

Year 6 Weekly overview	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: to examine a WW1 poem	LI: to create a sensory word bank based on WW1	LI: to compose a poem based on WW1.	LI: to develop my narrative writing skills.	LI: to use semi colons to mark the boundary between clauses
Key vocabulary and key questions	<p>Key Vocabulary: tense, subject, verb, stanza, faint, serenade, rushes, mill house, Messerschmitt, The Hun, Trench Mortar, onomatopoeia, repetition, senses.</p> <p>Key Questions: What do you notice about the final stanza? What effect does this have on the reader? How does the mood of this poem change? If you could give this poem a name, what would it be?</p>	<p>Key Vocabulary: emotion, visualise, adjectives, personification sight, sound, feelings, smell</p> <p>Key Questions: What emotions can you link to WW1? How does your emotion sound, look, feel and smell? Can you try to add alliteration, simile, metaphor or personification?</p>	<p>Key Vocabulary: composition, stanza, rhythm, rhyme, metaphors, alliteration, personification, onomatopoeia</p> <p>Key Questions: Can you add poetic devices to your lines from yesterday? What does a good poem look like? What does a good poem sound like? How would you like to structure your poem?</p>	<p>Key Vocabulary: composition, structure, features, tense, paragraph, cohesion, vocabulary, word choice, setting</p> <p>Key Questions: How can we describe a story setting? Why is it important to use action in a story? How can we keep the action going throughout a story?</p>	<p>Key Vocabulary: Semi colon, clause, main clause, subordinate clause, conjunction</p> <p>Key Questions: What is a main clause? What are the ways that we can separate clauses? How would you explain semi colons to an alien from Mars?</p>
Introduction	Later this week, you are going to be writing your own poem based on WW1. Today, we are going to be exploring another poem about war to get ourselves used to the language and features. Read the poem carefully and then answer the questions on the Google Doc.	A good poem always allows the reader to visualise what is being described. Today you are going to create a sensory word bank, which will be useful for your poetry writing tomorrow. You will be focussing on the emotions of war and how you imagine they look, sound, feel and smell.	Today, you will need to revisit your work from yesterday in order to put together your own World War 1 poem. A good poet experiments with the order of lines, stanza length and rhythm. Try this out when working today, until you are pleased with your writing.	Today, we have an exciting live lesson for you to join in with at home. For you to take part, you must click the link at 1:30pm, otherwise you will miss out. You will need a notebook and a pen or pencil to note down your ideas during the session. In the session, some writing experts will share lots of tips and advice for you about narrative writing and you will work on writing your own text about a Star Ship Adventure.	Today, you are going to be learning all about semi colons. They are a really useful piece of punctuation that have many different jobs within a sentence. Listen to the PowerPoint video and use it to complete the tasks on the Google Doc.
Activities	<p>Starter – Revise what the present progressive tense is and when it is used. Then, complete the task about the present progressive tense on the Google Doc.</p> <p>Main Task – Listen to the PowerPoint video to help you understand the poem. Then answer the questions on the Google Doc.</p>	<p>Starter – Revise what the past progressive tense is and when it is used. Then, complete the task about the past progressive tense on Google Classroom.</p> <p>Main Task – Listen to the PowerPoint video to talk you through the lesson today. Firstly, mind map five emotions linked to war. Then step by step, visualise what you imagine they feel, sound, smell and look like.</p>	<p>Starter – Complete the task on the past and present progressive tense.</p> <p>Main Task – Listen to the PowerPoint video to help you work through today's lesson. First, you need to take 3 lines from yesterday and try to improve them by adding simile, metaphor, alliteration or onomatopoeia. Then arrange your poem into stanzas and play around with the word and line order until you are happy with it. Once you have finished, please upload onto Google Classroom.</p>	<ol style="list-style-type: none"> During the lesson, take part in the writing activities that you are told to either on paper or on your device. Write 3 things that you have learnt today and how you can use them to improve your writing. Photograph your work and upload to Google Classroom. 	<p>Starter – Read the short extract and complete the three questions based on the text. Then write and answer two of your own questions based on the text.</p> <p>Main Task – Use the information in the PowerPoint video to help you complete the semi colon activities.</p>



