

Year Group: 6

Week beginning: 9.10.23

# 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 analyse information and make inferences about a character.</b>	<b>LI: To explore the features of a discussion text.</b>	<b>LI: To identify comparative and superlative adjectives.</b>	<b>LI: To analyse the reasons for and against the Victorian workhouse.</b>	<b>LI: To plan a discussion text based on the Victorian workhouse</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> Background knowledge, connections, prediction, visualisation, inference, breakdown and repair, VIP words/phrases,</p> <p><b>Key Questions:</b> What are our reading skills? How do we use them when reading? What words have helped create a visual image in your head? Are there any words that you cannot read or do not know the meaning of? What can you do/where can you look?</p>	<p><b>Key Vocabulary:</b> Opening, conclusion, for, against, argument, balanced, evidence, facts, third person, present tense, formal language, technical vocabulary, impersonal voice, adverbials, casual conjunctions</p> <p><b>Key Questions:</b> What is a discussion? What do you need to have a good discussion? When is a discussion bad? What are the different features of a discussion text?</p>	<p><b>Key Vocabulary:</b> adjectives, comparative adjectives, superlative adjectives</p> <p><b>Key Questions:</b> What do you already know? What do you want to find out? What is an adjective? What is a comparative adjective?</p>	<p><b>Key Vocabulary:</b> Opening, conclusion, for, against, argument, balanced, evidence, facts, third person, present tense, formal language, technical vocabulary, impersonal voice, adverbials, casual conjunctions</p> <p><b>Key Questions:</b> What is a discussion text? What are the different features of a discussion text? What evidence can you infer? What background knowledge about the Victorian era can you use?</p>	<p><b>Key Vocabulary:</b> Opening, conclusion, for, against, argument, balanced, evidence, facts, third person, present tense, formal language, technical vocabulary, impersonal voice, adverbials, casual conjunctions</p> <p><b>Key Questions:</b> What is a discussion text? What are the different features of a discussion text? What evidence can you infer? What background knowledge about the Victorian era can you use?</p>
<b>Introduction</b>	Go through teaching slides. Children will be asked to listen to a short passage from Oliver Twist. They will be asked to draw the visual picture it creates in their minds.	Go through the teaching slides. Today, the children will be recapping on the use of conjunctions and playing against their partners, putting them into sentences. As a class we will then look at the features of discussion text.	Go through the teaching slides. Children will complete an activity on silent letters with a focus on the silent b  Today, you will be recalling and discussing the role of comparative and superlative adjectives within our writing.  Children will be asked to identify what and when they use comparative and superlative	Before we discuss the learning intention, the children will be asked to recall and list the features of the text type. We will then go through what makes good discussion text. Go through teaching slides. Today, the children will be recapping on the use of conjunctions and playing against their partners in a game of Connect 4. The year is 1845. You are MPs in the House of Commons arguing whether	Children will recall and list the features of the text type. We will then go through what makes good discussion text. Boys v girls connect 4, each group is to take it in turns to form a verbal argument on whether workhouses should be closed or not. CT to decide if the word has been used correctly. If so, the square goes the groups colour, if not the square is coloured in the other

Year Group: 6

Week beginning: 9.10.23

# 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



			adjectives in their writing	workhouses should be kept open or closed down.	groups colour. First group to 4 in a row wins. Go through teaching slides. CT will model how to use the notes collected yesterday to create a plan.
<b>Activities</b>	Children will be given a short section of Oliver Twist which they are to read. Using the reading skills and their background knowledge children are to answer comprehension questions. Identify any words that you are unsure of the meaning of. Infer or find the definition of these words using a dictionary.	Children will be asked to read through a discussion text example. Children will then need to identify and highlight the features they can find within the model text and record the purpose within the text. <u>Challenge</u> Can you also explain the purpose of each feature and why it is important to a discussion text?	You will work independently to write sentences that contain comparative and superlative adjectives.  To consolidate their learning, children will be asked to construct sentences that contain the different types of adjectives.	Children will work in pairs, they need to decide if they are Group A or B, you may wish to choose as against will be easier to write about. Model to class how they will need to: Read through the text Underline the arguments and supporting facts and evidence <u>for</u> the workhouse (A) and the arguments and supporting facts <u>against</u> the workhouse (B) Children will construct a table to record what they discover.	<i>In your books, construct a plan for your discussion text.</i> <u>Remember we are writing in the present tense and third person</u> - Introduction (Introduce the issue and explain what the workhouse is) - Reasons <u>for</u> the workhouse being closed (2 or 3 <u>well explained points</u> ) - Reasons <u>against</u> the workhouse being closed (2 or 3 <u>well explained points</u> ) - Conclusion (Summary and your own opinion (first person) and reason why)

