

Year Group: 6

Week beginning: 25.11.24

Weekly Home Learning

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Year 6 Weekly overview	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To compose an effective resolution	LI: To compose an effective ending.	LI: To edit a piece of older literature.	LI: to publish a piece of older literature	INSET
Key vocabulary and key questions	Resolution, problem, language, redemption, realisation, ghost, lesson, moral, show don't tell, emotion, literary features -What will be the cause of your character changing their ways? -How will you show the reader the emotions felt by your "Scrooge" character? -What lesson will they have learnt?	Ending, character, personality, redemption, ghost, lesson, moral, show don't tell, emotion, literary features, change -How will your character show their change in personality? -How will the other characters react to "Scrooge's" change? -How will your ending link back to the start?	Cohesion, audience, effect, impact, parenthesis, conjunctions, punctuation, vocabulary, spelling -Have you edited your writing according to feedback? -Do your sentences make sense? -Do you have cohesion within and in between your paragraphs? -Have you used a range of vocabulary? -How will your reader feel when they read your story?	Cohesion, audience, effect, impact, parenthesis, conjunctions, punctuation, vocabulary, spelling -Are you joining your handwriting? -Is your handwriting legible? -Have you read each paragraph as you write to ensure that there are no missing words or punctuation?	
Introduction	Today, children will be writing the resolution of their modern Christmas Carol.	Today, children will be writing an ending of their modern Christmas Carol.	Children will be editing their work based on teacher feedback, peer feedback and self-reflection.	Children will publish their final narrative on pink paper, ensuring that it is impactful for the reader throughout and targets their chosen audience.	
Activities	Teacher to give children time to edit their writing from the previous lesson based on 1-1 and whole class feedback. Class to work together to write a shared resolution for the class story. Teacher to model the features and language that is typical of the genre. Children to have time to work on their resolutions for their own stories.	Teacher to give children time to edit their writing from the previous lesson based on 1-1 and whole class feedback. Class to work together to write a shared ending for the class story. Teacher to model the features and language that is typical of the genre.	Allow time for children to respond to feedback in their books independently. Class teacher to give whole class general feedback and children given time to respond to this. Children to work in pairs to peer-edit their writing.	Children to have a final read of their story to ensure that it is as effective as it can be. Children to then publish their writing on pink paper, taking care to ensure it is their best writing. Encourage children to pause frequently to read their paragraphs to ensure there are no errors.	

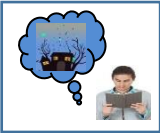
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This week's reading focus: Reading Strategy 3 – Visualisation				
Reading				
				
Monday	Tuesday	Wednesday	Thursday	
<u>LI: To retell a story using images.</u>	<u>LI: To apply prior concept knowledge to visualise.</u>	<u>LI: To discuss words and phrases that capture imagination.</u>	<u>LI: To visualise characters</u>	
<p>Starter: Children will be shown the front cover for 'A Christmas Carol'; By Charles Dickens. <i>What senses do you think the illustrator used and why?</i></p> <p>Main: Children will watch the animated version of 'A Christmas Carol'; By Charles Dickens 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>	<p>Starter: Children will be shown the front cover of The Curious Garden, by Lola M. Schaefer. I will explain that today I will read them a picture book, one that is full with rich imagery and specific language.</p> <p>Main: Children will have divided their page into 8 boxes. I will read the short picture book to them, stopping at 8 different points within the story. The children are to illustrate what they were visualising right before I stopped.</p> <p>Discussion questions throughout the task <i>What words from the text helped you to create that illustration?</i> <i>How do your illustration help you to better understand the story?</i> I will then reread the whole story, this time sharing the illustrations.</p> <p>Plenary: <i>How are your illustrations the same and different than the ones in the book?</i> <i>Why do you think there are these similarities and differences?</i></p>	<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 from the extracts provided. Children will record the words it helped them visualise in their minds by focusing on the 5 senses by creating an anchor chart.</p> <p>Plenary: As a class, we will share the words they placed into their anchor chart. We will discuss these words, why might they be different.</p>	<p>Starter: As a class we will take a closer look at why the visualising reading strategy is so important and how it helps us to understand and process what we are reading.</p> <p>Main: Working together as a class, I will model the task for the session, they will be asked to read the sentences on the IWB and draw what is being described.</p> <p>Task: Children will read through various texts and they will first draw the pictures they visualise and write a possible title and then they will write a short paragraph to explain the impression of the character.</p> <p>Plenary: True or False... <i>The word choice of the author is not important as people visualise themselves?</i></p>	<p>INSET</p>

