

Year Group: 6

Week beginning: 18.11.24

# Weekly Home Learning

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| Year 6                                  | Monday   | Tuesday   | Wednesday   | Thursday   | Friday   |
|---|--|---|---|--|--|
| <b>English</b>                          | <b>LI: To plan an older literature narrative</b>   | <b>LI: To use retrieval to answer questions</b>   | <b>LI: To use cohesive devices to write an opening.</b>   | <b>LI: To use varied sentence lengths to write your build up.</b>  | <b>LI: To use varied sentence lengths to write your build up.</b>  |
| <b>Key vocabulary and key questions</b> | <p><b>Key Vocabulary:</b><br/>Opening, build up, problem, resolution, ending, literature, Charles Dickens, Christian, future, humanity, humiliate, ignorant, inferior, investigate, misanthropy, past, poor, present, provision, rich, social reform, spirit, superior, support, upper class, Victorian, welfare, workhouse, working class</p> <p><b>Key Questions:</b><br/>Can you link the key vocabulary to A Christmas Carol?<br/>How are you going to alter this older literature text?<br/>What journey/lesson will your Scrooge learn?<br/>How will you show the readers how he has changed?<br/>Will you keep the ghosts? If so, what will they show him?<br/>What will Scrooge's childhood be like?</p> | <p><b>Key Vocabulary:</b><br/>Background knowledge, connections, prediction, visualisation, inference, breakdown and repair, VIP words/phrases,</p> <p><b>Key Questions:</b><br/>What are our reading skills?<br/>How do we use them when reading?<br/>What words have helped create a visual image in your head?<br/>Are there any words that you cannot read or do not know the meaning of?<br/>What can you do/where can you look?</p> | <p><b>Key Vocabulary:</b><br/>Opening, build up, problem, resolution, ending, literature, Charles Dickens, Christian, future, humanity, humiliate, ignorant, inferior, investigate, misanthropy, past, poor, present, provision, rich, social reform, spirit, superior, support, upper class, Victorian, welfare, workhouse, working class</p> <p><b>Key Questions:</b><br/>What cohesive devices can you remember?<br/>What cohesive devices can you identify in the opening of A Christmas Carol?<br/>What makes an exciting opening?</p> | <p><b>Key Vocabulary:</b><br/>Opening, build up, problem, resolution, ending, literature, Charles Dickens, Christian, future, humanity, humiliate, ignorant, inferior, investigate, misanthropy, past, poor, present, provision, rich, social reform, spirit, superior, support, upper class, Victorian, welfare, workhouse, working class</p> <p><b>Key Questions:</b><br/>What are the different types of sentences?<br/>When do we use the different sentence lengths?<br/>Why do we vary our sentence lengths?<br/>What the three types of sentences?<br/>Which sentence is more effective?<br/>Why?<br/>Why does your main character behave in the way they do?<br/>What happened to them when they were younger?</p> | <p><b>Key Vocabulary:</b><br/>Opening, build up, problem, resolution, ending, literature, Charles Dickens, Christian, future, humanity, humiliate, ignorant, inferior, investigate, misanthropy, past, poor, present, provision, rich, social reform, spirit, superior, support, upper class, Victorian, welfare, workhouse, working class</p> <p><b>Key Questions:</b><br/>What the three types of sentences?<br/>Which sentence is more effective?<br/>Why?<br/>What will the ghost show the character, what will the reader see that will help explain the behaviour and attitude of the main character is later life?<br/>What is foreshadowing?<br/>What clues will we give the reader that our character is learning and changing?</p> |
| <b>Introduction</b>                     | Go through the teaching slides. Today, children will be planning their older literature narrative based on A Christmas Carol. In their table groups children will be asked to recall the main events   | 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  | Today, we will be thinking about how we can use cohesive devices to write the opening and describe the setting of our older literature narrative with a modern twist. In pairs children will be asked to use prepositional phrases to   | Go through the teaching slides. As a class we will recap on the three different sentence types (simple, compound and complex) children will identify the difference between them and then to consolidate their learning they will  | Go through the teaching slides. As a class we will recap on the three different sentence types (simple, compound and complex) children will identify the difference between them and then to consolidate their learning they will  |

