

Year Group: 6

Week beginning: 11.12.23

Weekly Home Learning

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Year 6 Weekly overview	Monday	Tuesday	Wednesday	Thursday	Friday
English	Victorian workshop	LI: To plan a diary.	LI: To explain how subordinate clauses can be used to build cohesion in my writing,	LI: To write a diary.	LI: To construct a diary.
Key vocabulary and key questions		<p>Key Vocabulary: Recount, chronological order, audience, first person, emotive language, informal/colloquial language, past tense, personal pronouns, self -reflection, emotive language</p> <p>Key Questions: Can you think of some situations where informal language can be used? Can you think of some of your own examples? What is a diary? What features can we find in a diary? How many features can you recall in 2minutes? What is the purpose a diary?</p>	<p>Key Vocabulary: Subordinate clause, main clause, cohesion,</p> <p>Key Questions: What is a clause? Can you think of any types of clauses? What is a coordinating conjunction? When are they used? Can you think of any examples? What is the difference between a subordinate clause and main clause?</p>	<p>Key Vocabulary: Recount, chronological order, audience, first person, emotive language, informal/colloquial language, past tense, personal pronouns, self -reflection, emotive language</p> <p>Key Questions: What is a diary? What key event will you record? What key event will you record? What might be included within the first paragraph of your diary entry? Are their any sentences/phrases you are particularly proud of? How do you know that you have included appropriate features?</p>	<p>Key Vocabulary: Recount, chronological order, audience, first person, emotive language, informal/colloquial language, past tense, personal pronouns, self -reflection, emotive language</p> <p>Key Questions: What is a diary? What key event will you record? What do we need to include to write a good diary? What might be included within the first paragraph of your diary entry? How do you know that you have included appropriate features?</p>

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<p>Introduction</p>		<p>Recap, children are going to look at the difference between formal and informal/colloquial language and discuss the different situations when the different language might be used. They will then have the opportunity to consolidate their knowledge through a sorting activity as a table.</p> <p>Today, you are going to become Ebenezer Scrooge, the children will be planning a diary extract to capture the events that happened to him on Christmas Eve. They will focus on recounting the event of:</p> <ul style="list-style-type: none"> -The ghost of Christmas past, - The ghost of Christmas present -The ghost of Christmas future. 	<p>Recap on their knowledge of the subject, verb and object within a sentence. Children will be asked to identify each one within a sentence. They will then recall the different types of time conjunctions by spotting which one is missing. They will then be shown two pictures related to the workhouse and asked to choose a conjunction that could join the two. The children will then be shown a second picture and asked to change the position of the subordinate clause and we will discuss the effect of the change on the way the sentence is said. Children will go through examples of different types conjunctions and pictures by playing a dice game where they are given two conjunctions and four picture which they can use to create a subordinate clause.</p>	<p>Recap, children will be asked to underline the adverbial phrases in given sentences to demonstrate and consolidate their understanding.</p> <p>As a class we will go through different events they may choose to write about in their diary.</p> <p>On Christmas Eve, before the three ghosts have visited.</p> <p>After Scrooge has been visited by one of the ghosts.</p> <p>On Christmas Day, after Scrooge has changed his ways.</p> <p>They will be encouraged to look through their plans from last week to help them to write their diary.</p> <p>As a class we will look at an example of a diary and then complete a shared writing diary piece together.</p>	<p>Recap on hyperboles (exaggeration) Children will be asked to sit back to back with their partner, they will then say a number of sentences that involve a hyperbole, who has had it worse?</p> <p>We will then quickly go over the features of a diary, which we will be expecting to see in their writing today.</p>
<p>Activities</p>		<p>Children will work independently to create their own diary plan adding in key words/phrases/emotive language on the events of the Christmas Eve.</p> <p>Hot seating Ebenezer Scrooge and magpie any ideas you hear and like</p>	<p>Children will use the workhouse as their starting point to write sentences that have subordinate clauses at the start of the sentence and then write then write them where the subordinate clause is at the end of the sentence.</p> <p>Children will share their sentences.</p>	<p>Children will write their own diary extract as if they were Ebenezer</p> <p>On Christmas Eve, before the three ghosts have visited.</p> <p>After Scrooge has been visited by one of the ghosts.</p> <p>On Christmas Day, after Scrooge has changed his ways.</p>	<p>Children will work independently to Complete their diary extract on pink paper.</p>

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

Reading		Tuesday	Wednesday	Thursday	Friday
	<h2>Victorian workshop</h2>	<p>LI: To select a suitable strategy when inconsistency occurs.</p> <p>Starter: 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>Main: 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>Task: Children will create a poster that will teach others how to use the 'repair' strategy.</p> <p>Plenary: Children will complete a quick quiz on which reading strategy would help to clarify meaning.</p>	<p>LI: To reconstruct information in a concept map.</p> <p>Starter: Quick recap of the scanning skill, children will be asked to identify the missing words which will make the statements correct.</p> <p>Main: Children will work in pairs to scan the text for the key information about Dr Barnardo. We then will take this information and create a concept map using arrows, subheadings, pictures to group the key information.</p> <p>Task: Create a concept map separating the issues and information raised in the 'Dr Barnardo' text: Think about the information you will focus on: <i>Who was he? Why is he important in history? Positive, negatives etc</i> Add arrows, pictures, colour</p> <p>Plenary: 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>LI: To use structure and organisation to clarify meaning.</p> <p>Starter: 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>Main: 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>Task: 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>Plenary: Children be asked to share which organisational features helped them to clarify meaning and why.</p>	<p>LI: To use structure and organisation to clarify meaning.</p> <p>Starter: 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>Main: True or false. 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>Task: 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>Plenary: As a class we will discuss which strategies the children used and why.</p>

