

Year Group: 6

Week beginning: 11.09.23

# Weekly Home Learning

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English	SPAG and Spelling assessment	<b>LI: To explore the use of poetic devices</b>	<b>LI: To use prepositional phrases.</b>	Reading Assessment	<b>LI: To publish a poem inspired by Tennyson (Hot write)</b>
Key vocabulary and key questions		<p><b>Key Vocabulary:</b> Poem, poetry, poetic, stanza, verse, alliteration, personification, onomatopoeia, rhythm, rhyme, simile, metaphor, impression, emotive, device.</p> <p><b>Key Questions:</b> - What impression does this group of words give you? - What does the word/phrase ... mean? - What visual image is created in your mind when reading this line/stanza? Why?</p>	<p><b>Key Vocabulary:</b> Under, over, beside, opposite, next to, across, beneath, around, on top, around stanza, verse, alliteration, personification, onomatopoeia, rhythm, rhyme, simile, metaphor</p> <p><b>Key Questions:</b> What is a preposition? Why do we use prepositions in our writing? Which prepositional phrase helps you visual a picture in your mind? Why has the author used certain words? Does the poem need to rhyme? Which aspects of Tennyson's 'The Eagle' will you magpie and why?</p>		<p><b>Key Vocabulary:</b> Poem, poetry, poetic, stanza, verse, alliteration, personification, onomatopoeia, rhythm, rhyme, simile, metaphor</p> <p><b>Key Questions:</b> -What is meant by the word 'structure'? -What are the features of poem? -Does punctuation effect the way you read a line/stanza/poem? Discuss</p>
Introduction		<p>Go through teaching slides. Today, the children will be taking a closer look at the poet Alfred Tennyson, we will be exploring his childhood into adulthood and making links to what we already know about life during the Victorian era to help us understand what influenced him to write the poems. As a class we will look at a visual image alongside a line from his poem, 'The Eagle,' and examine the device used within the line.</p>	<p>Go through the teaching slides. Today, you will be recalling and listing prepositions related to a picture. We will be discussing the role of prepositions within our writing.</p> <p>Together, we will look at the structure of a Tennyson poem and imitate his style to create our own poem.</p>		<p>Go through teaching slides. As this is your opportunity to show us how much you have learned follow the steps below: -Read over your poem from yesterday. -Respond to marking -Edit your work in purple pen</p> <p>Once you are happy with your work, publish your writing on pink paper.</p>
Activities		Children will be asked to Identify any words within the poem that you are	You will work independently to use a range of poetic devices (similes,		You will work independently to use a range of poetic devices (similes,


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		<p>unsure of the meaning of. Using their reading strategies, they will infer or find the definition of these words using a dictionary. Once they understand the poem they will answer questions that will help them examine the language chosen.</p>	<p>metaphors, alliteration, personification, onomatopoeia) to paint a picture in the readers mind. Remember to consider use of rhyme and rhythm in the style of Tennyson.</p>		<p>metaphors, alliteration, personification, onomatopoeia) to paint a picture in the readers mind. Remember to consider use of rhyme and rhythm in the style of Tennyson.</p>
<b>This week's reading focus: Reading Strategy 2- Prediction</b>					
<p><b>Reading</b></p>  <p>Ask questions, predict, I wonder...</p>	<p><b>Monday</b> <b>LI: To identify key information in a text.</b></p>	<p><b>Tuesday</b> <b>LI: To identify the casual links between events in a text.</b></p>	<p><b>Wednesday</b> <b>LI: To form questions about a text.</b></p>	<p><b>Thursday</b> <b>LI: To use details in a text to form predictions/speculations.</b></p>	<p><b>Friday</b> <b>LI: To select appropriate evidence from a text to justify predictions.</b></p>
	<p><b>Starter:</b> Children will watch a short video to recall what a prediction is. We will discuss how we predict effectively and think about how the evidence help us. <b>Main:</b> Children will work through activities on the IWB, they will be asked to read a short passage that then identify the parts of the text that will help them to make a prediction. <b>Task:</b> Children will have just one line from various different texts and make predictions using your knowledge of previous books that you have read. They will be asked to write down what type of book you think it is and give a reason for your answer. Use the example we just saw to help you. <b>Plenary:</b> Children to discuss how they knew which information was key, does your partner agree?</p>	<p><b>Starter:</b> Vocabulary starter. Children will be asked to look at the IWB, where they will have 4 words that they are to choose from to define 'prediction'. <b>Main:</b> Children will go through a couple of activities on the IWB identifying the links between the events with the text that they could base their prediction on. <b>Task:</b> Children will read two mini extracts and answer questions. They will be asked to recall when answering prediction questions they need to: <i>Search for clues in the text</i> <i>Find the evidence</i> <i>Use the evidence to justify their thoughts</i> <i>Consider which vocabulary will help them make a prediction.</i> <b>Plenary:</b> Children will be asked to fill in the gaps of known facts to embed their knowledge of predictions.</p>	<p><b>Starter:</b> On IWB children will have text with some of the word underlined. The children will be asked to look at these words and decode/swap out these words to better understand the text. <b>Main:</b> Write the sentence into your book and write the questions that come into your mind. Let's do the first one together. <b>Task:</b> Children will be given a short passage. They will record the questions that they think of as they read. Can they answer any of these questions posed from clues from the text? <b>Plenary:</b> The children will share the questions they thought of whilst reading the main text. Did others agree? Discuss</p>	<p><b>Starter:</b> Children will have an unfamiliar extract and they will need to decode/swap out the words, which have been underlined. They will need to use their vocabulary skills: <b>Main:</b> On the IWB children will complete a few examples of locating details in the text. Before attempting to answer questions, they should swap out/decode to get a good understanding of vocabulary. After, they should use the clues and key details to locate appropriate evidence for their answers. <b>Task:</b> Children to use the following skills to support them when locating evidence:</p> <ul style="list-style-type: none"> <li>• Visualisation</li> <li>• Clue hunting</li> <li>• Scanning</li> </ul> <p>Before attempting to answer questions, they should swap out/decode to get a good</p>	<p><b>Starter:</b> <i>Reading around the word</i> <i>Swapping out</i> <i>Exploring prefixes and suffixes</i> <i>Where have I heard the word before?</i> Children will also have two retrieval questions they need to answer. To answer these questions, children must use their retrieval skills: <i>visualisation</i> <i>Scanning</i> <b>Main:</b> CT to model how to visualise, discuss and underline key events and children will have a go. <b>Task:</b> After reading the text children will visualise and underline key events to hunt for clue. After they have searched and located the clues, they can to predict what may happen next. <b>Plenary:</b> Children to choose and complete an answer stem <i>The answer is...because...</i></p>

