

Year Group: 6

Week beginning: 09.12.24

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



Year 6	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To construct a plan for a biography.	LI: To construct a biography on Charles Darwin	LI: To identify and use coordinating conjunctions	LI: To publish a biography on Charles Darwin.	LI: To make evidence-based inferences about Darwin' personality.
Key vocabulary and key questions	<p>Key Vocabulary: Account, chronological order, audience, influences, ambitions, achievements, barriers, relevant, Greek life, Greek writing, paragraphs, introduction, main body, conclusion. Third person, past tense, rhetorical question, objective (contains facts) quotes, facts, figures, dates.</p> <p>Key Questions: What is a biography? What features can we find in a biography? Who was Charles Darwin? What is he remembered for? What background knowledge can you use? What should I include in each paragraph?</p>	<p>Key Vocabulary: Account, chronological order, audience, influences, ambitions, achievements, barriers, relevant, Greek life, Greek writing, paragraphs, introduction, main body, conclusion. Third person, past tense, rhetorical question, objective (contains facts) quotes, facts, figures, dates.</p> <p>Key Questions: What is a biography? What features can we find in a biography? Does your plan make sense? Is it factual and have you included facts and dates? Is it written in chronological order? Have you written in the third person and the correct tense? Have you organised your biography into paragraphs and included a title and subheading?</p>	<p>Key Vocabulary: Conjunction, coordinating conjunction, clauses, main clause, cohesion, for, because, since, as, and, nor, but, or, yet, so (FANBOY)</p> <p>Key Questions: What is a conjunction? Can you think of any types of conjunctions? What is a coordinating conjunction? When are they used? Can you think of any examples?</p>	<p>Key Vocabulary: Account, chronological order, audience, influences, ambitions, achievements, barriers, relevant, Greek life, Greek writing, paragraphs, introduction, main body, conclusion. Third person, past tense, rhetorical question, objective (contains facts) quotes, facts, figures, dates.</p> <p>Key Questions: What is a biography? What features can we find in a biography? How many features can you recall in 2minutes? What is the purpose of each paragraph? Can you summarise each paragraph?</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? 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>
Introduction	<p>Children will recap on when to use affect and effect. Children will demonstrate their understanding by writing a sentence about a given picture with these words.</p> <p>Go through teaching slides. Children will be asked to use their work from last week on Darwin. Children will recap on the text type,</p>	<p>Today, the children will be using their story map and maps to write their biography of Darwin. They will organise their writing into four paragraphs. CT to completed shared writing with the class to support children with the content they need to include.</p> <p><u>Paragraph 1 - Who Was Charles Darwin?</u></p>	<p>Go through the teaching slides. Children will recap on using an apostrophe correctly. Children will explain why the punctuation has/hasn't been used correctly.</p> <p>Today, you will be recalling and discussing the role of coordinating conjunctions. These conjunctions are used to join two main clauses</p>	<p>Today, you are going to write a biography all about Charles Darwin. Children will be asked to recall on their whiteboards the features of a biography. We will then go through the structural and language features of a biography.</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</p>

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	<p>whether it is fiction, the purpose of the text and the intended audience.</p> <p>As a class we will discuss what a good plan should include: Adverbials Parenthesis Relative clauses Children will share examples of these as we discuss their purpose within a biography.</p>	<p>-Give an overview of Darwin's life. -You may wish to include a rhetorical question. - Engage the reader by making them want to read on.</p>	<p>together. These clauses should be equally important, if used well they will make your writing flow (cohesion).</p> <p>Children will go through examples of different types of coordinating conjunctions and how and when they are used. Most of the time, coordinating conjunctions should come after a comma. We will go through a couple of examples to consolidate the use of comma. Go through the teaching slides.</p>		<p><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>Activities</p>	<p>You will work independently to plan their biography on Charles Darwin. They will use the notes collected last week and their story maps of his key life events. CT will model how to organise the information, through shared writing and use the facts they have collected into different paragraphs: - dates - events - people - quotes Time adverbials Causal conjunctions Children will complete their plans under the headings of 'introduction, Early Life and Education, Main Achievements, Death and Legacy</p>	<p>Children will work independently to complete the biography. <u>Paragraph 2 - Childhood and Early Life</u> -Past tense -Tell the reader about his childhood, parents and education -Fronted adverbials to signpost the reader <u>Paragraph 3 - Main Achievements</u> -Past tense -Tell the reader about his voyage on the HMS Beagle and his theory on evolution. -Why was this so important? How did people react? <u>Paragraph 4 - Death and Legacy</u> -Past tense when talking about his death. -Present when talking about how he is remembered today. -Tell the reader why he is still well-known today. Perhaps include a quote.</p>	<p>Children will write the sentences and then, underline all coordinating conjunctions. Children will be reminded to use a comma when using this type of conjunction.</p> <p><u>Extension</u> Begin constructing some sentences about Darwin for your biography. Include a coordinating conjunction to link these together.</p> <p><u>Next step</u> - Explain why coordinating conjunctions are useful in writing.</p>	<p>Children will work independently to complete a biography on pink paper. - Title - Paragraphs - Introduction - <i>To give the reader an overview of the person and their big achievements. Make them want to read on.</i> - Main Body - <i>Paragraphs arranged chronologically telling the reader about the main events in the person's life.</i> - Conclusion - A summary of what the person has achieved and how they will be remembered. Children will use their editing sheets and their purple pens to reread and edit their work to make it even better.</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>

