

Year Group: 6

Week beginning: 15.03.21

Weekly Home Learning

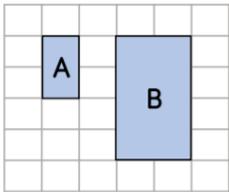
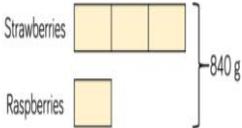
Every **Monday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. Please take note of the 'Homework' section at the bottom of the grid. This replaces 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	LI: to infer the meaning of new vocabulary in context.	LI: to identify direct and reported speech within a newspaper report.	LI: to identify the features of newspaper reports (1)	LI: to identify the features of newspaper reports (2)	LI: to analyse a newspaper report about The Blitz
Key vocabulary and key questions	<p>Key Vocabulary: synonym, antonym, skim, scan, infer, definition, root</p> <p>Key Questions: How can we infer the meaning of the unfamiliar vocabulary? Can you think of a word with a similar meaning and an opposite meaning?</p>	<p>Key Vocabulary: direct speech, reported speech, inverted commas, reported clause, commas</p> <p>Key Questions: What type of speech would you find in a newspaper report? What do you notice about the two types of speech?</p>	<p>Key Vocabulary: newspaper report, features, headline, caption, quotes, fact, opinion,</p> <p>Key Questions: What makes a good headline? Can you spot the facts and opinions? What information should be included within a good caption?</p>	<p>Key Vocabulary: introductory paragraph, 5W's, concluding paragraph, rhetorical questions, conjunctions, time adverbials.</p> <p>Key Questions: Why are the introductory and concluding paragraphs so important in a newspaper article? What would a newspaper article with no conjunctions or time adverbials be like?</p>	<p>Key Vocabulary: newspaper report, features, language, structure</p> <p>Key Questions: What features of a newspaper report can you identify? What makes this newspaper report successful? How could the author improve this report?</p>
Introduction	Today we will continue reading our class text, <i>Letters From The Lighthouse</i> and will analyse some of the new vocabulary we encounter.	Following on from last week's lesson, we are going to continue our work on direct and reported speech.	Today, we are going to explore what makes a good headline, caption and examine the difference between facts and opinions.	Today we are going to delve a little deeper into the language of newspaper reports. We will think about the target audience of a newspaper, the purpose of these recounts and how the language matches this.	Today we are going to analyse a report about The Blitz and identify the features. We will also consider what makes this an effect
Activities	Try to infer the meaning of new words and create word webs based on them. Try to use the new vocabulary in your own sentences.	First we will recap both types of speech and then look for them in a variety of newspaper articles. We will then convert examples of direct speech to reported speech and vice versa. Next step: A newspaper report should only include direct speech. Agree or disagree?	-Improve the boring headlines. -Organise the sentences into fact or opinion. -Write an informative caption for the image provided.	-Identify the 5W's in the introductory paragraph. -Read the concluding paragraphs and think of some suitable rhetorical questions to include.	-Read the article and identify the features. -Complete the 2 stars and a wish activity.

