

Year Group: 6

Week beginning: 11.11.2024

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 Weekly overview | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------------------|--------------------|--------------------|---|---|------------------|
| English | Reading Assessment | Grammar Assessment | LI: To evaluate the language Dicken’s used to create Scrooge’s identity <u>Key Vocabulary:</u> 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 <u>Key Questions:</u> What do we remember about the writer Charles Dickens? What can you infer about Scrooge’s character? What is your evidence for this based on the images? Is it considered skilful writing to use many adjectives in a single sentence? Why has Dickens made this choice? What do we learn about Scrooge? | LI: To identify cohesive devices within a text. <u>Key Vocabulary:</u> Cohesion, paragraphs, across, within, pronoun <u>Key Questions:</u> What is a paragraph? Why do we use them? When do we start a new paragraph? How can we link the ideas in and across paragraphs? What does the word cohesion mean? What does cohesion do? | Maths Assessment |
| Key vocabulary and key questions | | | Go through the teaching slides. As a class we will recap what we already know about Charles Dickens by watching a short video on his life and novels. Children will look at a quote from A Christmas Carol about Scrooge Children will be asked to discuss what their first impressions are of the character based on the vocabulary used. They will then take a closer look at the text and identify VIP words that reinforce something that the character says or does that reinforce their opinions of him. As a class we will write a modelled character description using the vocabulary and imagery from the text. | Go through the teaching slides. Children will recap on what a paragraph is, when it used and when we start a new one. Today, you will be recalling and discussing the role of cohesion across and within paragraphs. We will start be looking at the different ways we can create cohesion: Pronouns - Rather than using ‘she’ all the time we can use phrases that give information about the character i.e. the adventurous young lady. Fronted adverbials (time, place and manner) can be used to link sentences and paragraphs together. Ellipsis – using it across and within paragraphs reduces repetition and makes the writing cleverer and more succinct. Balance – too much dialogue, action or description will make your writing difficult to follow. Children will consolidate their learning by improving a short paragraph by applying the devices above. | |
| Introduction | | | | | |

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| Activities | | | Children will write read a short text and highlight and identify the cohesive devices that have been included. | Children will work independently to write their character description of Ebenezer Scrooge, they will need to include: Similes Metaphors Complex noun phrases Dialogue capturing the characters catchphrase Vocabulary and phrases taken from older literature Next step – would you want to be friends with Ebenezer Scrooge? Explain why/why not | |
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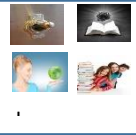
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| Reading | | | | | |
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| This week's reading focus: Reading Strategy 1 – Making Connections | | | | | |
| | Monday <u>LI: To compare texts.</u> | Tuesday <u>LI: To activate prior knowledge about text.</u> | Wednesday <u>To identify themes and conventions</u> | Thursday <u>LI: To identify the purpose of a text.</u> | Friday <u>LI: To review a text.</u> |
|  | <p>Starter: children will think about why we make connections. We will discuss how making connections when reading is helpful to understanding the text they are reading.</p> <p>Main: On the IWB we will discuss how a Venn diagram works.</p> <p>Task: Children will be focusing on comparing (similarities) and contrasting (differences) in The Little Match Girl and Street Child. Children will focus on themes, characters, settings, plot.</p> <p>Plenary: Children will choose either LMG or Street Child and answer the following questions: <i>What type of text is this?</i> <i>Have you read texts like this before?</i> <i>What is the purpose of the text?</i> <i>How does the text compare/contrast with others within the genre?</i></p> | <p>Starter: Children will recap what making connections in reading is. Together we will go through examples of Text to self, text to text and text to world.</p> <p>Main: Today, children will be making these connections using sentences stems. As a class we will watch a short-animated story and together we will answer the sentence stems making connections between the book and self, text and world.</p> <p>Task: children will be making these connections using sentences stems. Using their knowledge and understanding of the text A Christmas Carol the children will answer the sentence stems making connections between the text to self, text to text and text to world.</p> <p>Plenary: True or False, Making connections is closely related to background knowledge. Explain your thinking, give an example to support your idea.</p> | <p>Starter: children will be asked to recall what the term 'theme' means. They will then be asked to write a definition for the term. They will then be giving some statements about different text types after discussing them they will be asked to write a definition for the term 'convention'.</p> <p>Main: Today, children will be asked to watch a video on A Christmas Carol, and listen carefully as they will be working in pairs to identify the themes of the text. Together as a class we will complete part of the Christmas Spirit theme, we will look at the characters that link to this theme and record a quote that supports this thinking.</p> <p>Task: In pairs, children will be asked to focus on one of the four main themes of A Christmas Carol: - Christmas Spirit - Family - Poverty and Social responsibility - Redemption Together they will identify three characters that link to this theme and record a quote that supports this thinking.</p> | <p>Starter: children will be given 5 minutes to list the common purposes of texts.</p> <p>Main: Children will be shown the main task, they will have a quote by Benjamin Disraeli (we will discuss who this is) and the children will be asked, how true do you think this description is of the society Dickens describes in A Christmas Carol? To help the children answer this question, we will take a closer look at the Victorian era. This covers; rich and poor, industrialisation, work, children, living conditions of working people, The Poor Law,</p> <p>Task: The children will be shown the Benjamin Disraeli quote again and they will be asked to answer the following questions: <i>Who do you think the 'two nations' and that Disraeli is describing?</i> List the different themes within A Christmas Carol. <i>Why do you think Charles Dickens included these themes within his story?</i></p> | <p>Starter: In partners children will be asked to discuss Who are their favourite authors? Which books they enjoy reading the most and why? Which genre do they prefer reading and why?</p> <p>Main: Children will work as a class to create book review based on a class text read this year. They will start by looking at and describing the front cover using key vocabulary. Children will then have the opportunity to plan their ideas and reasons for their favourite book.</p> <p>Task: Children will independently write a book review based around the texts we have read in class: - Street Child, - The Little Match Girl - A Christmas Carol</p> <p>Children will explain why they like the book so much and why they would recommended it to others.</p> |

