

Year Group: 6

Week beginning: 30.09.24

# Weekly Home Learning

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English	<b>LI: To plan a narrative with an alternative ending.</b>	<b>LI: To recall the grammatical function of verbs.</b>	<b>LI: To construct prepositional phrases to write an opening</b>	<b>LI: To compose expanded noun phrases.</b>	<b>LI: To construct an alternative ending.</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> Opening, build up, problem, resolution, ending, alternative, venture, scuffled, splendid, noon day, ascend, lustre, radiant, characters, setting, themes, viewpoints, journeys, images, poverty, hardship, violence</p> <p><b>Key Questions:</b> What could the alternative endings be to these well-known stories? How else could this narrative end? Can you think of an alternative ending got the little girl?</p>	<p><b>Key Vocabulary:</b> Verbs, subject, subject verb agreement, past, present, future tenses, verb form, simple, perfect, progressive tense</p> <p><b>Key Questions:</b> What is a verb? Why do we use verbs in our writing? What is the difference between the past, present and future tenses? What is the simple present? What is the simple past? How are they different when using them in our writing?</p>	<p><b>Key Vocabulary:</b> Opening, build up, problem, resolution, ending, prepositional phrases, dialogue, hook, set the scene, drama.</p> <p><b>Key Questions:</b> What is a prepositional phrase? What is a prepositional phrase? How can I use a prepositional phrase in my opening and setting? What makes an effective story opening? Does it catch your attention? Does it make you want to read more and if so, why?</p>	<p><b>Key Vocabulary:</b> Noun, adjective, expanded noun phrase.</p> <p><b>Key Questions:</b> What is a noun? What is an adjective? What is the purpose of an expanded noun phrase in your writing? What are the features of a story? What will your character imagine?</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 does the word alternative mean? What could the alternative ending be for these well-known texts? How will you alter the ending of the story? Is it still in keeping with the Victorian era?</p>
<b>Introduction</b>	<p>Together, we will look at the different types of verbs. Go through the teaching slides. Today, children will be planning their narrative with an alternative ending.</p> <p>In their table groups children will be asked to recall the main events</p>	<p>Go through the teaching slides. Today, you will be recalling and identifying verbs within sentences. We will be discussing the role of verbs within our writing.</p>	<p>Today, we will be thinking about how we can use prepositional phrases to write the opening and describe the setting of our narrative with an alternative ending. In pairs children will be asked to use prepositional phrases to describe different Victorian objects whilst their partner visualises and draws what they have been told.</p>	<p>Go through the teaching slides. Today, we will be revisiting how and when to use expanded noun phrases. We will be using them to develop our build of our Victorian narrative (based on The Little Match Girl). In pairs, skim and scan through the paragraph below from The Little Match Girl and try to find examples of expanded noun</p>	<p>Go through the teaching slides. Today, the children will be recapping on the use of conjunctions and playing against their partners, putting a conjunction into a sentence to complete Connect 4. We will then work as a class to discuss alternative endings</p>

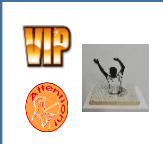
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	of The Little Match Girl and order the illustrations on their tables. In pairs, children will think about the similarities and differences from living in the Victorian era through the eyes of a child. Together we will look at an extract from the class text and discuss how else it could end.		Working with their table children are to read the story opening and sort them into the most effective and discuss choices. Together we will look at the opening to The Little Match Girl and discuss how Hans Christian Andersen has hooked us in and we will use this to write a class opening.	phrases. We will write a shared piece before children are asked to write independently.	for well-known texts such as Matilda. We will write a shared piece before children are asked to write independently.
<b>Activities</b>	Creating your own plan Today, the children will be creating a plan using a story mountain or boxing up grid to plan their narrative with an alternative ending. They should use the features tick list to help make sure that you've included all of the key information.  Challenge: add keywords and phrases to your plan.	You will work independently to identify and use simple past and simple present. Children will be asked to write in the simple past, present or future tense to complete various sentences, checking on the subject verb agreement.  Children will then be given the verb and they will be asked to change it into either the perfect present tense or the past perfect tense. We will discuss as a class the purpose of verbs and how the tense change the meaning of the sentence.	Children will use prepositional phrases to write their opening and setting description. Remember what makes an effective opening: Catch the reader's interest, Make a dramatic opening, Make the reader want to read on, Take the reader straight into the story, Set the scene, Put the reader in the mood of the story, Start with speech or an action.	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.	
<b>Reading</b>	<b>This week's reading focus: Reading Strategy 4 – Identifying important words and phrases</b>				
	<b>Monday</b> <u><b>LI: To activate concept knowledge to comprehend historical/cultural language.</b></u>	<b>Tuesday</b> <u><b>LI: To identify key words from a text.</b></u>	<b>Wednesday</b> <u><b>LI: To explore how the writer uses language as a cohesive device.</b></u>	<b>Thursday</b> <u><b>LI: To define vocabulary using context information.</b></u>	<b>Friday</b> <u><b>LI: To explore how the author uses figurative language.</b></u>
	<b>Starter:</b> Children will be asked to listen to a short passage from The Little Match Girl. They will be asked to draw the visual picture it creates in their minds.	<b>Starter:</b> Children will be asked to think about their reading experience and discuss the books they are currently reading.	<b>Starter:</b> children will watch a short video and then write a definition to explain what and how cohesive devices are used.	<b>Starter:</b> 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	<b>Starter:</b> children will recap on the different types of descriptive devices they know alliteration, similes,