Year Group: 6

Week beginning: 9.10.23

# 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



This week's reading focus: **Reading Strategy 6 – and repair it.**

Reading	<b>Monday</b> <b>LI: To use working memory to interpret textual inconsistencies.</b>	<b>Tuesday</b> <b>LI: To select a suitable strategy when inconsistency occurs.</b>	<b>Wednesday</b> <b>LI: To reconstruct information in a concept map.</b>	<b>Thursday</b> <b>LI: To use structure and organisation to clarify meaning.</b>	<b>Friday</b> <b>LI: To use structure and organisation to clarify meaning.</b>
	<p><b>Starter:</b> Children will play 'The memory game'. They will be shown 20 random objects and asked to record as many as they can remember.</p> <p><b>Main:</b> CT model and in their books children are to write the textual inconsistencies they can identify, within the short text. They will need to explain how they know (evidence from the text your memory). Rewrite the sentence.</p> <p><b>Task:</b> Children will read the text and they will write the textual inconsistencies they can identify, explain how you know (evidence from the text your memory). Rewrite the sentence. They will repeat this with two further unfamiliar texts.</p> <p><b>Plenary:</b> True or False - <i>Your working memory and background knowledge helps you to identify inconsistencies.</i></p>	<p><b>Starter:</b> Children will recap on the strategy of scanning. <u>Scanning</u> is when we look quickly through a text (not reading every word) to look for <u>specific information</u>. Scanning helps us to quickly identify a specific fact or piece of information when answering questions.</p> <p><b>Main:</b> As a class we will go through the different strategies that we use when it is the whole text that we need to repair and which ones that we could use for a word within the text, the strategies are:            Look back/read forward            Cross check: does that seem right?            Retell and review            Adjust your reading rate            Sound it out            Look for prefixes/smaller words, root words            Use context clues            Skip if you can            Use a dictionary</p> <p><b>Task:</b> Children will create a poster that will teach others how to use the 'repair' strategy.</p> <p><b>Plenary:</b> Children will complete a quick quiz on which reading strategy would help to clarify meaning.</p>	<p><b>Starter:</b> Quick recap of the scanning skill, children will be asked to identify the missing words which will make the statements correct.</p> <p><b>Main:</b> Children will work in pairs to scan the text for the key information about Queen Victoria. We then will take this information and create a concept map using arrows, subheadings, pictures to group the key information.</p> <p><b>Task:</b> Create a concept map separating the issues and information raised in the 'Workhouse' text:            Think about the information you will focus on: <i>why do we have them? What happens there? Positive, negatives etc</i>            Add arrows, pictures, colour</p> <p><b>Plenary:</b> Table Top Gallery, children will have the opportunity to look at how their peers have created and organised their concept maps and what information they considered important.</p>	<p><b>Starter:</b> Children will be given the opportunity to apply the scanning skills to a non-fiction text. They will use this skill to scan quickly for key information to answer set questions.</p> <p><b>Main:</b> As a class we will work together to read and answer a non-fiction text by scanning for words, dates, initial 2 letters.</p> <p><b>Task:</b> Write the answers to the questions into your book. List the organisational features you used to help you and explain how they helped.</p> <p><b>Plenary:</b> Children be asked to share which organisational features helped them to clarify meaning and why.</p>	<p><b>Starter:</b> children will have a short extract with some of the words underlined. They will be asked to identify the strategies they could apply to clarify the meaning of them.</p> <p><b>Main: True or false,</b> On the IWB, there will be key vocabulary which they need to match to its meaning, children need to check that I have matched them correctly and explain whether the statement is correct. With their partners children will be asked to discuss the possible reasons for characters actions based on the themes and conventions of the text (text organisation) to help them.</p> <p><b>Task:</b> Children will be asked to read through a short text extract and Queen Victoria. They will need to apply the 'repair' strategies and text organisation to answer questions.</p> <p><b>Plenary:</b> As a class we will discuss which strategies the children used and why.</p>

