

Year Group: 6

Week beginning: 08.03.21

# Weekly Home Learning

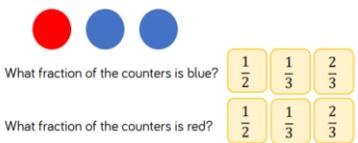
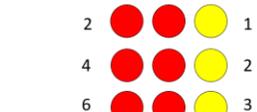
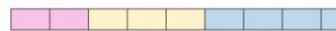
Every **Monday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. Please take note of the 'Homework' section at the bottom of the grid. This replaces 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	<b>LI: to explore a new text and practise reading strategies.</b>	<b>LI: to identify and explain the difference between direct and indirect speech</b>	<b>LI: to describe the feelings of a main character</b>	<b>LI: to explore the features of newspaper articles</b>	<b>LI: to write an independent newspaper report</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> measly, relished, brisk, abrupt, feeble</p> <p><b>Key Questions:</b> What can you learn from the front cover? What predictions can you make about the text? What questions do you have about the text?</p>	<p><b>Key Vocabulary:</b> direct speech, indirect speech, reported speech, inverted commas, reporting clause</p> <p><b>Key Questions:</b> How is the order of the clauses different in the examples? How do you know what is being said? How is the punctuation different in the examples?</p>	<p><b>Key Vocabulary:</b> nagging, clad, disinfected, fret, grimace, faltered</p> <p><b>Key Questions:</b> Can you summarise the main events of the story so far? What emotions did Olive feel in the chapter? What caused her to feel this way?</p>	<p><b>Key Vocabulary:</b> headline, caption, columns, 5Ws, direct and indirect speech, quote, facts, opinions</p> <p><b>Key Questions:</b> What do you already know about newspaper articles? What features can you identify just by looking at the text type?</p>	<p><b>Key Vocabulary:</b> headline, caption, columns, 5Ws, direct and indirect speech, quote, facts, opinions</p> <p><b>Key Questions:</b> What organisational features of a newspaper can you recall? What language features of a newspaper can you recall?</p>
<b>Introduction</b>	Today we are going to be starting a new text based on WW2, Letters From The Lighthouse.	Today we are going to be exploring direct and indirect (reported) speech. We will identify the differences between punctuation used and the order of clauses and find examples in our own reading books.	Today we will continue reading Letters From The Lighthouse and will consider Olive's emotions throughout the chapter.	Today we are going to explore newspaper reports and consider their purpose and features.	Today you are going to write a newspaper report all about Martians landing on Earth
<b>Activities</b>	<p>Starter - Make predictions and ask questions about the front cover.</p> <p>Main Task - Read the chapter and answer comprehension questions.</p> <p>Extension - What are your first impressions of the story so far?</p>	<p>Starter - Add the inverted commas to the direct speech examples.</p> <p>Main Task - Identify if the examples are direct or indirect speech and convert between the two.</p> <p>Extension - Find an example of direct speech from your reading book and convert it to indirect speech.</p>	<p>Starter - SPAG questions</p> <p>Main Task - Read chapter two, answer key questions and explore new vocabulary.</p> <p>Then, complete a table showing the emotions Olive felt during the chapter and explain why she felt that way.</p> <p>Extension - What emotion do you think was the strongest and why?</p>	<p>Starter - Create a spider diagram in your books detailing everything you already know about newspaper reports.</p> <p>Main task - With a partner, explore the newspaper report and identify the features.</p> <p>Extension - Finish the sentence: <i>A good journalist is...</i></p>	<p>Starter - What can you recall about newspaper reports from yesterday's lesson?</p> <p>Main task - Write an independent newspaper article based on the video.</p>

