drawn.</p>	<p><b>PE – Hockey</b></p> <p><b><u>LI: To develop using an open stick (block) tackle and jab tackle to gain possession of the ball.</u></b></p> <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>•Jab: move the stick quickly in and out like a snake strike.</li> <li>•Open stick: place the stick low to the ground.</li> <li>•Time your tackle.</li> </ul> <p><b>Whole Child Objectives</b></p> <p>Social: To adapt my play in order to help others learn.  Emotional: To play games fairly and keep to the rules.  Thinking: To understand when to use a block tackle and when to use a jab tackle.</p> <p><b><u>Dance - LI: to perform dances using a range of movement patterns</u></b></p> <p>Children will choreograph a dance inspired by the music of the Victorian Era. They will include aspects of mirroring, cannon and synchronisation.</p>	<p><b>Topic: Verbos regulares – Spanish</b></p> <p><b><u>L.I. To learn about the three different types of infinitive verb categories in Spanish. – ER, -IR and –AR. • Learn about verb stems and endings.</u></b></p> <p>Today children will be learning more about Spanish verbs and that there are different groups of verbs in Spanish (regular and irregular and –ER, -IR and –AR). They will also learn what an infinitive is and how to create a verb stem.</p> <p><b>Task:</b> Worksheet on regular verb stems and endings.</p> <p><b><u>PLENARY:</u></b> Can the children remember any of the three types of regular Spanish verb endings? Can they remember how to create a verb stem and ending? What does an infinitive mean? Why would they want to be able to do this?</p> <p><b><u>Music – LI: To play a sequence of musical ideas to convey emotion.</u></b></p> <p>Children create their own compositions based on different scenes+ from Wallace and Gromit's 'a close shave'</p>

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## 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:**

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

**MyMaths:** Squares and cubes, Short and long multiplication

hesitancy	observant
tolerant	observance
tolerance	expectant
relevant	expectancy
relevance	hesitant