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				<p>understanding of vocabulary. After, they should use the clues and key details to locate appropriate evidence for their answers.</p> <p><b>Plenary:</b> Children will complete the Answer stems</p> <p><i>I know I scooped this part of the text and underlined this key event. This tells me...</i></p> <p><i>I have also noticed this is a key event. This helps me to identify that this could potentially happen next...</i></p> <p><i>The skills that will support me here are...</i></p> <p><i>The clues indicate...</i></p>	<p><i>I know I can eliminate...</i></p> <p><i>I know this answer can't be right because...</i></p> <p><i>The characters actions tell me...</i></p> <p><i>The skills I used today are...</i></p> <p><i>This clue is telling me...</i></p>
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<b>Maths</b>	<b>LI: Powers of 10</b>	<b>Arithmetic Test</b>	<b>LI: Number line to 10 million</b>	<b>LI: To compare and order any integer</b>	<b>LI: To be able to round any integer</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> Place value, digit, ten, hundred, thousand, ten thousand, order, representation, place value column, powers of 10, Gattegno chart.</p> <p><b>Key Questions:</b> How can you tell if a number is a power of 10? Is this number a multiple of a power of 10? How can you tell? If you move a digit one/two places to the left in a place value chart, how many times greater is the value of the digit? How can you use a Gattegno chart to find a number 10 times/one-tenth the size of a given number?</p>		<p><b>Key Vocabulary:</b> One million, place holder (zero), place value, digit, represents</p> <p><b>Key Questions:</b> What are the values of the start and the end of the number line? What is each interval worth? How many small divisions are there between each of the large divisions on the number line? What is each small interval worth? What is the same and what is different about a number line that goes from 0 to 10,000 and a number line that goes from 0 to 10,000,000? What is the midpoint between and ? What is each interval worth if one million is split into two/four/five/ten equal parts?</p>	<p><b>Key Vocabulary:</b> Ten million, greater than, less than, ascending, descending</p> <p><b>Key Questions:</b> What is the value of each digit in the number? Which digit in each number has the greatest value? What is the value of these digits? When comparing two numbers with the same number of digits, what do you look at first? What is the difference between ascending and descending order? What is different about comparing numbers with the same number of digits and comparing numbers with different numbers of digits?</p>	<p><b>Key Vocabulary:</b> Rounding</p> <p><b>Key Questions:</b> Which multiples of 1,000,000 does the number lie between? How can you represent the rounding of this number on a number line? Which division on the number line is the number closer to? What is the number rounded to the nearest million? What is the most appropriate way of rounding this number? Which place value column should you look at to round the number to the nearest ten/hundred/thousand/ten thousand/hundred thousand/million?</p>
<b>Introduction</b>	<p>Children should be confident with multiplying and dividing by 10, 100 and 1,000. In this small step, they use their place value knowledge to identify integers that are 10, 100, 1,000 times the size, or one-tenth, one-hundredth, one-thousandth the size of other integers. Children need to be aware that a value increases or decreases by a power of 10 between adjacent columns on a place value chart. They also need to realise that multiplying or dividing by 10 twice has the same effect as multiplying or dividing by 100 and that multiplying or dividing by 10 three times has the same effect as multiplying or dividing by 1,000. Place value charts and Gattegno charts are useful for modelling the effects of repeated multiplication and division by powers of 10.</p>		<p>Today children will explore the number line to 10,000,000 using the unit of a million, making links to the familiar number lines to 10 and 10,000. They label partially filled number lines, identify points labelled on number lines and mark where a given number would lie on a number line. Children should understand that half a million is equal to 500,000 and know that the midpoints between divisions on the number line to 10,000,000 can be written as, for example, "three and a half million" or "3,500,000".</p>	<p>This small step extends their learning to integers up to 10,000,000. Children compare numbers with the same number of digits, and with different numbers of digits, using their knowledge of place value columns. They present numbers in a variety of forms and use these different representations to aid their understanding when comparing and ordering. Children will be encouraged to use of inequality symbols and precise mathematical language such as "greater than" and "less than".</p>	<p>Children need to be confident with identifying the previous and next multiples of the appropriate power of 10 of the number, and finding the midpoints of those multiples. Number lines are useful as support here, as children can identify which multiple the number is closer to. Children will be reminded that when a number is exactly halfway between two successive multiples the convention is to round to the greater multiple.</p>
<b>Activities</b>	Complete questions about powers of 10.		Complete questions about a number line to 10 millions	Complete questions about comparing and ordering any integers	Complete questions about rounding any integers