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<b>Maths</b>	<b>LI: to use ratio language</b>	<b>LI: to compare ratio and fractions</b>	<b>LI: to introduce the ratio symbol</b>	<b>LI: to practise calculating ratio</b>	<b>LI: to begin calculating ratio</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> ratio, proportion, for every... there are, part, whole, scale factor, enlargement, similar shapes, length, width, perimeter</p> <p><b>Key Questions:</b> How would your sentences change if there were 2 more blue flowers? How would your sentences change if there were 10 more pink flowers? Can you write a "For every..." sentence for the number of boys and girls in your class?</p>	<p><b>Key Vocabulary:</b> ratio, proportion, for every... there are, part, whole, scale factor, enlargement, similar shapes, length, width, perimeter</p> <p><b>Key Questions:</b> How many counters are there altogether? How does this help you work out the fraction? What does the denominator of the fraction tell you? How can a bar model help you to show the mints and chocolates?</p>	<p><b>Key Vocabulary:</b> ratio, proportion, for every... there are, part, whole, scale factor, enlargement, similar shapes, length, width, perimeter</p> <p><b>Key Questions:</b> What does the : symbol mean in the context of ratio? Why is the order of the numbers important when we write ratios? How do we write a ratio that compares three quantities? How do we say the ratio "3 : 7"?</p>	<p><b>Key Vocabulary:</b> ratio, proportion, for every... there are, part, whole, scale factor, enlargement, similar shapes, length, width, perimeter</p> <p><b>Key Questions:</b> If there are 7 yellow counters, how many red counters are there? What is the ratio of cookies to donuts?</p> 	<p><b>Key Vocabulary:</b> ratio, proportion, for every... there are, part, whole, scale factor, enlargement, similar shapes, length, width, perimeter</p> <p><b>Key Questions:</b> How can we represent this ratio using a bar model? What does each part represent? What will each part be worth? How many parts are there altogether? What is each part worth? If we know what one part is worth, can we calculate the other parts?</p>
<b>Introduction</b>	<p>Today will be looking at ratio showing the relationship between two values and can describe how one is related to another. We will start by making simple comparisons between two different quantities. For example, we may compare the number of boys to girls in the class and write statements such as, "For every one girl, there are two boys".</p>	<p>In this lesson, we will be comparing ratios and fractions. Children often think a ratio 1 : 2 is the same as a fraction of <math>\frac{1}{2}</math>. In this step, we will use objects and diagrams to compare ratios and fractions.</p> <p>↑ The ratio of red counters to blue counters is 1 : 2</p> 	<p>In this lesson will be introducing the colon notation ( : ) as the ratio symbol, and continue to link this with the language 'for every..., there are...'. We will read ratios as e.g. 3 : 5 as "three to five". Children will understand that the notation relates to the order of parts. For example, 'For every 3 bananas there are 2 apples would be the same as 3 : 2 and for every 2 apples there are 3 bananas would be the same as 2 : 3</p>	<p>In this lesson, we will begin looking at simple ratios and completing activities to calculate ratios.</p> <p>For every 2 red counters, there's 1 yellow counter</p>  <p>If there are 6 red counters, how many yellow counters are there? 3</p>  <p>If there are 7 yellow counters, how many red counters are there? 14</p>	<p>Today, we will be building on our knowledge of ratios and begin to calculate ratios. We will be answering worded questions in the form of 'for every... there are ...' and needing to be able to find both a part and a whole. We will be drawing bar models to represent our problems, and clearly label the information we have been given and what we want to calculate.</p> <p>↑ This bar model shows the ratio 2 : 3 : 4</p>  <p>What fraction of the bar is pink? What fraction of the bar is yellow? What fraction of the bar is blue?</p>
<b>Activities</b>	<p>Using ratio language, complete the sentences: e.g. For every 3 sheep there are ? cows. Circle groups to match statements. Write three different 'For every...' sentences.</p>	<p>Complete the questions about ratio and fractions. Complete sentences to describe ratio and answer Bar model questions.</p>	<p>Complete the questions about introducing the ratio symbol. Matching statements. Ratio – word problems</p>	<p>Complete activities about calculating ratio. Ratio – word problems</p>	<p>Complete the questions about calculating ratio. Completing ratio tables Ratio – word problems</p>

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



Reading	PSHE / RE	Topic/Art/DT
<p><b>Daily for 20 minutes</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>RE</b> <b><u>LI: to understand the commitment Sikhs make to their religion and reflect on the commitments I make in my own life.</u></b></p> <p><b>Introduction</b> – You will review your knowledge of Guru Nanak’s life and why he is significant to Sikhs. You will then learn about the 10<sup>th</sup> Guru – Gobind Singh – and the founding of Sikh Khalsa.</p> <p><b>Task</b> – You will watch a video about the Amrit Ceremony and reflect on what commitments you make in your own life. You will write short paragraphs that explore an important commitment that you have. You will also design a badge that illustrates that commitment and what it means to you.</p>	<p><b>Topic</b> <b><u>LI: to be able to identify and explore the countries that were part of World War Two.</u></b></p> <p><b>Introduction</b> – In today’s lesson, we are going to explore which countries were involved in WW2 and what side they were on - Allies or Axis Powers. We will also look into the key world leaders and the part they played during this time.</p> <p><b>Task</b> – You will learn more about which countries were involved in WW2 and represent this on a map. Using different colours to show which side they were on – the Allies or the Axis Powers.</p> <p><b>Art</b> <b><u>LI: to use colour mixing to create a Blitz-inspired background.</u></b></p> <p><b>Introduction</b> – We are going to be creating a piece of WW2 silhouette art inspired by The Blitz.</p> <p><b>Task</b> – Explore the images on the flipchart and respond to them in your sketchbooks. Then practise colour mixing before painting your background.</p>
Science	Spanish	Homework
<p><b><u>LI: to investigate reflection and how light travels in straight lines.</u></b></p> <p><b>Introduction</b> – In this lesson you are going to review how light travels from a primary sources and bounces off an object, allowing us to see!</p> <p><b>Task</b> – Using your knowledge of how light travels and reflection, we are going to conduct an investigation using mirrors. You will use materials to help you and draw diagrams to demonstrate your understanding of the lesson.</p>	<p><b><u>LI: La Segunda Guerra Mundial – WW2</u></b></p> <p><b>Introduction</b> – To introduce the aim of the unit La Segunda Guerra Mundial and improve reading and listening skills by learning how to decode unknown language in longer Spanish text.</p> <p><b>Tasks</b> –</p> <ul style="list-style-type: none"> <li>• Today the children will be looking at WWII and will be focusing on the skills required to decode unknown language. Children will call on their knowledge of WW2 throughout the unit and they will be increasing their knowledge of new and interesting facts on the history of WWII.</li> <li>• We will be using the ‘WWII 1’ PowerPoint to introduce the new topic. In this lesson, the children will be working with word cards and word ordering.</li> </ul>	<p><b>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.</b></p> <p><b><u>Reading homework:</u></b> Please read for at least 20 minutes every day and record this in your pupil planner as a reading log.</p> <p><b><u>Reading Plus:</u></b> Remember to complete your weekly tasks.</p> <p><b><u>Spelling:</u></b> transparent, translucent, artificial, direction, accompanied, Apparently, categories, developed, figure, sacrificed</p> <p><b><u>My Maths:</u></b> - Volume of cuboids Ratio introduction</p>



Aspire, Perform, Succeed

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**Topic: 2 week homework project (due on 19/3/21)**

Make a model of an Anderson shelter from things around the house.