

Year 6 Weekly overview	Monday	Tuesday	Wednesday	Thursday	Friday
<b>English</b>	<b>LI: to use prior knowledge and consider the historical context of a text.</b>	<b>LI: to recognise the active and passive voice.</b>	<b>LI: to read a recount and answer retrieval and inference questions.</b>	<b>LI: to make predictions about a text based on its front cover and opening.</b>	<b>LI: to understand the key information in a text and consider the author's perspective.</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> historical, newspaper, recount, etymology, context, prior knowledge. The Blitz</p> <p><b>Key Questions:</b> What words do you associate with the word history? How do you know that the text is from a newspaper article? What prior knowledge do you have about the Blitz? What can you infer from the sounds and images?</p>	<p><b>Key Vocabulary:</b> active, passive, subject, object, formal, informal</p> <p><b>Key Questions:</b> What is the subject of the sentence? What is the object of the sentence? How formal does the sentence need to be? Who or what is doing the action? Who or what is having the action done to it?</p>	<p><b>Key Vocabulary:</b> chronological, Blitz, siren, tram, evacuated, retrieval, inference, evidence</p> <p><b>Key Questions:</b> What is the difference between a retrieval and an inference question? How do you think Len felt during the Blitz? If you could give Len three things to take with him into an air raid shelter, what would they be?</p>	<p><b>Key Vocabulary:</b> fiction, predict, infer, evidence, explain, meaning</p> <p><b>Key Questions:</b> What do you think this book will be about? How does this picture make you feel? What can you see? When do you infer this story was set?</p>	<p><b>Key Vocabulary:</b> perspective, inference, tenses, show don't tell, informal, emotions.</p> <p><b>Key Questions:</b> What are the key features of a diary entry? What tense might you find in a diary entry? How would you have felt if you were sheltering in the Underground shelter from the Blitz?</p>
<b>Introduction</b>	For the next few weeks, we are going to be working on newspaper articles linked to World War II (our new topic). In today's lesson you are going to begin looking at a newspaper article all about The Blitz and making some inferences about this historical event.	Today you are going to explore and investigate whether sentences are written in the active voice or the passive voice. This will build on your subject, object verb knowledge we practised before half term. Make sure you watch the PowerPoint video to hear an explanation of the learning and the tasks for today.	Today we are going to continue looking at the <i>Blitz Survivor Stories</i> text. You will learn some vocabulary linked to the Blitz and will then read the text and answer from retrieval and inference questions based on what you read.	Today, we are going to look at the front cover and opening of a book called <i>The Lion and the Unicorn</i> . Look at the front cover, images and text carefully and answer the questions based on what you have read.	Today, we are going to look back at Len's Blitz Survivor Story and recap on what we learnt on Wednesday. We will then use this to write a diary entry written from the perspective of a child in wartime London.
<b>Activities</b>	<p><b>Main Task</b> – Click the Oak National Academy lesson link and work through today's lesson. Complete the questions and activities on the Google Doc as you work.</p> <p><a href="https://classroom.thenational.academy/lessons/to-activate-prior-knowledge-and-consider-the-historical-context-6cw38c?activity=video&amp;step=1">https://classroom.thenational.academy/lessons/to-activate-prior-knowledge-and-consider-the-historical-context-6cw38c?activity=video&amp;step=1</a></p>	<p><b>Starter</b> – Read the short text and answer the questions based on it. Then, write two of your own questions about what you have read.</p> <p><b>Main Task</b> – Watch the PowerPoint video and read through the information on the slides to help you complete the 3 activities on the Google Doc.</p>	<p><b>Main Task</b> – Click the Oak National Academy lesson link and work through today's lesson. Complete the questions and activities on the Google Doc as you work.</p> <p><a href="https://classroom.thenational.academy/lessons/to-read-a-recount-and-answer-retrieval-and-inference-based-questions-6rvpct?activity=video&amp;step=1">https://classroom.thenational.academy/lessons/to-read-a-recount-and-answer-retrieval-and-inference-based-questions-6rvpct?activity=video&amp;step=1</a></p>	<p><b>Main Task</b> Open the document and work through the activities. Be sure to use the images and the text to support your answers. Write in full sentences and explain fully to show your understanding.</p>	<p><b>Main Task</b> – Click the Oak National Academy lesson link and work through today's lesson. Complete the questions and activities on the Google Doc as you work.</p> <p><a href="https://classroom.thenational.academy/lessons/to-understand-the-key-information-in-a-text-and-consider-the-authors-perspective-6wupcd?activity=video&amp;step=1">https://classroom.thenational.academy/lessons/to-understand-the-key-information-in-a-text-and-consider-the-authors-perspective-6wupcd?activity=video&amp;step=1</a></p>