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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>LI: To know that there are universal rights for all children but for many children these rights are not met understand my own wants and needs and can compare these with children in different communities</b> Discuss children's rights and how in chocolate plantations, many go to school Quiz to summarise learning on learning from the lesson.</p> <p><b>RE</b> <b>LI: To analyse Buddhist teachings on morality.</b> Discuss what the Buddhist precepts are. A precept is a rule or guide to show you how to live or behave. <b>Main task</b> - 1. Which moral precept do you think would be the easiest to follow and why? 2. Which do you think would be the hardest to follow and why? 3. Why do you think the moral precepts are important to Buddhists? 4. If you could add a precept, what would it be?</p>	<p>Topic – HISTORY <b>LI: to compare and explain the negative and positive effects of the Industrial Revolution.</b> Discuss what the Industrial Revolution is and different inventions from the era. <b>Main Task</b> - children to create a T chart to sort positive and negative effects of the Industrial Revolution.</p> <p><b>ART</b> <b>LI: To 'zoom in' to a piece of Art and use pencil to depict light and dark.</b> Children replicate a part of a William Morris painting using a range of pencils.</p>
Science	PE / Music	Spanish
<p><b>LI: to demonstrate an understanding of the scientific meaning of adaptation.</b> Discuss what variation and inheritance are. Children to point out what living things live in different places. Children use the activity sheets to match the living thing to its correct habitat and adaptations.</p>	<p><b>LI: To develop sending the ball using a push pass.</b> Social: To work collaboratively and share ideas with a partner on how to improve. Emotional: To be honest and can play to the rules. Thinking: To make quick decisions on who to pass to and when.</p> <p><b>Music</b> <b>LI: To identify and understand some composing techniques in film music</b> Play a range of music to the children and ask the children how tension is created. What emotions does the music evoke? What instruments can you hear? How does the composer create tension/ sadness/ optimism etc.?</p>	<p>Topic: Los verbos regulares – Regular verbs. <b>L.I. To Learn/revise in English what a pronoun is.</b> Recognise and understand what a pronoun is in both English and Spanish and be able to say what the key personal pronouns are in Spanish. Start by asking the children if they know what a pronoun is in English and why we use and need them in language. <b>Plenary</b> - Can the children remember any of the pronouns in Spanish from the PowerPoint? Which would be the most useful in language i.e. which ones would they use the most? (YO, ÉL, ELLA). Did they know what a pronoun was in English before today and is this new knowledge useful? Why would you want to use a pronoun in any language? If you tell them that these are PERSONAL pronouns could they articulate why the word PERSONAL has been used? Start to draw their attention to the fact that grammar is important in any language and we label words into groups by what their function is in a sentence. Verbs, nouns, adjectives, pronouns etc.</p>

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### 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:** aggressive, hostile, awkward, obstinate, desperate, frantic, disastrous, calamitous, marvellous, spectacular

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

#### **MyMaths:**

-Place value beyond 10,000

-More addition and subtraction



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