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| | | | <p>Plenary: Early in 1843, as a response to a government report on the abuse of child labourers in mines and factories, Dickens vowed he would strike a 'sledge-hammer blow...on behalf, of the Poor Man's Child'. That sledge-hammer was A Christmas Carol.</p> <p>Using the making connections strategy (text to self, text to text, text to world) how far do you agree with this quote?</p> | <p>Plenary: How true do you think this description is of the society Dickens describes in A Christmas Carol?</p> | <p>Plenary: Make a list of books, authors, genres you would now like to explore further. <i>Can you use this in our school library?</i></p> |
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| Maths | LI: to able to add and subtract simple fractions | Grammar Assessment | Reasoning Assessment | LI: to be able to add mixed numbers | Reasoning Assessment |
| 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</p> <p>Key Questions: Do the fractions have the same denominator? • When are two fractions equivalent? • How can you find a common denominator? • How many of the fractions do you need to convert? • Now the denominators are the same, how do you add/ subtract the fractions</p> | | | <p>Key Vocabulary: Numerator, denominator, proper fraction, improper fraction, factor, equivalents, common denominator, common numerator, simplify, mixed number, whole number</p> <p>Key Questions: How can you partition the mixed numbers? • How can the addition 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? • Are there any improper fractions in the answer? What can you do about this?</p> | |
| Introduction | Children may be familiar with some common additions and subtractions such as $1/2 + 1/4 = 3/4$ and this is a good example on which to build. They will start by using bar models before moving on to finding the first common multiple of the denominators. As the focus today is on addition and subtraction of simple fractions, children are not yet required to work with improper fractions and mixed numbers as this will be looked at later in the week. | | | Children will explore adding the wholes and fractional parts separately. This is usually the most efficient method, but converting to improper fractions and then adding is an alternative. Some children may need to revisit converting between improper fractions and mixed numbers. Questions will begin with fractions with the same denominator and then move on to fractions with different denominators. Children can still draw models to represent adding fractions, particularly if these are useful for pairs of fractions with unequal denominators. | |
| Activities | Complete questions about adding and subtracting simple fractions. | | | Complete questions about adding mixed numbers. | |

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></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 explain some of the ways in which one person or a group can have power over another.</u></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><u>RE- LI: to explore how some people maintain their Hindu identity in the UK.</u></p> <p>Children to explore where the main religions originated in the world and to see the percentage of people in the UK who identify with a religion. As a class, discuss the reasons why people may migrate. Teacher to reveal the number of Hindu mandirs in the UK compared to the number of Christian churches and discuss how this may be problematic for Hindus. Children to read case studies and identify the advantages and disadvantages of being Hindu in the UK.</p> | <p><u>Topic – Geography LI: to explore and compare maps of the British Empire over time.</u></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">1. When was the map made?2. What do the illustrations represent?3. What does the map show? <p>Look at the different colours that have been used.</p> <ol style="list-style-type: none">4. What impression do you get about the British Empire? <p><u>DT- LI: To explore the relationship between cam profiles and followers, to inform a design decision.</u></p> <p>Children Cut and stick your cam profile onto the card.</p> <ul style="list-style-type: none">- Pierce holes in the cam using a pencil and rubber and attach them to the axle.- Cut and attach a follower base to the bottom of each follower.- Attach the washers to stop the axle from sliding back inside the automata frame |

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| Science | PE / Music | Spanish |
|---|---|--|
| <p><u>LI: To understand the role of scientists.</u></p> <p>Children look at the life of Thomas Edison and key dates in his life. Children create notes on his life using ipads. Key questions: - When did Thomas Edison live/die?</p> <ul style="list-style-type: none"> -Where was he from? - What was he most known for? -what was he inspired by? - Choose 2 of his inventions and provide more detail -What was his childhood like? - What was his family life like? <p>. Children then create a non-chronological report based on his life.</p> | <p><u>PE – LI: to be able to play games using tagging rules.</u></p> <p>Success Criteria</p> <ul style="list-style-type: none"> •Do not block or protect your tags. •To receive a pass from a teammate you must be behind or to the side of them. <p>Whole Child Objectives</p> <p>Social: To support and congratulate others. Emotional: To try my best. Thinking: To make quick decisions of when to pass.</p> <p><u>Gymnastics – LI: to develop flexibility, strength, technique, control and balance</u></p> <p><u>Music – LI: To improvise as a group, using texture</u></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.</p> <p>Ask the other children to decide whether they were showing a change in dynamics, or a change in pitch.</p> | <p>Topic: En el Colegio – At School</p> <p><u>LI. To consolidate the vocabulary for school subjects and to extend this knowledge by introducing an opinion, forming a short phrase.</u></p> <p>Today will introduce the aim of the lesson - how the children will consolidate their knowledge of school subjects from the last lesson and learn how to express an opinion on each subject. We will ask how many school subjects they can remember from last week from memory and ensure that they have remembered the correct articles for each noun.</p> <p>The children could use previous knowledge (if applicable) using perhaps 'hoy' ('today') and adding on 'estudio...' ('I study') plus the subjects they study at school today. For challenge they could then add an opinion, bringing all the language together to create more complex sentences.</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: applicable, tolerable, operable, considerable, dependable, comfortable, reasonable, perishable, breakable, fashionable

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

MyMaths: Simplifying fractions and ordering fractions