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	<p><b>Main:</b> Children will be given a short section of The Little Match Girl which they are to read. They will be asked to draw the visual images created by word choice and phrases.</p> <p><b>Task:</b> 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><b>Plenary:</b> <i>True or false, Andersson's own life experiences influenced his writing</i></p>	<p><b>Main:</b> Children will look at a text and together we will skim through to get the general idea of it.</p> <p><b>Task:</b> 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><b>Plenary:</b> As a class we will model how we unpicked key words from the text.</p>	<p><b>Main:</b> Children will identify the different ways cohesion is used within a text and identify different words and phrases on their whiteboards. On the IWB children will identify as a class the cohesive devices within a fiction text.</p> <p><b>Task:</b> Children will work independently to first identify the cohesive devices within a non-fiction text and then answer questions using their prior knowledge on the use and function of these devices within a piece of text.</p> <p><b>Plenary:</b> Children will play 'Find a Friend' children will write an adverb from the list on the IWB on their whiteboards in secret, they will then find a partner with a word that has a similar meaning.</p>	<p>addition of the prefix changes to the word meaning.</p> <p><b>Main:</b> As a class we will read through an extract of the text 'Wonder' 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><b>Task:</b> 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><b>Plenary:</b> Children will echo read with their partner with the changes to the vocabulary that they have made.</p>	<p>metaphor, personification, onomatopoeia, idioms,</p> <p><b>Main:</b> Children will be asked to record examples of each of the figurative language devices within different practice questions.</p> <p><b>Task:</b> Children will be asked to discuss the effectiveness of similes, metaphors and alliteration etc within a short text</p> <p><b>Plenary:</b> <i>How many different types of figurative language can they list in 2 minutes?</i></p>
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<b>Maths</b>	<b>L.I. to be able to find common factors</b>	<b>L.I. to be able to find common multiples</b>	<b>Transport For London Workshop</b>	<b>L.I. rules of divisibility</b>	<b>L.I. to be able to identify prime numbers to 100</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> Factor, product, multiplier, multiplicand, factor of, common factor</p> <p><b>Key Questions:</b> What are the factors of? • What factors do and have in common? • How can you easily tell if 2/5/10 is a factor of a number? • If you know one factor of a number, how can you use it to find another factor of the number? • Is 1 a factor of all numbers? • How can you work systematically to find all the factors of a number?</p>	<p><b>Key Vocabulary:</b> Common multiples, multiples</p> <p><b>Key Questions:</b> How do you find the multiples of a number? • What multiples do and have in common? • What is the difference between a multiple and a factor? • Can a number be both a factor and a multiple of another number? • How can you tell if a number is a multiple of 2/5/10? • When do numbers have common multiples that are less than their product?</p>		<p><b>Key Vocabulary:</b> Digit, divisible by</p> <p><b>Key Questions:</b> How does the ones digit help you to decide if a number is divisible by 2, 5 or 10? • How can you use the rule for divisibility by 2 to find out if a number is divisible by 4/8? • What two other numbers must a number be divisible by if the number is divisible by 6/12? • How can you tell if a 2-digit number is divisible by 11? • Which divisibility rules are based on the sum of the digits of a number?</p>	<p><b>Key Vocabulary:</b> Prime, composite, factors, product</p> <p><b>Key Questions:</b> What is a prime number? • What is a composite number? • How many factors does a prime number have? • Why is 1 not a prime number? • How can you find the prime factors of a number? • Are the multiples of prime numbers also prime?</p>
<b>Introduction</b>	Today, children will work systematically to find the complete list of factors of a number, and learn to use their knowledge that factors usually come in pairs to spot missing factors. Children will not be required to formally identify the highest common factor of two or more numbers, but can be extended to consider this idea	Today, children will be encouraged to work systematically to find lists of multiples rather than just finding the product of the given numbers, as this may miss some multiples. Children will not need to be able to formally identify the lowest common multiple of two or more numbers, but will be challenged to consider the first common multiple of a pair of numbers.		Today, children will recognise divisibility by 2, 5 or 10 by looking at the ones digits of a number. They will know a number is divisible by 4 if halving the number gives an even result and the corresponding rule for divisibility by 8. They will know that numbers are divisible by 3 if the sum of their digits is divisible by 3, and divisible by 9 if the sum of their digits is divisible by 9. Children now will learn to combine these rules to deal with other potential factors, for example to be divisible by 6 a number must be divisible by both 2 and 3 Children should recognise that a 2-digit number is divisible by 11 if the digits are the same.	Today, children will recognise that a number is prime when it has exactly two factors: 1 and itself. They will also look at identifying the prime factors of a given number. By the end of this lesson, children should be able to identify all the primes less than 100 and recall at least the primes to 19 Children should be familiar with square and cube numbers from earlier years, so this is something that will be revisited here, but is also covered in detail in the next lesson.
<b>Activities</b>	Complete questions about finding common factors	Complete questions about finding common multiples		Complete questions about rules of divisibility	Complete questions about recognising prime numbers to 100