Alexandra  
Primary School

Aspire, Perform, Succeed

Year Group: 6

Week beginning: 22.02.21

# Weekly Home Learning

Year 6 Weekly overview	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Maths</b>	<b>LI: Shapes same area</b>	<b>LI: Area and perimeter</b>	<b>LI: Area of a triangle (1)</b>	<b>LI: Area of a triangle (2)</b>	<b>LI: Area of a triangle (3)</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> perimeter, area, volume, cuboid, width, length, rectangle, rectilinear, triangle, parallelogram, perpendicular height, cubic units, square units</p> <p><b>Key Questions:</b> What do we need to know in order to work out the area of a shape? Why is it useful to know your times-tables when calculating area? Can you have a square with an area of 48 cm<sup>2</sup>? Why? How can factors help us draw rectangles with a specific area?</p>	<p><b>Key Vocabulary:</b> perimeter, area, volume, cuboid, width, length, rectangle, rectilinear, triangle, parallelogram, perpendicular height, cubic units, square units</p> <p><b>Key Questions:</b> What is the difference between the area and perimeter of a shape? How do we work out the area and perimeter of shapes? Can you show this as a formula? Can you have 2 rectangles with an area of 24 cm<sup>2</sup> but different perimeters?</p>	<p><b>Key Vocabulary:</b> perimeter, area, volume, cuboid, width, length, rectangle, rectilinear, triangle, parallelogram, perpendicular height, cubic units, square units</p> <p><b>Key Questions:</b> How many whole squares can you see? How many part squares can you see? What could we do with the parts? What does estimate mean? Why is your answer to this question an estimate of the area? Revisit the idea that a square is a rectangle when generalising how to calculate the area of a triangle.</p>	<p><b>Key Vocabulary:</b> perimeter, area, volume, cuboid, width, length, rectangle, rectilinear, triangle, parallelogram, perpendicular height, cubic units, square units</p> <p><b>Key Questions:</b> What is the same/different about the rectangle and triangle? What is the relationship between the area of a rectangle and the area of a right-angled triangle? What is the formula for working out the area of a rectangle or square? How can you use this formula to work out the area of a right angled triangle?</p>	<p><b>Key Vocabulary:</b> perimeter, area, volume, cuboid, width, length, rectangle, rectilinear, triangle, parallelogram, perpendicular height, cubic units, square units</p> <p><b>Key Questions:</b> What does the word perpendicular mean? What do we mean by perpendicular height? What formula can you use to calculate the area of a triangle? If there is more than one triangle making up a shape, how can we use the formula to find the area of the whole shape? How do we know which length tells us the perpendicular height of the triangle?</p>
<b>Introduction</b>	<p>Follow the link on Google Classroom and watch the video.</p> <p>Children will find and draw rectilinear shapes that have the same area. Children will use their knowledge of factors to draw rectangles with different areas. They will make connections between side lengths and factors.</p>	<p>Follow the link on Google Classroom and watch the video.</p> <p>Children should calculate area and perimeter of rectilinear shapes. They must have the conceptual understanding of the formula for area by linking this to counting squares. Writing and using the formulae for area and perimeter is a good opportunity to link back to the algebra block. Children explore that shapes with the same area can have the same or different perimeters.</p>	<p>Follow the link on Google Classroom and watch the video.</p> <p>Children will use their previous knowledge of approximating and estimating to work out the area of different triangles by counting. Children will need to physically annotate to avoid repetition when counting the squares. Children will begin to see the link between the area of a triangle and the area of a rectangle or square.</p>	<p>Follow the link on Google Classroom and watch the video.</p> <p>Children use their knowledge of finding the area of a rectangle to find the area of a right-angled triangle. They see that a right-angled triangle with the same length and perpendicular height as a rectangle will have an area half the size. Using the link between the area of a rectangle and a triangle, children will learn and use the formula to calculate the area of a triangle.</p>	<p>Follow the link on Google Classroom and watch the video.</p> <p>Children will extend their knowledge of working out the area of a right-angled triangle to work out the area of any triangle. They use the formula, base <math>\times</math> perpendicular height <math>\div</math> 2 to calculate the area of a variety of triangles where different side lengths are given and where more than one triangle make up a shape.</p>
<b>Activities</b>	Complete the questions about finding and drawing rectilinear shapes that have the same area, in the Google Form. Do any working out on paper.	Complete the questions about calculating the area and the perimeter of different shapes in the Google Form. Do any working out on paper.	Complete the questions about finding the area of a triangle by counting squares, in the Google Form. Do any working out on paper.	Complete the questions about finding the area of a triangle in the Google Form. For example: estimate the area of the triangle by counting the squares. Make the triangle into a rectangle with the same height and width. Calculate the area. Do any working out on paper.	Complete the questions about finding the area of a triangle, for example: To calculate the height of a triangle, you can use the formula: base $\times$ height $\div$ 2, 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/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 Thursday 25<sup>th</sup> February</b> <b><u>LI: to share prior knowledge of light and to organise light sources.</u></b> <b>Introduction</b> – Children will understand that <b>Light</b> is a kind of energy. When <b>light</b> travels between two places (from the Sun to the Earth or from a flashlight to the sidewalk in front of you on a dark night), energy makes a journey between those two points.</p> <p><b>Task 1:</b> Create a KWL grid and record what you already know and the questions that you have about Light.</p> <p>K – What you already <b>know</b> W – What you <b>wonder</b> L – <i>leave this blank</i></p> <p>You can use the table below or draw this into your book.</p> <p><b>Task 2:</b> Organise light sources. -Primary -Secondary -Bioluminescence</p>	<p><b>Topic – Uploaded on Tuesday 23rd February</b> <b><u>LI: to be able to summarise Hitler’s actions that led to the beginning of WW2</u></b> <b>Introduction</b> – Today you will use the information sheets provided to create a timeline of Hitler’s actions leading up to the beginning of World War 2. There is a template for you to use, otherwise you can create your own timeline in any format. Be creative - try adding some diagrams, and lots of colour to your timeline!</p> <p><b>Remember</b> - a timeline goes in chronological order and starts with the latest date. So this timeline will start with January 1933 and finish with 3rd September 1939. Some dates will just be the year, other dates may have the date and month.</p> <p><b>DT/Art - Uploaded on Friday 26th February</b> <b><u>LI: to research WW2 air raid shelters</u></b> <b>Introduction</b> – Your task today is to research the different types of air raid shelters used during WW2. -Anderson Shelter -Morrison Shelter -Any other examples you can find.</p> <p>Find out the following: What did these shelters look like? Where were they found? What were they made of and how did they protect people? What were the advantages and disadvantages of them?</p>



