

Year Group: 6

Week beginning: 23.09.23

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



Year 6	Monday	Tuesday	Wednesday	Thursday	Friday	
English	Bushcraft Trip	Bushcraft/Enrichment	<p>LI: To compose a short drama performance.</p> <p>Key Vocabulary: Opening, build up, problem, resolution, ending,</p> <p>Key Questions: What are the key events of The Little Match Girl? What emotive language comes to mind? What visual clues tell us when the tale is set? How will you assign roles? How will you make the role play engaging? How will you vary your expression and tone? What will you focus on when practising?</p>	<p>LI: To analyse vocabulary choices.</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? 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>LI: To explain answers.</p> <p>Key Vocabulary: Opinion, fact, debate, justify, counter argument, positives, negatives, Rights for all children, agree, disagree</p> <p>Key Questions: Would you have liked to have liked during the Victorian era? What would the positives be for living in the Victorian era? What would the negatives be for living in the Victorian era? What is an argument? What is a counter argument?</p>	
Key vocabulary and key questions						
Introduction					<p>Go through the teaching slides. Today, the children will be acting out 'The Little Match Girl' by Hans Christian Anderson. The children will watch a short video of the story and note down on their whiteboards the key events. Children will be asked to imagine how the girl feels as she enters the alleyway and lights the matches. They are going to form an alley. One person is going to be the girl. Walk through the alley and each child will say what she might be thinking.</p>	<p>Go through teaching slides. Children will read the biography of the Victorian author Hans Christina Andersen.</p>
Activities			<p>Children will work in groups to role play the girl sitting in the alleyway. Prepare a short drama of this part of the story and include a 'narrator', whose role it is to explain what the girl can see, how she is thinking and feeling. Use the exciting words you found in your thesaurus to make your role play interesting for your audience. Finally, remember your adverbial phrases!</p>	<p>Children will be given a short section of The Little Match Girl 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.</p>	<p>Children will take part in a class debate discussing the positive and negatives to living in the Victorian era.</p>	

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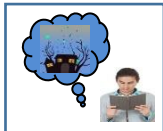
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Reading					
This week's reading focus: Reading Strategy 3 – Visualisation					
Monday		Tuesday		Wednesday	
				LI: To discuss words and phrases that capture imagination.	
Thursday		Friday			
				LI: To explore figurative language and the effect it has on the reader.	
Bushcraft		Enrichment/Bushcraft		<p>Starter: children will have a picture on the IWB and a series of questions about it which they will discuss with their partner.</p> <p>Main: we will recap how we locate evidence, which skills we use. Today, they will be identifying words and phrases within a text that capture our imagination/helps you visualise an image in our head.</p> <p>Task: Children will write the words/phrases that capture their imagination and explain why. Children will explain the image it helped them visualise in their minds.</p> <p>Plenary: Children will be read a short extract. They will record 5 words that captured their imagination. They will then share the words with the class, <i>did everyone record the same words?</i> Discuss.</p>	
Bushcraft		Enrichment/Bushcraft		<p>Starter: Children will be shown the front cover for 'Gorilla; By Anthony Browne. <i>What senses do you think the illustrator used and why?</i></p> <p>Main: Children will watch the animated version of 'Gorilla' by Anthony Browne and summarise what happened.</p> <p>Task: Using the images alone, children will work in pair to retell the story.</p> <p>Plenary: <i>How do the picture cues and prior knowledge help you remember, recall and retell the story from the images alone?</i></p>	
Bushcraft		Enrichment/Bushcraft		<p>Starter: Children will list as many examples of figurative language as they can in 2 minutes.</p> <p>Main: Children will have the opportunity to read through different extracts of text and record the figurative language and the effect it had on them.</p> <p>Task: Children will be given examples of figurative language from a short section of text, they will be asked to read them and identify whether they are similes, metaphors, personification or hyperboles.</p> <p>Plenary: Children will share their explanations of how they grouped the phrases.</p>	



