

Year 6 Weekly overview	Monday	Tuesday	Wednesday	Thursday	Friday
<b>English</b>	<b>LI: to analyse how war is represented in “Who’s for the Game?”</b>	<b>LI: to analyse a poem and the image it creates in the reader’s mind.</b>	<b>LI: to identify the structure and language in war poetry</b>	<b>LI: to identify the subject, verb and object in a sentence.</b>	<b>LI: to explore metaphors, similes and personification.</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> Patriotism, propaganda, persuade, stanza, rhyme, metaphor, homophone, contraction, rhetorical questions</p> <p><b>Key Questions:</b> In this poem, Jessie Pope compares war to a game. Why do you think she does this? Imagine you are a young man in 1914. The war has just started and you read this poem in the newspaper. How would this poem make you feel and why? The poet used lots of rhetorical questions in this poem. Why do you think she does this? How is this poem patriotic?</p>	<p><b>Key Vocabulary:</b> Present tense, imagery, stanza, visualise, represent, quarrel, foe, remembrance, perspective, poppy</p> <p><b>Key Questions:</b> Why are there crosses in the field now? Why do you think the larks are described as brave? “That mark our place”. Whose perspective is the poem being told from? What has happened to the narrator of the poem? How does this stanza make you feel? How do you think the poet feels about the war and why?</p>	<p><b>Key Vocabulary:</b> Onomatopoeia, rhyme, alliteration, meter, syllables, stanza, structure</p> <p><b>Key Questions:</b> Write down examples of alliteration you can find in the poem. Describe the rhyming pattern in the poem. Write down examples of onomatopoeia you can find in this poem. Do you like the way this poem sounds when it is read aloud? Explain why or why not.</p>	<p><b>Key Vocabulary:</b> subject, verb, object, noun, action, sentence, clause, phrase</p> <p><b>Key Questions:</b> What is the difference between a sentence and a phrase? How can you identify the verb in a sentence? What are you looking for? Who or what is “performing” or “doing” the verb? What or who is have the verb “done” to them?</p>	<p><b>Key Vocabulary:</b> Metaphors, similes, personification, poetic devices, imagery, compare, visualise</p> <p><b>Key Questions:</b> Which sentence helps you build a clearer image in your mind? Why are these three devices especially effective in poetry? Which sentence is the most effective at creating an image in your mind? Why?</p>
<b>Introduction</b>	<p>This week, we are going to begin our new unit of work all about the poetry of World War I. Today, we will be reading a poem called <i>Who’s For The Game?</i> We are going to be thinking about the meaning of the poem and what message the poet was trying to communicate about the war. Watch the PowerPoint video carefully to help you complete the tasks.</p>	<p>Today, you are going to be reading and analysing the well-known WW1 poem, <i>In Flanders Fields</i>. Watch the PowerPoint video carefully to help you answer the questions about them poem and complete the visualisation task.</p>	<p>Today, you are going to be reading extracts from some World War One poems and identifying the rhyming pattern, onomatopoeia and alliteration. These devices are all linked to how the poem sounds when it is read aloud, so listen to the PowerPoint video to help you.</p>	<p>Today, you will be refreshing your learning on the subject, verb and object of a sentence. Watch the Oak Academy video and complete the activities alongside the teacher. Then complete the tasks on the Google document to consolidate your learning.</p>	<p>Today you are going to continue finding figurative language in well-known World War One poems.  Our focus today is on metaphor, simile and personification. These devices help the reader visualise an image when reading the poem and so are very important to understand and use.</p>