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Reading	PSHE	Topic
<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><b><u>PSHE – LI: To make choices about my own behaviour and understand how rewards and consequences feel (Link to my rights and how we respect our rights.)</u></b></p> <p>Children to create a spider diagram, place learning goal in the middle of your page. Around the chest write three obstacles they might encounter and then a way to overcome it.</p>	<p><b><u>Topic – History</u></b></p> <p><b><u>LI: to understand what life was like for a child during the Victorian era.</u></b></p> <p>Children look into the types of jobs children did in the Victorian era and discuss the reasons why children needed to work. Class to discuss the negative impacts of work on children’s health and education. Children read the poem ‘The Chimney Sweeper’ and answer questions based on the poem.</p>
		<p style="text-align: center;"><b>Art</b></p> <p><b><u>LI: to develop my own pattern inspired by William Morris</u></b></p> <p>Using images of William Morris’ work, children will create patterns based on the themes of William Morris. They create 4 designs then will choose one to replicate as their final print.</p>
Science	PE	Spanish
<p><b><u>LI: to identify the key theorists of evolution and understand how the theory of evolution began.</u></b></p> <p><i>What is adaptation? What is inheritance?</i> <i>What do we know about evolution?</i></p> <p>Look into key theorists of evolution and make notes on their work. Create a word bank for our activity today. Using the words, we have identified as a class, you are going to create your own word cloud!</p>	<p><b><u>Hockey – LI: To be able to move into space to support my team</u></b></p> <p>Children to work in small groups to work on the skill of moving into a space during hockey to pass and receive the ball. Children to put this skill into practice during small games.</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>Spanish: Phonics</b></p> <p><b><u>L.I. Introduce the second set of phonics sounds / phonemes in Spanish.</u></b></p> <p>Explain aim of the lesson – to look at the next set of 5 out of a total of 20 essential Spanish sound patterns / phonemes so that pupils will improve their Spanish pronunciation and also be able to read with improved accuracy in Spanish. · Use the ‘Phonetics Lesson 2’ PowerPoint provided in your resources to explain and teach the next 5 Spanish sounds / phonemes. We will look at the sounds; ‘CA’, ‘CE’, ‘CI’, ‘CO’ and ‘CU’ in this second lesson.</p>

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## RE – Religion and Worldviews

**LI: To explain reasons why traditions can vary within a religion.**

Children to learn about the differences between Jewish Friday night dinner for Ashkenazi and Sephardi Jews. They will explore the ingredients in each meal and decide where in the world they originated from.

## Music

**LI: To create and notate musical ideas and relate them to film music**

Hand out a selection of instruments. If applicable, you could ask children to bring in any instruments that they have at home. In pairs or small groups, give the children a few minutes to come up with ideas for sounds they could make to represent a 'danger!' scene. Conduct the whole class by pointing at each child or each group at a time, indicating that they should start to make their danger sounds.

## 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.**

### Spelling Words

**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.

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

**MyMaths:** More addition and subtraction, Factors and Primes

observant      hesitancy

observance      tolerant

expectant      tolerance

expectancy      relevant

hesitant      relevance