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Maths	Bushcraft	Bushcraft/Enrichment	L.I: Negative numbers	L.I. to be able to add and subtract integers	L.I: To consolidate reasoning and problem-solving skills
Key vocabulary and key questions			Negative, positive, integer Key Questions: What is the same and what is different about the numbers 2 and -2 (negative two)? How far is -5 from zero? How far is -5 from 1? Which is the greater temperature, -1 degrees or -2 degrees? How do you find the difference between two negative numbers? How do you find the difference between a positive number and a negative number? What is the same and what is different about Counting forwards/backwards along a number line beyond zero?	Key Vocabulary: Column, addition, subtraction, exchange, difference Key Questions: What is the greatest digit you can have in a place value column? • How do you exchange when adding? • How do you exchange when subtracting? • Which columns are affected by the exchange? • How do you know whether to add or subtract the numbers? • How can you check your answer to the calculation?	Key Vocabulary: Mentally, orally, column addition, column subtraction, estimate, inverse operation, solve problems, number facts, complex, place value, divide Key Questions: Is there a more effective 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?
Introduction			The focus of this small step is using negative numbers in real-life contexts while reinforcing children's understanding of the number line extending beyond zero. Both horizontal and vertical number lines should be used, with the vertical line linking to reading temperatures on a thermometer. As well as adding and subtracting from positive and negative numbers, children learn to find the difference between numbers, including calculating intervals across zero.	Today, children will use the formal column method for numbers with the same and different numbers of digits. They will also practise mental strategies with both large and small numbers, using their understanding of place value. Children will solve multi-step problems, choosing which operations and methods to use based on the context of the problem and the types of numbers involved. When necessary, the use of concrete manipulatives can support children's understanding, especially where exchanges are required	On the IWB, children be asked to identify the key information within the question. We will discuss the most effective method to use and children will be encouraged to explain their reason why. CT will model how to complete the question and children will be given the opportunity to solve problems that require the similar skills. This will be repeated for various question types and skill until children are confident.
Activities			Complete questions about negative numbers	Complete questions about addition and subtraction	Children to work through various reasoning and problem-solving tasks applying the skills covered during the input

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Alexandra
Primary School

Aspire, Perform, Succeed

Reading	PSHE / RE	Topic/Art/DT
<p>Daily for 20 minutes</p> <p>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>PSHE: <u>L.I: To understand that my actions affect other people locally and globally.</u> Discuss Maslow’s Hierarchy of needs and the essentials needed for learning. Discuss needs and wants in life.</p> <p>RE <u>L.I: to identify why some mitzvot have been adapted.</u> Children to explore extracts from the Torah and explore some of the rules for Jewish living (mitzvot). Children to identify some of the ways that Jews observe Shabbat. Children to use the resources shared to write a paragraph explaining how children observe Shabbat differently.</p>	<p>Topic – History <u>L.I: To understand what life was like in the workhouses.</u> Discuss life in the workhouses and the lives people led. What was the food like? How were they treated? What role did children play? Children annotate a picture by asking historical enquiry questions based on a workhouse. Children then read a comprehension text based on workhouses and answer relevant questions.</p>
Science	PE	Spanish
<p><u>L.I: I can construct an explanation based on evidence that describes how beak shape (trait) can affect the fitness of a bird.</u></p> <p>Children to discuss Darwin’s finches and how their beaks have adapted to the Galapagos islands. How did the finches on the Galapagos Islands all end up with different shaped beaks? Children take part in an investigation to investigate different beaks (represented through scissors, pegs, tweezers). Children write up all parts of the experiment e.g. hypothesis, method, results and conclusion.</p>	<p>Hockey - L.I: To develop receiving the ball with control. Success Criteria <u>Forehand receiving:</u> Left hand away from body <u>Trapping the ball:</u> Stick low to the ground to create a barrier to stop the ball.</p> <p>Dance - L.I: 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>Topic: Los verbos regulares – Regular verbs. <u>L.I. To Learn/revise in English what a pronoun is.</u> 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.</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: advice, advise, device, devise, licence, license, practice, practise, prophecy, prophesy

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

MyMaths: -Rounding and accuracy - Place value sheet