**Alexandra**  
Primary School

Aspire, Perform, Succeed

Year Group: 6

Week beginning: 01.02.21

# Weekly Home Learning

<p><b>Activities</b></p>	<p>Starter: Insert the correct homophone (their, there or they're) into each sentence. Then construct your own sentence using these words.</p> <p>Main Task: Use the poem to answer questions about the text. Use evidence to help you with this and explain your answers fully.</p>	<p>Starter: Look carefully at the simple present tense verbs and insert them into the correct sentences. Then organise the list of verbs into two groups: simple present tense and simple past tense.</p> <p>Task 1: Watch the PowerPoint video and use this to help you answer the questions about the poem.</p> <p>Task 2: On paper, draw your visualisations of the poem. Then label your visualisations using words and phrases from the poem. Use the images on the PowerPoint video to help you do this.</p>	<p>Starter: Convert the present tense verbs into past tense verbs and match each one to it's correct sentence.</p> <p>Main Task: Read the two poems in the Google Doc and answer the questions about the structure and language used. Watch the PowerPoint video to help you with the first poem and try to work independently on the second task.</p>	<p>1. Watch the Oak Academy video. <a href="https://classroom.thenational.academy/lessons/to-explore-subject-verb-object-6ct3ar?activity=video&amp;step=1">https://classroom.thenational.academy/lessons/to-explore-subject-verb-object-6ct3ar?activity=video&amp;step=1</a></p> <p>2. Then open the Google Doc and complete the three tasks. The first is all about identifying verbs. The second gives you the change to identify the subject and the object of a sentence.</p> <p>3. Finally, write five of your own sentences and identify the subject, object and verb in each one.</p>	<p>Starter: Convert the present tense verbs in the paragraph to past tense verbs.</p> <p>Main Task: Once you have watched the PowerPoint video, complete the simile, metaphor and personification examples in the Google Doc.</p> <p>Then, read the extracts of the WW1 poems and decide whether each is an example of a simile, metaphor or personification.</p>
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Year 6 __ Weekly overview	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Maths</b>	<b>LI: Percentage of an amount (2)</b>	<b>LI: Percentages – missing values</b>	<b>LI: Find a rule – One step (Algebra)</b>	<b>LI: Find a rule – Two step</b>	<b>LI: Forming expressions</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> percentage, equivalence, fraction, decimal, hundredth, tenth, multiply, divide, simplify, numerator, denominator</p> <p><b>Key Questions:</b> Is dividing by 10 and multiplying by 5 the most efficient way to find 50%? Explain why. Is dividing by 10 and multiplying by 9 the most efficient way to find 90%? Explain why. How many ways can you think of to calculate 60% of a number?</p>	<p><b>Key Vocabulary:</b> percentage, equivalence, fraction, decimal, hundredth, tenth, multiply, divide, simplify, numerator, denominator, convert</p> <p><b>Key Questions:</b> If we know a percentage, can we work out the whole? If we know the whole and the amount, can we find what percentage has been calculated? What diagrams could help you visualise this problem? Is there more than one way to solve the problem? What is the most efficient way to find a missing value?</p>	<p><b>Key Vocabulary:</b> term to term rule, variable, unknown, expression, equation, formula, one-step equation, two-step equation, substitution, pairs of unknowns, enumerate</p> <p><b>Key Questions:</b> What do you think “one-step function” means? What examples of functions do you know? Do some functions have more than one name? What do you think input and output mean? What is the output if ....? What is the input if ....? How many sets of inputs and outputs do you need to be able to work out the function? Explain how you know</p>	<p><b>Key Vocabulary:</b> term to term rule, variable, unknown, expression, equation, formula, one-step equation, two-step equation, substitution, pairs of unknowns, enumerate</p> <p><b>Key Questions:</b> How can you write + 5 followed by – 2 as a one-step function? If I change the order of the functions, is the output the same? What is the output if ....? What is the input if ....? If you add 3 to a number and then add 5 to the result, how much have you added on altogether?</p>	<p><b>Key Vocabulary:</b> term to term rule, variable, unknown, expression, equation, formula, one-step equation, two-step equation, substitution, pairs of unknowns, enumerate</p> <p><b>Key Questions:</b> What expressions can be formed from this function machine? What would the function machine look like for this rule/expression? How can you write <math>x \times 3 + 6</math> differently? Are <math>2a + 6</math> and <math>6 + 2a</math> the same? Explain your answer</p>
<b>Introduction</b>	Follow the link on Google Classroom to recap your understanding of percentages through the video. Children build on the last step by finding multiples of 10% and other known percentages. They explore different methods of finding certain percentages e.g. Finding 20% by dividing by 10 and multiplying by 2 or by dividing by 5. They also explore finding 5% by finding half of 10%. Using these methods, children build up to find percentages such as 35%.	Follow the link on Google Classroom and watch the video. Children use their understanding of percentages to find the missing whole or a missing percentage when the other values are given. They may find it useful to draw a bar model to help them see the relationship between the given percentage or amount and the whole. It is important that children see that there may be more than one way to solve a problem and that some methods are more efficient than others.	Follow the link on Google Classroom and watch the video. Children explore simple one-step function machines. Explain that a one-step function is where they perform just one operation on the input. Children understand that for each number they put into a function machine, there is an output. They should also be taught to “work backwards” to find the input given the output. Given a set of inputs and outputs, they should be able to work out the function.	Follow the link on Google Classroom and watch the video. Children build on their knowledge of one-step functions to look at two-step function machines. Discuss with children whether a function such as + 5 and + 6 is a two-step function machine or whether it can be written as a one-step function. Children look at strategies to find the functions. They can use trial and improvement or consider the pattern of differences. Children record their input and output values in the form of a table.	Follow the link on Google Classroom and watch the video. Children have now met one-step and two-step function machines with numerical inputs. In this step, children use simple algebraic inputs e.g. $y$ . Using these inputs in a function machine leads them to forming expressions e.g. $y + 4$ . The use of cubes to represent a variable can aid understanding. Children are introduced to conventions that we use when writing algebraic expressions. e.g. $y \times 4$ as $4y$ .
<b>Activities</b>	Complete the questions about percentages of an amount in the Google Form. Do any working out on paper.	Complete the questions about percentages – finding missing values in the Google Form. Do any working out on paper.	Complete the questions about finding a rule – one step (algebra) in the Google Form. Do any working out on paper.	Complete the questions about finding a rule – two step in the Google Form. Do any working out on paper.	Complete the questions about finding forming expressions in the Google Form. Do any working out on paper.