PSHE/RE	Spanish (KS2 only)/Music	PE/Wellbeing
<p><b>RE – Uploaded on 22<sup>nd</sup> February</b> <b><u>L1: to review prior learning of Sikhism and identify important symbols and their meaning.</u></b></p> <p><b>Introduction</b> – Sikhism is a religion that originated in the Punjab region of the Indian subcontinent around the end of the 15th century CE. Your tasks today are: <b>Task 1:</b> Create a KWL grid and record what you already know and the questions that you have about Sikhism.</p> <p>K – What you already <b>know</b> W – What you <b>wonder</b> L – <i>leave this blank</i></p> <p>You can use the table provided for you or draw the table into your book.</p> <p><b>Task 2:</b> Match the Sikh symbols and their meanings. Use the table provided to match the correct name, picture and meaning of each symbol.</p>	<p><b>Spanish - Uploaded on 24th February</b> <b><u>L1: to consolidate language for weekend activities allowing the children an opportunity to integrate a time into the new phrases and learn how to use conjunctions.</u></b></p> <p><b>Introduction</b> – The children will be shown gradually how to integrate time into their new vocabulary, allowing them to say at what time they do a particular activity. They will then be introduced to a selection of conjunctions, which will allow them to join their sentences together, producing more fluent presentations.</p> <p>‘El Fin De Semana 3’ PowerPoint integrates time into the children’s work, learning how to say ‘at’ a particular time rather than ‘it’s’ a particular time. The PowerPoint then also shows the children how to integrate conjunctions into their work.</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>· <b>levanto</b> therefore comes from the verb ‘to get up’</li> <li>· <b>desayuno</b> from ‘to have breakfast’</li> <li>· <b>voy</b> from ‘to go’</li> <li>· <b>leo</b> from ‘to read’</li> <li>· <b>juego</b> from ‘to play’</li> <li>· <b>veo</b> from ‘to watch’</li> <li>· <b>escucho</b> from ‘to listen’</li> <li>· <b>dormir</b> from ‘to sleep’</li> </ul> <p><b>Task</b></p> <ol style="list-style-type: none"> <li>1. <b>Reading exercise.</b> Circle the correct answers in English based on what the girl says she normally does at the weekend. (Reading comprehension)</li> <li>2. <b>Picture story.</b> Complete picture story worksheet.</li> </ol>	<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. 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>