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Maths	Victorian workshop	LI: to improve arithmetic skills	LI: to improve arithmetic skills	LI: to improve arithmetic skills	LI: to improve arithmetic skills
Key vocabulary and key questions		<p>Key Vocabulary: Add, total more, make, sum, plus, altogether difference, leave, subtract, difference between, minus, less, take away, mentally, orally, column addition, column subtraction, estimate, inverse operation, solve problems, number facts, complex, place value, divide</p> <p>Key Questions: Is there an easy way to do this? Can you use know facts to answer the problem? Can you use rounding? Does the solution need an exact answer? How does knowing the approximate answer help with the calculation?</p>	<p>Key Vocabulary: Add, total more, make, sum, plus, altogether difference, leave, subtract, difference between, minus, less, take away, mentally, orally, column addition, column subtraction, estimate, inverse operation, solve problems, number facts, complex, place value, divide</p> <p>Key Questions: Is there an easy way to do this? Can you use know facts to answer the problem? Can you use rounding? Does the solution need an exact answer? How does knowing the approximate answer help with the calculation?</p>	<p>Key Vocabulary: Add, total more, make, sum, plus, altogether difference, leave, subtract, difference between, minus, less, take away, mentally, orally, column addition, column subtraction, estimate, inverse operation, solve problems, number facts, complex, place value, divide</p> <p>Key Questions: Is there an easy way to do this? Can you use know facts to answer the problem? Can you use rounding? Does the solution need an exact answer? How does knowing the approximate answer help with the calculation?</p>	<p>Key Vocabulary: Add, total more, make, sum, plus, altogether difference, leave, subtract, difference between, minus, less, take away, mentally, orally, column addition, column subtraction, estimate, inverse operation, solve problems, number facts, complex, place value, divide</p> <p>Key Questions: Is there an easy way to do this? Can you use know facts to answer the problem? Can you use rounding? Does the solution need an exact answer? How does knowing the approximate answer help with the calculation?</p>
Introduction		<p>Today we will be discussing about the efficient method to be used with mental calculations and sensible estimations needed to solve calculations.</p> <p>We will be looking at the different mental strategies that could be used instead of computational methods (paper).</p>	<p>Today we will be discussing about the efficient method to be used with mental calculations and sensible estimations needed to solve calculations.</p> <p>We will be looking at the different mental strategies that could be used instead of computational methods (paper).</p>	<p>Today we will be discussing about the efficient method to be used with mental calculations and sensible estimations needed to solve calculations.</p> <p>We will be looking at the different mental strategies that could be used instead of computational methods (paper).</p>	<p>Today we will be discussing about the efficient method to be used with mental calculations and sensible estimations needed to solve calculations.</p> <p>We will be looking at the different mental strategies that could be used instead of computational methods (paper).</p>
Activities		Complete questions about arithmetic	Complete questions about arithmetic	Complete questions about arithmetic	Complete questions about arithmetic

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Reading	PSHE / RE	Topic/Art/DT
<p>Daily for 20 minutes Read different text genres: a biography, classic novel, adventure story, poems, newspaper, cultural story. 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>PSHE – LI: To explain ways in which difference can be a source of conflict and a cause for celebration. Set up a scenario in which the difference is the source of conflict. Create an event/incident in the storyline which challenges the conflict and needs to bring the two sides/people together. Devise an ending to the story to show that their initial differences have been overcome and that this is a cause for celebration</p> <p>RE- LI: To evaluate whether Christmas celebrations or traditions are or are not relevant to Jesus. <i>What are the key messages that we can learn from this source about the significance of Jesus' birth to Christians?</i> <i>What can we understand from the words about Christian beliefs about Jesus?</i> Take a tradition or celebration and research its origin and decide using the criteria/questions generated to decide whether or not they believe it would help Christians understand Jesus.</p>	<p>LI: To summarise learning Children to reflect on their understanding of the British Empire in relation to the geographical aspects studied.</p> <p>DT - LI: Evaluation of automatons. (complete from last week) Children complete the design and assembly for their automatons then complete a series of questions based on different parts of making the automata e.g. the design, assembly, finishing. What did they find difficult? Easy?</p>
Science	PE	Spanish
<p>LI: To understand what climate change is and how it affects the planet. (complete from last lesson)</p> <p>Discuss:</p> <ul style="list-style-type: none"> • <i>What is climate change?</i> • <i>How does it affect the planet?</i> <p>What are the consequences for not looking after the planet?</p> <p>TASK- based on all our discussion and your learning on this topic, make a persuasive poster to communicate to your local community how we need to do more to combat climate change.</p>	<p>PE – LI: To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> • Encourage and support in others in your team. • Once you have been tagged you have three seconds to pass the ball. • Place the ball down on the floor over the line using two hands. 	<p>Topic: En el Colegio – At School</p> <p>LI: To consolidate all the language covered in the unit by preparing a PowerPoint presentation including school subjects, opinions and time. The aim of today's lesson is – how the children will use all their new knowledge from this unit to complete a creative task. Quickly ask ¿Qué hora es? and/or ¿te gusta (+ subject)?</p> <p>Tasks: Oral presentation Writing an email about school subjects. PLENARY: Can the children say what time they study a particular subject and at what time? Without any support!</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: minibus, miniskirt, miniscule, minibeast, minicab, minimum, microscope, microchip, microphone, microwave

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

MyMaths:

Mixed times tables

Units of capacity