Please continue logging into My Maths, Doodle Maths and keep up with your Timestable Rockstars regularly.

Reading	Science	Topic/Art/DT
<p><b><u>Daily for 20 minutes</u></b> 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>Uploaded on Tuesday 2<sup>nd</sup> February</b> <b><u>LI: to classify a creature based on its characteristics.</u></b></p> <p><b>Introduction</b> – Review your learning from last week where you matched the classification of living things to their correct characteristics.</p> <p><b>Task</b> – You will learn more about the process of how taxonomists classify unusual animals by focusing on the platypus. It is an intriguing animal that belongs to more than one group of living things – a scientific mystery! Your task is to design your own creature! Identify which group it belongs to and create a mind map or fact file that includes all your creature’s characteristics.</p> <p>For example: if you designed a new fish, it would have gills, fins and scales (as this classifies it as a fish) but you can decide the colour, the size (body, eyes, teeth etc), predator or prey, where it lives etc.</p>	<p><b>Topic – Uploaded on Thursday 4<sup>th</sup> February</b> <b><u>LI: to explore the causes and effects of events in WW1</u></b></p> <p><b>Introduction</b> – Today you will be exploring the cause and effects of some of the main events in World War 1.</p> <p><b>Task</b> – Read through the information on the PowerPoint and watch the attached videos. You will identify the link between each event – how it was caused and the effect it had. Using your learning from the lesson today and previous lessons, your task is to create a memory game that matches the main events of WW1. There is a document that lists 10 causes and their matching effect and the PowerPoint provides an example of how to create your game.</p> <p><b>DT/Art – Uploaded on Friday 5<sup>th</sup> February</b> <b><u>LI: to create a piece of poppy artwork</u></b></p> <p><b>Introduction</b> – As you know from your learning this week, the poppy was a very important symbol of World War I. Today we would like you to create your own poppy using materials you have available at home. Be sure to ask your parents’ permission before using equipment and to work safely.</p> <p><b>Task</b> – Create a 2D or 3D poppy. You could use collage, origami, sculpture, drawing, painting or embroidery. Use the images on the PowerPoint to inspire you and don’t forget to photograph and upload your finished work.</p>