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|--------------------------|--|--|--|---|---|
|                          | <p>of A Christmas Carol and order the illustrations on their tables. Children will then retell the story to their partners. Together we will look at an extract from the class text and discuss how they will alter the text to make it their own. We will think about the journey/lessons that their main character will learn.</p> | <p>will recap on When we <u>retrieve</u> key information and quotations to show our understanding of character, we have to remember 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.</p> | <p>describe different objects taken from the text whilst their partner visualises and draws what they have been told. Working with their pair, children are to read the story opening and identify the features that make it effective. We will use what they identified to write a class opening.</p> | <p>write an example for each. Together we will look at two sentences that are about the same subject and discuss with is more effective and why (inclusion of adverbs, onomatopoeia, adjectives and alliteration, shorter sentences) Children will then be given an extract from ACC that describes the Ghost of Christmas Past, children will be asked to draw the visual image that the language creates, we will discuss whether words are negative or positive and the impact of word choice. They will then be given time to draw their own ghost and annotate their picture with quotes, adjectives and similes ready to include in their writing. As a class we will create a shared writing piece to show when Scrooge meets the Ghost of Christmas past. What will the ghost show the character, what will the reader see that will help explain the behaviour and attitude of the main character is later life?</p> | <p>write an example for each. Together we will look at two sentences that are about the same subject and discuss with is more effective and why (inclusion of adverbs, onomatopoeia, adjectives and alliteration, shorter sentences) Children will then be given an extract from ACC that describes the Ghost of Christmas Past, children will be asked to draw the visual image that the language creates, we will discuss whether words are negative or positive and the impact of word choice. They will then be given time to draw their own ghost and annotate their picture with quotes, adjectives and similes ready to include in their writing. As a class we will create a shared writing piece to show when Scrooge meets the Ghost of Christmas past. What will the ghost show the character, what will the reader see that will help explain the behaviour and attitude of the main character is later life?</p> |
| <p><b>Activities</b></p> | <p>Creating your own plan Today, the children will be creating a plan using a story mountain or boxing up grid to plan their older literature narrative. They should use the features to help make sure that you've included all of the key information.</p>   | <p>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.</p>  | <p>Children will use cohesive devices to write their opening and setting description based on ACC with a modern twist. Remember what makes an effective opening: Make a dramatic opening, Make the reader want to read on, Take the reader straight into the story, Set the scene,</p>                 | <p>Children will work independently to write their build up (the Ghost of Christmas Past section) Children need to include:<br/>Varying sentence lengths<br/>Similes<br/>Metaphors<br/>Complex noun phrases<br/>Dialogue to move the action on</p>  | <p>Children will work independently to write their build up (the Ghost of Christmas Past section) Children need to include:<br/>Varying sentence lengths<br/>Similes<br/>Metaphors<br/>Complex noun phrases<br/>Dialogue to move the action on</p>  |