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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>Starter: Children will be asked to look at a photograph and list the things the notice that do not make sense.</p> <p>Main: 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>Task: 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>Plenary: They will then use these examples to explain how these sections meet the codes.</p>	<p>Starter: Children will recall the difference between 'gaps' and 'inconsistencies' in reading and why it is important to know how and why they appear in reading. Children will be asked to match the key words to their definitions.</p> <p>Main: Children will be learning how to recognise gaps and inconsistencies in a text and why and how they hinder reading.</p> <p>Task: 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>Plenary: Always, sometimes, never '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>Starter: Children will recall the difference between 'gaps' and 'inconsistencies' in reading and why it is important to know how and why they appear in reading. In today's lesson we are going to be focusing on:</p> <ul style="list-style-type: none"> - inconsistencies * that discredit an argument, * cause misinformation in non-fiction texts, <p>Main: 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>Task: Underline and annotate the inconsistencies in the text, and explain the impact do they have in your understanding.</p> <p>Plenary: Go through the inconsistency with class, how did they identify them? What did these inconsistencies do to their understanding of the text?</p>	<p>Starter: Play 10 questions. Class teacher will think of an object. The children will have 10 questions to try to discover the answer.</p> <p>Main: Class we recap on the 5Ws and 1H. How are they used in reading? What questions come to mind when reading the text? I will model how to complete the main task. Children will have a short poem on the IWB and together we will pose questions.</p> <p>Task: 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>Plenary: Share some of the questions and answers from the lesson.</p>	<p>Starter: Children will watch a short video about a drone.</p> <p>Main: We will quickly recap on the 5W's and then answer some questions on the video they have just watched.</p> <p>Task: On the IWB children will have the front cover of a book with the title covered. The children need to look at the picture cues, the colours used, their knowledge of books to pose questions from the front cover that they would like answered. They are to make a prediction based on what they can see, is it fiction, non-fiction?</p> <p>Plenary: I will reveal the title of the book, the children will then think how close was their prediction? Are there any new questions that are posing in your mind?</p>

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Maths	LI: to calculate using metric units of measures	LI: to convert between miles and kilometres	LI: to understand imperial measures	LI: How to check for arithmetic errors	LI: to improve arithmetic skills
Key vocabulary and key questions	<p>Key Vocabulary: Length, capacity, mass, volume, imperial, metric, inches, pounds, pints, miles, millimetre, centimetre, metre, kilometre, gram, kilogram, millilitre, litre</p> <p>Key Questions: What operation are you going to use? Why? • How could you use a bar model to help you understand the question? • How many grams are there in one kilogram? • Does it matter if the items in the question are measured in different units? Why? • How can you convert between metres and centimetres?</p>	<p>Key Vocabulary: Length, capacity, mass, volume, imperial, metric, inches, pounds, pints, miles, millimetre, centimetre, metre, kilometre, gram, kilogram, millilitre, litre</p> <p>Key Questions: Which is further, one mile or one kilometre? • What does the word "approximately" mean? • What does the symbol "≈" mean? • How can you use the key fact of 5 miles ≈ 8 km to calculate how many kilometres are approximately equal to 20 miles? • When might you need to convert between miles and kilometres?</p>	<p>Key Vocabulary: Length, capacity, mass, volume, imperial, metric, inches, pounds, pints, miles, millimetre, centimetre, metre, kilometre, gram, kilogram, millilitre, litre</p> <p>Key Questions: When do you use imperial measures instead of metric measures? • Why is it easier to convert between metric measures than between imperial measures? • Which is greater, one foot or one metre? • Which is shorter, one centimetre or one inch? • Which is heavier, one pound or one stone?</p>	<p>Key Vocabulary: 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>Key Questions: 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>	<p>Key Vocabulary: 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>Key Questions: 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>