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Year 6	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	LI: to be able to multiply fractions by fractions	LI: to able to divide a fraction by an integer	LI: to able to divide any fraction by an integer	LI: to be able to find a fraction of an amount	INSET
Key vocabulary and key questions	<p>Key Vocabulary: Numerator, denominator, proper fraction, improper fraction, factor, equivalents, common denominator, common numerator, simplify, mixed number, whole number, compare, order, add. Subtract, multiply</p> <p>Key Questions: How can you show the calculation as a diagram? • What is the same and what is different about "half of" a number and "1/2 x" 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>Key Vocabulary: Numerator, denominator, proper fraction, improper fraction, factor, equivalents, common denominator, common numerator, simplify, mixed number, whole number, add, subtract, divide</p> <p>Key Questions: 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>	<p>Key Vocabulary: Numerator, denominator, proper fraction, improper fraction, factor, equivalents, common denominator, common numerator, simplify, mixed number, whole number, add, subtract, divide fractions</p> <p>Key Questions: How can you split a fraction into equal parts? What is each part of the fraction worth? • How can you show the division as a bar model? • How is $1/3 \div 2$ similar to $1/3 \times 1/2$? • What fractions are equivalent to ___? • Why does finding an equivalent fraction help you to divide a fraction by an integer? • What multiplication can you use to work out \div__?</p>	<p>Key Vocabulary: Numerator, denominator, proper fraction, improper fraction, factor, equivalents, common denominator, common numerator, simplify, mixed number, whole number, add, subtract, divide fractions, amount</p> <p>Key Questions: How do multiplication and division help us when finding fractions of an amount? • What does dividing the whole amount by the denominator work out to be? • How are the parts and wholes represented in a fraction? • What bar model could you draw to represent the calculation? • What is the difference between a unit fraction and a non-unit fraction?</p>	
Introduction	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,	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	Children continue to use models and draw diagrams to divide fractions into equal parts. They could use their prior knowledge of equivalent fractions combined with learning from the previous step to find an equivalent fraction where the numerator is a multiple of the integer they are dividing by. Alternatively, through the use of diagrams, children	Today children will be understanding that the denominator is the number of parts the whole is divided into, and the numerator represents the number of those parts that are selected. We will use bar models for children to realise the connection between	

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	they will be stretched to explain why their answer is always smaller than the fractions given in the question.	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.	could explore the link between multiplying by a unit fraction and dividing by an integer. When using this method, children will be encouraged to spot the pattern that the numerator stays the same and the denominator is multiplied by the integer.	parts and wholes of an amount. By the lesson, children should be able to find fractions of an amount in different contexts. Children will be encouraged to divide by the denominator and multiply by the numerator, understanding why they are doing this and what they are finding in each step	
Activities	Complete questions about multiplying fractions by fractions	Complete questions about dividing a fraction by an integer.	Complete questions about dividing any fraction by an integer.	Complete questions about finding a fraction of an amount.	

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> 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: -use our background knowledge and connect to text -visualise -watch out for VIP words/phrases and ideas</p>	<p><u>PSHE – LI: To know some of the reasons why people use bullying behaviours.</u> Children will be focusing on nonviolence against everyone as a theme. Discuss- is violence always physical? How can we keep safe and what to do if we encounter a problem?</p> <p>Task -We would like you to create awareness of stopping violence against all regardless of gender, age, religion or culture.</p> <p><u>RE - LI: to analyse and understand festivals of light from different worldviews.</u> Children will consider what they already know about Diwali, who celebrates it and what it symbolises. Children will learn how many different religions celebrate the festival of light for different reasons. In groups, they will learn why Sikhs, Hindus and Jains celebrate the festival of light and explore different stories. They will consider the key themes in each story and what the importance of light is in each story,</p>	<p><u>Topic – Geography</u> <u>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. 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> 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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Alexandra
Primary School

Aspire, Perform, Succeed

Science	PE / Music	Spanish
<p><u>LI: To understand what non-renewable energy sources are.</u></p> <p><u>Discuss:</u> What does 'energy' mean? What is non-renewable energy? What do we use energy for? Sort renewable and non-renewable energy sources.</p> <p>Q to answer in the books: Considering the current climate change issues, do you think we have progressed or regressed as a society?</p>	<p><u>PE – LI: To develop dodging skills to lose a defender.</u></p> <p>Success Criteria</p> <ul style="list-style-type: none"> •Bend down low and push off in a different direction. •Change direction or speed to lose a defender. <p>Whole Child Objectives</p> <p>Social: To work collaboratively in a team. Emotional: To play games honestly and abide by the rules. Thinking: To plan tactics and apply them to a game situation.</p> <p><u>Gymnastics – LI: 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>Music – Fingal’s Cave</u></p> <p><u>LI:</u> To use knowledge of dynamics, texture and pitch to create a group composition</p> <p>View the link: 'Choir makes it rain' on VideoLink. Discuss the effect with the children. Remind the children that to make a wave with sound, they need to start from low (pitch or volume or number of instruments), then make it get higher, then lower again. Ask the children to discuss how this choir’s rain effect creates waves.</p>	<p>Topic: En el Colegio – At School</p> <p><u>L.I. To revise numbers 1-12 and learn how to tell the time (by the hour) in Spanish.</u></p> <p>Today children will consolidate their knowledge of numbers in Spanish and use this to tell the time. Eventually they will be able to say what time they study certain subjects in Spanish.</p> <p><u>Tasks:</u></p> <p>¿Qué hora es? - worksheet</p> <p><u>PLENARY:</u></p> <p>The children could use their new knowledge to say what time they study a particular subject. This will be explored in more detail in the following lesson.</p>

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Aspire, Perform, Succeed

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: adorably, valuably, believably, considerably, tolerably, changeably, noticeably, dependably, comfortably, reasonably

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

MyMaths: - Multiplying fractions

Multiply fractions by fractions