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|   | Challenge: add keywords and phrases to your plan.  |   | Put the reader in the mood of the story,<br>Start with speech or an action.<br><b>Next step</b> – underline the older literature vocabulary you have included   | Vocabulary and phrases taken from older literature   | Vocabulary and phrases taken from older literature  |
| <p><b>Reading</b></p>  <p>Ask questions, predict, I wonder...</p> | <b>This week's reading focus: Reading Strategy 2- Prediction</b>   |   |   |  |   |
|   | <p><b>Monday</b><br/><u>LI: To use details in a text to form predictions/speculations.</u></p>   | <p><b>Tuesday</b><br/><u>LI: To identify the casual links between events in a text.</u></p>   | <p><b>Wednesday</b><br/><u>LI: To form questions about a text.</u></p>  | <p><b>Thursday</b><br/><u>LI: To identify key information in a text.</u></p>   | <p><b>Friday</b><br/><u>LI: To select appropriate evidence from a text to justify predictions.</u></p>  |
|   | <p><b>Starter:</b> Children will recap what predicting is. We will discuss how we predict effectively and think about how the evidence help us.<br/><b>Main:</b> As a class, we will talk about making predictions and the elements we need to consider when we make them:<br/>-setting,<br/>Plot development so far,<br/>Character actions, and<br/>Character motivations/traits<br/>As a class, we will predict how Scrooge's life will change (for the better or for worse) after his encounters with the three spirits of Christmases Past, Present and Future.<br/><b>Task:</b> Children will make predictions based on their chosen character. They will need to:<br/>Pick a character,<br/>- Will Marley's ghost ever find peace?</p> | <p><b>Starter:</b> 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'.<br/><b>Main:</b> On the IWB, there will be an example of A Christmas Carol story board with the main events from the text. As a class we will go through the first 2 events identifying the cause of the event and then the effect on the characters involved.<br/><b>Task:</b> Children will use the storyboard pictures and identify the cause and effect of each event, identifying the link between the events within the text.<br/><b>Plenary:</b> True or False? The most important event in A Christmas Carol is Marley being as dead as a doornail. Explain your answer, with examples.</p> | <p><b>Starter:</b> As a class we will discuss the purpose of questioning during reading, it can take the form of:<br/>- Self-questioning,<br/>- questioning the text,<br/>- questioning the author<br/>It creates a dialogue in your mind as you read.<br/><b>Main:</b> Children will be shown an extract from A Christmas Carol, focusing a character description of Scrooge. <i>What questions come to mind when we read this extract?</i> I will model underlining the key phrases and information and then how to write the question it generated around the extract.<br/><b>Task:</b> Children will be given a short extract from A Christmas Carol, Scrooge's description, they will underline key phrases that generate a question in their mind and record the questions.</p> | <p><b>Starter:</b> Children recall how we locate evidence and the different strategies we can use in this process:<br/> <ul style="list-style-type: none"> <li>● Visualisation</li> <li>● Clue hunting</li> <li>● Scanning</li> </ul> <b>Main:</b> On the IWB, we will work through a couple of well-known extracts from A Christmas Carol. appropriate evidence for their answers. I will demonstrate how to locate the key information from the extract and how from this information we could then answer further questions which would help make predictions. They can then answer the following questions using the identify information:<br/><i>What would happen if...?</i><br/><i>How might people react?</i><br/><i>How could this one event alter the entire plot?</i></p> | <p><b>Starter:</b><br/>Discuss what skills need in order to answer prediction questions:<br/> <ul style="list-style-type: none"> <li>● Visualisation</li> <li>● Clue hunting</li> <li>● Scanning</li> </ul> <b>Main:</b> CT to model how to visualise, scan and hunt for clues using the last two paragraphs of A Christmas Carol. Demonstrate through underlining key information, scanning for evidence and illustrating key words.<br/><b>Task:</b> Children will be asked to select the appropriate clues, phrases and information to write what the ghost of Marley would say to Scrooge if he visited him again at the end of the story.<br/><b>Plenary:</b> Children to perform their speeches, the rest of the class will note down the evidence discussed within the speech.</p> |