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Maths	LI: to use scale factors	LI: to calculate scale factors	LI: ratio and proportion problems	LI: ratio and proportion problems (2)	LI: mental arithmetic test
Key vocabulary and key questions	<p>Key Vocabulary: ratio, proportion, for every... there are, part, whole, scale factor, enlargement, similar shapes, length, width, perimeter</p> <p>Key Questions: What does enlargement mean? What does scale factor mean? Why do we have to double/triple all the sides of each shape? Have the angles changed size?</p>	<p>Key Vocabulary: ratio, proportion, for every... there are, part, whole, scale factor, enlargement, similar shapes, length, width, perimeter</p> <p>Key Questions: What does similar mean? What do you notice about the length/width of each shape? How would drawing the rectangles help you? How much larger/smaller is shape A compared to shape B? What does a scale factor of 2 mean? Can you have a scale factor of 2.5?</p>	<p>Key Vocabulary: ratio, proportion, for every... there are, part, whole, scale factor, enlargement, similar shapes, length, width, perimeter</p> <p>Key Questions: How does this problem relate to ratio? Can we represent this ratio using a bar model? What does each part represent? What is the whole? What is the same about the ratios? What is different about them?</p>	<p>Key Vocabulary: ratio, proportion, for every... there are, part, whole, scale factor, enlargement, similar shapes, length, width, perimeter</p> <p>Key Questions: How does this problem relate to ratio? Can we represent this ratio using a bar model? What does each part represent? What is the whole? What is the same about the ratios? What is different about them?</p>	<p>Key Vocabulary: add, total, altogether, more than, count on, plus, take away, less than, subtract, minus, decrease, double, lots of, product, times, multiply, multiple of, half, divide, share, divided by, quotient, divisible by</p> <p>Key Questions: What are mental arithmetic questions? How can you improve your mental arithmetic? What strategies could you use? Why is arithmetic important? How do you add numbers mentally? For example $32 + 29$.</p>
Introduction	<p>Today will be looking at enlarging shapes to make them 2 or 3 times as big etc. We will introduce the term "scale factor" to explain this. Children should be able to draw 2-D shapes on a grid to a given scale factor and be able to use vocabulary, such as, "Shape A is three times as big as shape B".</p>	<p>In this lesson, we will find scale factors when given similar shapes. We need to understand that 'similar' in mathematics means that one shape is an exact enlargement of the other, not just they have some common properties. Children use multiplication and division facts to calculate missing information and scale factors.</p> 	<p>In this lesson will be applying the skills they have learnt in the previous steps to a wide range of problems in different contexts. Bar models will again provide valuable pictorial support. e.g.</p> <p>The mass of strawberries in a smoothie is three times the mass of raspberries in the smoothie. The total mass of the fruit is 840 g. How much of each fruit is needed.</p> 	<p>In this lesson, we will practising ratio and proportion problems further, e.g.</p> <p>This recipe makes 10 flapjacks.</p> <div style="border: 1px solid orange; border-radius: 15px; padding: 10px; text-align: center;"> <p>Flapjacks</p> <p>120 g butter 100 g brown sugar 4 tablespoons golden syrup 250 g oats 40 g sultanas</p> </div> <p>Amir has 180 g butter.</p> <p>What is the largest number of flapjacks he can make?</p> <p>How much of the other ingredients will he need?</p>	<p>Today we will be practising our skills with operations with whole numbers and fractions. This category includes addition, subtraction, multiplication, and division as well as percent problems, decimal recognition, fraction and percent equivalences.</p>



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Activities	Complete the questions about using scale factors.	Complete the questions about calculating the scale factors,	Complete the questions about ratio and proportion problems.	Complete activities about ratio and proportion problems.	Complete the questions about mental arithmetic questions. Show working out when appropriate.
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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>Daily for 20 minutes 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>PSHE <u>LI: to understand what trade is and explore how and why it has become global.</u></p> <p>Introduction – In today’s lesson you will explore why trade is so important and what is meant by import and export.</p> <p>Task – You will explore companies that are known all around the world and how they were able to expand their brand. You will also learn about how trade occurs on a local, national global level, which also leads to globalisation. Your task is to read through information sheets that detail how trade worked during the stone age, 17th Century and the 21st Century. You will make notes on the key features of trade during each of these times.</p>	<p>Topic (2 weeks) <u>LI: to be able to identify and explore the countries that were part of World War Two.</u></p> <p>Introduction – 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>Task – 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>Art <u>LI: to use colour mixing to create a Blitz-inspired background.</u></p> <p>Introduction – We are going to be creating a piece of WW2 silhouette art inspired by The Blitz.</p> <p>Task – 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><u>LI: to investigate reflection and how light travels in straight lines.</u></p> <p>Introduction – 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>Task – 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><u>LI: La Segunda Guerra Mundial – WW2</u></p> <p>Introduction – To improve their listening and reading skills by listening to the story of Ralph (an evacuee) in Spanish and to then be able to answer true or false statements in Spanish on what his experiences were during WWII.</p> <p>Tasks – - Explaining how the children will hear and read the story of Ralph, a boy of their age during WWII.</p> <p>-Use the ‘Ralph Story’ PowerPoint in your resources pack to tell Ralph’s story. See support sheet for slide breakdown and activities. - Story ordering worksheets.</p>	<p>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.</p> <p>Reading homework: Please read for at least 20 minutes every day and record this in your pupil planner as a reading log.</p> <p>Reading Plus: Remember to complete your weekly tasks.</p> <p>Spelling: meditate, possessions, followers, concentrate, morale, environmental, unconscious, systemic, insincere, rhythmic.</p>

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Alexandra
Primary School

Aspire, Perform, Succeed

	<p>-True/false activity based on above. - True/false worksheets</p>	<p>Doodle Maths and Doodle English: Work hard each day to turn your tracker green.</p> <p>Topic – CONTINUED: 2 week homework project (due on 19/3/21) Make a model of an Anderson shelter from things around the house.</p>
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