PSHE/RE	Spanish (KS2 only)/Music	PE/Wellbeing
<p><b>PSHE – Uploaded on Monday 1<sup>st</sup> February</b> <b><u>LI: to express myself through a poem, a rap or a song.</u></b></p> <p><b>Introduction</b> – You may already know that this week is Children’s Mental Health week and the theme this year is “Express Yourself”. Today we would like you to spend some time away from the screen working on today’s activity, as this will be good your own wellbeing.</p> <p><b>Task</b> – Express yourself by composing a song, poem or a rap all about you! You may wish to include information about the following:            -Your passions and hobbies            -Your favourite food            -Your ambitions            - What is special to you?            -What makes you unique?</p> <p>You can write it on paper or record yourself performing it. When you are finished, come back to Google Classroom and upload your work. We can not wait to see what you come up with.</p>	<p><b>Spanish – Uploaded on Wednesday 3<sup>rd</sup> February</b> <b><u>LI: To consolidate the new language for weekend activities with a variety of reading and listening work</u></b></p> <p><b>Introduction</b> –            This lesson will consolidate the language introduced last week and work towards the last stage of the three-stage questioning technique. The children will “play” with the new language. They will use the same phrases as introduced in week 2 and they will be able to say the ten phrases from memory by the end of the lesson.</p> <p>The ‘<b>El Fin De Semana 2</b>’ PowerPoint children will revise and consolidate the new phrases for weekend activities. There are a variety of activities on the PowerPoint specifically designed to help the children retain this new language.</p> <p><b>Tasks</b> –</p> <ul style="list-style-type: none"> <li>• <b><u>Listening activity:</u></b> Children must match the picture to the phrases being read out. The sound files are attached separately so that children can use the pre-recorded native voice to repeat individual phrases rather than one long listening script that may be harder for the children to follow.</li> <li>• <b><u>Matching activity:</u></b> The children must match the phrases to the pictures.</li> <li>• <b><u>Gap Fill activity:</u></b> Children try and fill in the missing letters.</li> <li>• <b><u>Empty boxes/no spellings:</u></b> Children attempt the spellings unaided!</li> </ul>	<p>Mr Coleman and Alice have organised some lessons for you. Look out for these on Google Classroom. You can also continue to have your daily PE sessions with Joe Wicks.</p>  <p>He will be starting NEW LIVE PE sessions on his YouTube channel starting Monday 11th January, every <b>Monday, Wednesday and Friday at 9:00 AM.</b>  <a href="https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ">https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</a>            He has also recorded some new videos which you can watch anytime. Here’s the link to the first of a new set of videos.  <a href="https://www.youtube.com/watch?v=I9sciRMnE1c&amp;list=PLYCLoPd4VxBuPuwfVuS-OBtK_kZqJcX-b&amp;index=12">https://www.youtube.com/watch?v=I9sciRMnE1c&amp;list=PLYCLoPd4VxBuPuwfVuS-OBtK_kZqJcX-b&amp;index=12</a></p> <p style="text-align: center;"><b>Wellbeing Wednesday</b></p> <p>From Wednesday 3<sup>rd</sup> February and then every Wednesday, we will be dedicating one afternoon each week to Wellbeing activities that are to be completed off screen (once you have read the instructions!) You will find these activities on the school website and on Google Classroom.</p> <p>Please feel free to change the day to fit in with your family schedule and if appropriate, siblings can join in with each year groups activities. Please send outcomes to the year group email address to share your fabulous work with us.</p> <p>We hope you enjoy completing these activities. There are some Pobble activities too to accompany these if you wish to have a look at these too.</p>