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|  | <p>- What will happen to Tiny Tim?<br/>- Will Scrooge change his way and find love?<br/>They will write your prediction in the description, based off of the context and inference,<br/>Setting,<br/>Character actions,<br/>Character motivations/traits<br/>Illustrate a scene of your prediction.<br/><b>Plenary:</b> If Marley's ghost hadn't appeared to Scrooge that night, how might Scrooge's life have been different?</p> |  | <p><b>Plenary:</b> The children will share the questions they thought of whilst reading the extract. Did others agree? Discuss</p> | <p><b>Task:</b> Children to use the skills (visualisation, clue hunting and scanning) to support them when locating evidence, using an extract they choose, they will need to read through each paragraph and locate and underline the key information from extract. They can then answer the following questions using the identify information:<br/><i>What would happen if...?<br/>How might people react?<br/>How could this one event alter the entire plot?</i><br/><b>Plenary:</b> Children will complete the Answer stems<br/><i>I know I scooped this part of the text and underlined this key event.<br/>This tells me...<br/>I have also noticed this is a key event. This helps me to identify that this could potentially happen next...<br/>The skills that will support me here are...<br/>The clues indicate...</i></p> |  |
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| <b>Maths</b>                            | <b>LI: to be able to subtract mixed numbers</b>   | <b>LI: to be able to solve multi-step problems</b>  | <b>LI: to be able to multiply fractions by integers</b>   | <b>LI: to be able to multiply fractions by fractions</b>   | <b>LI: to be able to divide a fraction by an integer</b>  |
| <b>Key vocabulary and key questions</b> | <p><b>Key Vocabulary:</b><br/>Numerator, denominator, proper fraction, improper fraction, factor, equivalents, common denominator, common numerator, simplify, mixed number, whole number</p> <p><b>Key Questions:</b><br/>How can you partition the mixed number? • How can the subtraction be rewritten to make it easier? • In this question, is it easier to deal with wholes and fractions or to use improper fractions? Why? • How do you convert a mixed number into an improper fraction?</p> | <p><b>Key Vocabulary:</b><br/>Numerator, denominator, proper fraction, improper fraction, factor, equivalents, common denominator, common numerator, simplify, mixed number, whole number</p> <p><b>Key Questions:</b><br/>What can you work out first? • What do you need to know to work out the answer? • Can 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><b>Key Vocabulary:</b><br/>Numerator, denominator, proper fraction, improper fraction, factor, equivalents, common denominator, common numerator, simplify, mixed number, whole number, compare, order, add. Subtract, multiply</p> <p><b>Key Questions:</b><br/>How is multiplying fractions by integers similar to addition of fractions? How is it different? • What happens to the denominator when you multiply a fraction by an integer? • Do you find it easier to partition the mixed number first or to convert it to an improper fraction? • Is <math>2/3 \times 7</math> equal to <math>7 \times 2/3</math>? Why?</p> | <p><b>Key Vocabulary:</b><br/>Numerator, denominator, proper fraction, improper fraction, factor, equivalents, common denominator, common numerator, simplify, mixed number, whole number, compare, order, add. Subtract, multiply</p> <p><b>Key Questions:</b><br/>How can you show the calculation as a diagram? • What is the same and what is different about "half of" a number and "<math>1/2 \times</math>" a number? • When you multiply two fractions, is the product greater than or smaller than each of the fractions? Why? • Why are all of your answers less than 1?</p> | <p><b>Key Vocabulary:</b><br/>Numerator, denominator, proper fraction, improper fraction, factor, equivalents, common denominator, common numerator, simplify, mixed number, whole number, add, subtract, divide</p> <p><b>Key Questions:</b><br/>How could you represent the fraction? • How could you split the fraction into equal parts? • What do you notice about the numerators in the question and the answer? • What do you notice about the denominators in the question and the answer? • What changes and what stays the same? • How can you show the division as a bar model?</p>  |
| <b>Introduction</b>                     | Children will make links between what is the same and what is different when subtracting mixed numbers compared to adding them. We will start by introducing this step when children subtract mixed numbers that have the same denominator and do not break the whole. They then subtract fractions with different denominators and complete questions that break the whole. When breaking the whole, children can exchange one whole or convert mixed numbers to improper fractions.                 | Children will apply the skills they have learnt in previous steps to solving problems in real-life contexts. The problems may involve more than one calculation and children need to choose the operations and consider what order to perform them in. Children will be encouraged to think about the most appropriate method to perform any of the calculations. Sharing methods could help children gain a flexible approach to solving the problems. Children also need to ensure that they write fractions in their simplest form and convert between improper fractions and mixed numbers where appropriate. | Today, children will recognise that they need to multiply the numerator by the integer. When multiplying mixed numbers, children can either partition them into wholes and parts, multiplying each of them by the integer, or convert the mixed number to an improper fraction and then multiply the numerator by the integer.  | Today, children will be exploring the pictorial representations, identifying the fact that fractions can be multiplied by multiplying both the numerators and denominators. They will be reminded that answers should be given in their simplest form. As the fractions children multiply in this step are all proper, they will be stretched to explain why their answer is always smaller than the fractions given in the question.  | Today, they focus on dividing fractions where the numerator is a multiple of the integer they are dividing by, for example $3/5$ divided by 3, or $6/7$ divided by 2. Bar models are used initially to represent fractions and to explore how to divide a fraction by an integer. Children complete the number sentence alongside the representation to encourage them to notice that the denominator stays the same and the numerator is divided by the integer. For example, if they know that 6 ones shared between 2 is equal to 3 ones, and 6 eggs shared between 2 is equal to 3 eggs, then 6 sevenths shared between 2 is equal to 3 sevenths. |
| <b>Activities</b>                       | Complete questions about subtracting mixed numbers.   | Complete questions about solving multi-step fractions problems.   | Complete questions about multiplying fractions by integers.   | Complete questions about multiplying fractions by fractions  | Complete questions about dividing a fraction by an integer.   |