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<p>Introduction</p>	<p>The use of pictorial representations, such as bar models and number lines, to represent the problem will help children to choose the correct operation(s) to solve the problem. Children need to be secure with the four operations to find the correct numerical answers.</p>	<p>Today children will need to know that one mile is a greater distance than one kilometre. They will learn that 5 miles is approximately equal to 8 km. Using this fact, they will solve conversions from miles to kilometres and from kilometres to miles. Children will need to know that the symbol "≈" means "is approximately equal to". To provide context, distances measured in miles in the UK could be compared to distances measured in kilometres in Europe.</p>	<p>Today children continue to explore imperial measures and the relationships between imperial and metric measures. Children need to know and use the following facts: • 1 inch ≈ 2.5 cm • 1 foot = 12 inches • 1 pound = 16 ounces • 1 stone = 14 pounds • 1 gallon = 8 pints They use these facts to perform related conversions, both within imperial measures and between imperial and metric measures. Children need to pay attention to the fact that the conversion between inches and cm is approximate while the others are exact.</p>	<p>Today children will be checking for errors in their arithmetic test. What does checking your test actually mean?</p> <ol style="list-style-type: none"> 1. You are looking to check you have answered all the questions. 2. You are looking to check your answers are clearly written in the answer box (is each digit clear?). 3. You are looking to check you have transferred the numbers over correctly from the question to your workings and then to the answer box. 4. Check you have used the correct operation to answer the question. 5. Check for any mistakes in your method e.g. times table facts, column addition/subtraction errors or place value errors. 6. Is your answer in the correct form, e.g. does an improper fraction give rise to a whole number? 	<p>Today we will be discussing about the efficient method to be used with mental calculations and sensible estimations needed to solve calculations.</p> <p>We will be looking at the different mental strategies that could be used instead of computational methods (paper).</p>
<p>Activities</p>	<p>Complete questions about calculating with metric measures.</p>	<p>Complete questions about converting miles and kilometres.</p>	<p>Complete questions about converting imperial measures into kilometres.</p>	<p>Complete questions about arithmetic, check for wrong answers.</p>	<p>Complete questions about arithmetic</p>

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><u>Daily for 20 minutes</u></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"> -use our background knowledge and connect to text -visualise -watch out for VIP words/phrases and ideas 	<p><u>PSHE – LI: To give examples of people with disabilities who lead amazing lives.</u></p> <p>Look at the features of The Equality Act and factors that represent discrimination. Look at different sports personalities with disabilities.</p> <p>Task- Design a for either Ellie Simmonds or Jonnie Peacock. Underneath write a short presentation speech as if they were presenting the AA to their Paralympian- ask them to include powerful and emotive words to celebrate the achievement.</p> <p><u>RE – LI: to make links and comparisons between different meditative practices performed by some Buddhists.</u></p> <p>Children to explore the Eightfold Path and discuss how Buddhists try to live noble and good lives by living according to these ideas. Then in groups, children will get to try out different activities that Buddhists practice that link to one of the spokes of the Eightfold Path wheel. These include mandala making, meditation and slow walking. Then children will reflect on how they felt when practicing these activities. How might they help Buddhists lead a life following the example set by Buddha.</p>	<p><u>Topic – The British Empire</u></p> <p><u>LI: To summarise learning</u></p> <p>Children to reflect on their understanding of the British Empire in relation to the geographical aspects studied.</p> <p>DT</p> <p><u>LI: Evaluation of automatons.</u></p> <p>Children complete the design and assembly for their automatons then complete a series of questions based on different parts of making the automaton e.g. the design, assembly, finishing. What did they find difficult? Easy?</p>

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Science	PE / Music	Spanish
<p><u>LI: To understand what climate change is and how it affects the planet.</u></p> <p>Discuss:</p> <ul style="list-style-type: none"> • What is climate change? • How does it affect the planet? <p>What are the consequences for not looking after the planet?</p> <p>TASK- based on all our discussion and your learning on this topic, make a persuasive poster to communicate to your local community how we need to do more to combat climate change.</p> <p>Include:</p> <ul style="list-style-type: none"> -Key facts and figures -pictures -rhetorical questions -catchy slogans -information to make your reader think -bullet points 	<p><u>PE – Hockey</u></p> <p><u>LI: To develop drawing defence and understanding when to pass.</u></p> <p>Success Criteria</p> <ul style="list-style-type: none"> •Pass if the defender comes towards you. •Run if you have space to do so. <p>Whole Child Objectives</p> <p>Social: To communicate and collaborate with my team.</p> <p>Emotional: To play fairly and abide by the rules.</p> <p>Thinking: To plan strategies to outwit my opponents.</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>Topic: En el Colegio – At School</p> <p><u>L.I. To consolidate all the language covered so far by learning how to say at what time you study a particular subject.</u></p> <p>Today children will use their new language to make more complex and interesting sentences in Spanish using school subjects, time and possibly even remembering and adding on an opinion (if they're up for the challenge!). There will be an opportunity to revise time taught last lesson first.</p> <p>Tasks:</p> <p>Listening challenge.</p> <p>Writing- translate sentences into Spanish.</p> <p><u>Music – LI: To use teamwork to create a group composition featuring changes in texture, dynamics and pitch.</u></p> <p>Perfect performance from last week by including dramatic readings</p> <p>What can we do to achieve the best performance possible?</p> <p>What were the best things about the performance?</p> <ul style="list-style-type: none"> • What were the challenges? • Was there anything you didn't enjoy

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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: suggest, digest, congestion, gesture, gestation, lightning, daylight, enlighten, twilight, limelight

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

MyMaths:

- Converting units of measure
- Units of measure

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