Alexandra
Primary School

Aspire, Perform, Succeed

Year Group: 6

Week beginning: 08.02.21

Weekly Home Learning

Year 6 Weekly overview	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	LI: Metric measures	LI: Convert metric measures	LI: Calculate with metric measures	LI: Miles and kilometres	LI: Imperial measures
Key vocabulary and key questions	<p>Key Vocabulary: mass, gram, kilogram, capacity, volume, millilitre, litre, millimetre, centimetre, kilometre, foot, inch, ounce, pound, stone, ounce, gallon</p> <p>Key Questions: Which units measure length? Mass? Capacity? When would you use km instead of m? When would you use mm instead of cm? Which is the most appropriate unit to use to measure the object? Explain your answer. Why do you think _____ is not an appropriate estimate?</p>	<p>Key Vocabulary: mass, gram, kilogram, capacity, volume, millilitre, litre, millimetre, centimetre, kilometre, foot, inch, ounce, pound, stone, ounce, gallon</p> <p>Key Questions: How could you work out what each mark is worth on the scales? What do you think would be the most efficient method for converting the units of time? What's the same and what's different between 1.5 km and 1.500 km? Are the zeroes needed? Why or why not? What do you notice about the amounts in the table? Can you spot a pattern? What's the same and what's different about km and kg?</p>	<p>Key Vocabulary: mass, gram, kilogram, capacity, volume, millilitre, litre, millimetre, centimetre, kilometre, foot, inch, ounce, pound, stone, ounce, gallon</p> <p>Key Questions: What operation are you going to use and why? How could you use a bar model to help you understand the question? How many ___ are there in a ___? How can we convert between ___ and ___?</p>	<p>Key Vocabulary: mass, gram, kilogram, capacity, volume, millilitre, litre, millimetre, centimetre, kilometre, foot, inch, ounce, pound, stone, ounce, gallon</p> <p>Key Questions: Give an example of a length you would measure in miles or km. If we know 5 miles \approx 8 km, how can we work out 15 miles converted to km? Can you think of a situation where you may need to convert between miles and kilometres?</p>	<p>Key Vocabulary: mass, gram, kilogram, capacity, volume, millilitre, litre, millimetre, centimetre, kilometre, foot, inch, ounce, pound, stone, ounce, gallon</p> <p>Key Questions: Put these in order of size: 1 cm, 1 mm, 1 inch, 1 foot, 1 metre. How do you know? When do we use imperial measures instead of metric measures? Why are metric measures easier to convert than imperial measures?</p>
Introduction	Follow the link on Google Classroom and watch the video. Children read, write and recognise all metric measures for length, mass and capacity. They may need to be reminded the difference between capacity (the amount an object can contain) and volume (the amount actually in an object). They develop their estimation skills in context and decide when it is appropriate to use different metric units of measure. Such as: cm, kg, km, g, tonnes. ml, mm and litres.	Follow the link on Google Classroom and watch the video. Children will use their skills of multiplying and dividing by 10, 100 and 1,000 when converting between units of length, mass and capacity. Children will convert in both directions e.g. m to cm and cm to m. Using metre sticks and other scales will support this step. They will need to understand the role of zero as a place holder when performing some calculations, as questions will involve varied numbers of decimal places.	Follow the link on Google Classroom and watch the video. Children use and apply their conversion skills to solve measurement problems in context. Teachers will model the use of pictorial representations, such as bar models, to represent the problem and help them decide which operation to use.	Follow the link on Google Classroom and watch the video. Children need to know that 5 miles is approximately equal to 8 km. They should use this fact to find approximate conversions from miles to km and from km to miles. They should be taught the meaning of the symbol ' \approx ' as "is approximately equal to".	Follow the link on Google Classroom and watch the video. Children need to know and use the following facts: • 1 foot is equal to 12 inches • 1 pound is equal to 16 ounces • 1 stone is equal to 14 pounds • 1 gallon is equal to 8 pints • 1 inch is approximately 2.5 cm They should use these to perform related conversions, both within imperial measures and between imperial and metric.
Activities	Complete the questions about metric measures in the Google Form. Do any working out on paper.	Complete the questions about converting metric measures in the Google Form. Do any working out on paper.	Complete the questions about calculating with metric measures in the Google Form. Do any working out on paper.	Complete the questions about converting from miles to km and from km to miles in the Google Form. Do any working out on paper.	Complete the questions about converting imperial measures 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><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>Uploaded on Tuesday 9th February <u>LI: to explore and investigate helpful and harmful microorganisms.</u></p> <p>Introduction – In the lesson today, you are going to learn all about microorganisms - bacteria, viruses and fungi. You will also focus on mould and the top ten facts about microorganisms.</p> <p>Task 1 – Sort out the different microorganisms into helpful and harmful. You may need to conduct some of your own research to help you with this task.</p> <p>Task 2 – Create and design your own microorganism! Experiment with colour, shape and features to draw your own bacteria, fungi or virus. There is an example there for you to see.</p>	<p>Topic – Uploaded on Thursday 11th February <u>LI: to examine what happened at the end of WW1 and consider if it was fair or not.</u></p> <p>Introduction – Explore how WW1 finally came to an end. You will learn all about the Treaty of Versailles and what an armistice is.</p> <p>Task – Take on the role of the world leaders from Great Britain, USA and France and understand how each country was feeling at the end of the war towards Germany. You will form your own opinions on the Treaty of Versailles to consider who was to blame and the consequences of their actions. Next, you will explore what really happened – what the world leaders decided would happen to Germany. Finally you will decide whether you thought this outcome was fair or not.</p> <p>DT/Art - Uploaded on Friday 12th February <u>LI: Complete your Poppy Art from last week.</u></p> <p>Introduction – 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>Task – 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>RE – Uploaded on Monday 8th February <u>LI: to explore the festival of Holi and retell a traditional religious tale.</u></p> <p>Introduction – Today you will learn all about the Hindu festival of Holi and how it started.</p> <p>Task – Using the story of Holi, create a storyboard that uses pictures and caption to show the chronological order of the story. There is an example for you to look at and templates to help you structure your work.</p>	<p>Music – Uploaded on Wednesday 10th February <u>LI: to consider the mood of <i>Finlandia</i> and how it changes.</u></p> <p>Introduction – Today we are going to be revisiting our focus piece of music, Finlandia. We would like you to try to identify the musical instruments used and how this changes the mood of the music.</p> <p>Task</p> <ol style="list-style-type: none"> 1. Click the link to listen to the piece of music. https://www.bbc.co.uk/teach/ten-pieces/classical-music-primary-jean-sibelius-finlandia-ks2/zh26nrd 2. Then open the Google Doc and fill in the table. Answer the following question for each section of the music <ul style="list-style-type: none"> -What musical instruments can you hear? -How would you describe the mood of each section? -Do you like this section of the music? Why? 	<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 Monday, Wednesday and Friday at 9:00 AM. https://www.youtube.com/channel/UCAxW1XT0IEJo0TYIRfn6rYQ</p> <p>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. https://www.youtube.com/watch?v=I9sciRMnE1c&list=PLyCLOpd4VxBuPuwfVuS-OBtK_kZqJcX-b&index=12</p> <p style="text-align: center;">Wellbeing Wednesday</p> <p>From Wednesday 3rd 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. 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>