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

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| 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> <ul style="list-style-type: none"> <li>-use our background knowledge and connect to text</li> <li>-visualise</li> <li>-watch out for VIP words/phrases and ideas</li> </ul> | <p><b><u>PSHE – LI: To explain some of the ways in which one person or a group can have power over another.</u></b></p> <p>Children learn about what a power struggle is. Children look at a poem titled 'There's a place' and think about how it might feel to not be accepted by being different in some way.</p> <p>Main task- children look at a range of scenarios and identify who has the power and why.</p> <p><b><u>RE- LI: to reflect on what it means to be part of the Sikh community by exploring different personal experiences.</u></b></p> <p>Children will learn about the Gurus and the Khalsa. They will discuss how some Sikhs choose to be initiated and others do not as a matter of personal choice. They will read case studies and consider how the people in the case studies feel connected to God and what makes them Sikh.</p> | <p><b><u>Topic – Geography</u></b></p> <p><b><u>LI: to explore and compare maps of the British Empire over time.</u></b></p> <p>Children begin to learn about the British Empire and key facts/ dates associated with it.</p> <p>Children look at a map identifying key parts of the British empire. Key questions:</p> <ol style="list-style-type: none"> <li>1. When was the map made?</li> <li>2. What do the illustrations represent?</li> <li>3. What does the map show?</li> </ol> <p>Look at the different colours that have been used.</p> <ol style="list-style-type: none"> <li>4. What impression do you get about the British Empire?</li> </ol> <p><b><u>DT- LI:</u></b></p> <p><b><u>To explore the relationship between cam profiles and followers</u></b></p> <p><b><u>To inform a design decision.</u></b></p> <p>Children cut and stick your cam profile onto the card.</p> <ul style="list-style-type: none"> <li>- Pierce holes in the cam using a pencil and rubber and attach them to the axle.</li> <li>- Cut and attach a follower base to the bottom of each follower.</li> <li>- Attach the washers to stop the axle from sliding back inside the automata frame</li> </ul> |

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| Science  | PE  | Spanish/Music  |
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| <p><b><u>LI: To understand the role of scientists.</u></b><br/>Children look at the life of Thomas Edison and key dates in his life. Children create notes on his life using iPads.<br/>Key questions: - When did Thomas Edison live/die?</p> <ul style="list-style-type: none"> <li>-Where was he from?</li> <li>- What was he most known for?</li> <li>-what was he inspired by?</li> <li>- Choose 2 of his inventions and provide more detail</li> <li>-What was his childhood like?</li> <li>- What was his family life like?</li> </ul> <p>. Children then create a non-chronological report based on his life.</p> | <p><b><u>PE – Hockey</u></b><br/><b><u>LI: To be able to play games using tagging rules.</u></b></p> <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>•Do not block or protect your tags.</li> <li>•To receive a pass from a teammate you must be behind or to the side of them.</li> </ul> <p><b>Whole Child Objectives</b></p> <p>Social: To support and congratulate others.<br/>Emotional: To try my best.<br/>Thinking: To make quick decisions of when to pass.</p> <p><b><u>Gymnastics – LI: to develop flexibility, strength, technique, control and balance</u></b><br/>Children will complete a carousel of activities to develop their gymnastics skills in stretches, rolls, balances and movements.</p> | <p><b>Topic: En el Colegio – At School</b><br/><b><u>L.I. To consolidate the vocabulary for school subjects and to extend this knowledge by introducing an opinion, forming a short phrase.</u></b></p> <p>Today children will consolidate their knowledge of school subjects and opinions from the last lesson and learn how to say why they like/dislike the subject. Also, we will introduce vocabulary for opinions using the '¿Qué Te Gusta?</p> <p><b><u>Music – L.I: To improvise as a group, using texture</u></b></p> <p>Children to get into the same group of three as the previous lesson and ask one group to show the rest of the class either their DYNAMICS or PITCH work from the previous lesson. Ask the other children to decide whether they were showing a change in dynamics, or a change in pitch.</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:** adorable, valuable, advisable, believable, desirable, excitable, knowledgeable, likeable, changeable, noticeable

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

**My Maths:** adding and subtracting fractions and calculations with fractions