Year Group: 6

Week beginning: 9.10.23

# 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	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Maths</b>	<b>LI: Division using factors</b>	<b>LI: Introduction to long division</b>	<b>LI: Long division with remainders</b>	<b>LI: Solve problems with division</b>	<b>Local MP talk – linked to PSHE and Democracy</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> Factors, multiples pairs</p> <p><b>Key Questions:</b> What does the word “factor” mean? What are the factors of the number you are dividing by? What numbers do you find it easy to divide by? How can you check your answer? Which factor are you going to divide by first/second? Why?</p>	<p><b>Key Vocabulary:</b> Division, multiple, method</p> <p><b>Key Questions:</b> How can you use multiples to divide by a 2-digit number? Why do we subtract as we go along? What does the arrow represent in the long division? Can this division be done using factors instead? Why or why not? What is the first step when performing a long division?</p>	<p><b>Key Vocabulary:</b> Share, divide, divisible by, dividend, divisor, remainder</p> <p><b>Key Questions:</b> Why do we subtract as we go along? In a long division, what happens after the subtractions if you cannot divide exactly? What is the first step when performing a long division?</p>	<p><b>Key Vocabulary:</b> Share, divide, divisible by, dividend, divisor, remainder</p> <p><b>Key Questions:</b> What is the most useful way of partitioning the number? Would you use short division or long division? Why? If you double a number and then double it again, what is the overall effect on the original number? What factor pairs have a product of ? How does this help you to divide by ? Which factor pair is easiest to use?</p>	
<b>Introduction</b>	Today, children start with the familiar strategy that to divide by 4 they can halve and halve again. They move on to dividing by multiples of 10 before looking at slightly more complex divisions using two single-digit factors. Children need to be aware that the divisions can be carried out in any order. This means they can choose to divide first by the factor they find it easier to work with, and then by the factor they find more difficult	Today, children divide 3-digit numbers without remainders, using an expanded method that shows the multiples, before progressing to a more formal long division method. They divide 4-digit numbers, still without remainders, using their knowledge of multiplying by 10 and 100. When dividing by composite numbers.	Today’s lesson includes context questions where children interpret the remainder and/or adjust the number they are dividing. For example, when thinking about packing items into boxes, they consider the number of full boxes or the total number of boxes needed. Children should always check that the remainder is less than the number they are dividing by. They can use estimation as a sense-check for their answers, for example $834 \div 18$ is close to $800 \div 20$ so the answer should be in the region of 40.	Today children explore division problems, looking at the most appropriate strategy for finding a solution. Children look at alternative methods such as partitioning the number into appropriate multiples of the number they are dividing by. They also use counting up in multiples, for example for calculations such as $1,400 \div 200$ , and compare this with other strategies. .	
<b>Activities</b>	Complete questions about division using factors.	Complete questions about long division	Complete questions about long division with remainders	Complete questions about solving problems with division	

# 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

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><b>Vocabulary Ninja:</b> 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 – LI: to investigate the ways in which Buddhists worship.</b> <b>Main Task</b> You are going to create your own prayer flag. These will be copied and glued into your APS book. There is also an extension on the next page.</p> <p>Prayer flags are created in one of 5 colours based on the elements: Red - fire Yellow - Earth Green - water Blue - sky White - clouds</p> <p>Your mantra should display a positive message and show your personality. For example: Don't worry, be happy/Live for today/Value the little things/The best things in life are free.</p> <p><b>PHSCE-</b> <b>L.I: To understand how democracy and having a voice benefits the school community.</b> Children look into what a democracy is and how this is used within a school and the importance of it. Children then go back to specific roles from last lesson and decide on fair consequences for each scenario based hence reflecting on their knowledge of democracy.</p>	<p><b>Topic – History</b> <b>LI: to experience what a Victorian school may have been like.</b> Children practise a series of activities that replicate a Victorian school. They use their drama skills and practise handwriting, arithmetic and reading as would have been done during that era.</p> <p><b>ART</b> <b>LI: To reflect on their skills of print making.</b> Children evaluate their work from last lesson, answering questions to reflect on what went well and what can be improved.</p>
Science	PE	Spanish
<p><b>LI: To explain how adaptations can result in both advantages and disadvantages. To explain how human intervention affects evolution.</b></p> <p>Discuss statements in relation to adaptation. Compare and contrast adaptation/evolution. Children then complete an activity based on the advantaged and disadvantages of adaptation/evolution.</p>	<p><b>LI: To apply the rules and skills you have learnt in a hockey tournament.</b></p> <p>Children apply skills learnt in a game setting. They are respectful and congratulate others. They show determination and teamwork. They reflect on their teams' performance.</p>	<p><b>Topic: Verbos regulares – Regular verbs</b> <b>L.I. To learn about regular Spanish -ER verbs.</b> Today children are going to learn more about Spanish verbs and in particular a regular Spanish –ER verb. Can the children remember how to create a verb stem from the infinitive form of the verb?</p> <p><b>Task</b> Worksheet on regular Spanish –ER verbs.</p> <p><b>Plenary</b> - Can the children remember any of the endings for Spanish regular –ER verbs? Can they remember how to conjugate a regular –ER verb? What steps do they need to take? If the teacher puts up another regular Spanish –ER verb like CORRER (to run) can the children conjugate it?</p>

Year Group: 6

Week beginning: 9.10.23

## 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

### 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:** co-operate, co-ordinate, co-own, co-author, re-enter, re-educate, re-examine, re-evaluate, re-energise, re-elect

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

**MyMaths:**

- Interpreting remainders
- Short and long division

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