

Year Group: 6

Week beginning: 16.10.23

# Weekly Home Learning

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Year 6	Monday	Tuesday	Wednesday	Thursday	Friday
<b>English</b>	<b><u>LI: To construct a discussion text based on the Victorian workhouse.</u></b>	<b><u>LI: To publish a discussion text based on the Victorian workhouse.</u></b>	<b><u>LI: To identify and use causal conjunctions and adverbials.</u></b>	<b><u>LI: To debate for and against the Victorian workhouse.</u></b>	<b><u>LI: To use retrieval to answer questions.</u></b>
<b>Key vocabulary and key questions</b>	<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? 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> Causal conjunctions, Subordinating conjunctions, coordinating conjunctions, as a result, therefore, accordingly, so, hence, since</p> <p><b>Key Questions:</b> What is a causal conjunction? What is an adverbial? When do we use causal conjunctions? When do we use adverbials?</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? When is a discussion bad? What is a causal conjunction? What is an adverbial? When do we use causal conjunctions? When do we use adverbials?</p>	<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>
<b>Introduction</b>	<p>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 choose a useful word or phrase 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 groups colour. First group to 4 in a row wins. Go through teaching slides. CT will model how to use their plans to write their introduction and arguments for.</p>	<p>Go through teaching slides. Children will recap on the features of the text type. Read the through your work and respond to your next steps.</p> <p>Once you are happy with your work, publish your writing on pink paper.</p>	<p>Go through the teaching slides. Children will complete an activity on silent letters with a focus on the silent w</p> <p>Today, you will be recalling and discussing the when and where to use causal conjunctions and adverbials. Children will play spin the wheel where they will be given a causal conjunction/adverbial and picture and they will need to construct a sentence using the key words. Working with their pairs children are to sort causal conjunctions/adverbials into the correct groups. We will go through the slides to consolidate children's understanding.</p>	<p>The year is 1845. You are MPs in the House of Commons arguing whether workhouses should be kept open or closed down.</p> <p>Split them into two groups.</p> <p><u>Group A</u> will be <u>arguing for</u> workhouses. <u>Group B</u> will be <u>arguing against</u> them.</p> <p>Split the two groups into smaller groups. In these smaller groups the children need to read through the research they have been given on the workhouse. Then on sugar paper, create a mind map that shows all of the reasons you are for or against the workhouse. Use evidence from the research to support your points.</p>	<p>Go through teaching slides. Children to read through what DERIC stands for and explain the warm up will ask them to use a range of skills to answer the questions. Children will be shown and a picture and asked to share what they can see. Together, we will recap on When we <u>retrieve</u> key information and quotations to show our understanding of character, we have to remember that key information about characters will not only be about how they look, but also about how they speak and react to others. Their behaviour and the choices they make in the story identify the kind of person they are. Children will apply these skills to a short text to consolidate their understanding.</p>

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<b>Activities</b>	<p><i>In your books, construct their 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 <b>for</b> the workhouse being closed (2 or 3 <u>well explained</u> points) - Reasons <b>against</b> the workhouse being closed (2 or 3 <u>well explained</u> points) - Conclusion (Summary and your own opinion (first person) and reason why)</p>	<p>As this is your opportunity to show us how much you have learned follow the steps below: <u>Remember we are writing in the present tense and third person</u> - Introduction (Introduce the issue and explain what the workhouse is) - Reasons <b>for</b> the workhouse being closed (2 or 3 <u>well explained</u> points) - Reasons <b>against</b> the workhouse being closed (2 or 3 <u>well explained</u> points) - Conclusion (Summary and your own opinion (first person) and reason why) Edit your work for missing words, punctuation and up level sentences and word choices.</p>	<p>You will work independently to write sentences that contain causal conjunctions and adverbials.</p>	<p>Children will now take part in a class debate.</p> <p><b>Should the Victorian workhouse be closed? Discuss</b></p>	<p>Children will be given a text 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.</p>
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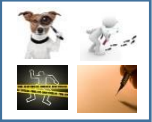
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This week's reading focus: <b>Reading Strategy 7 – Think like a detective - Inference</b>					
Reading	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><b>LI: To use text clues to identify characters' feelings/motives.</b></p>	<p><b>LI: To use background knowledge and text evidence to interpret events/actions.</b></p>	<p><b>LI: To use working memory and text clues to comprehend implied meaning.</b></p>	<p><b>LI: To justify the actions of a character, using evidence from the text.</b></p>	<p><b>LI: To isolate textual details that are relevant to an inference.</b></p>
	<p><b>Starter:</b> Children will be given four words. They should work in pairs/groups to use these words to define the word 'infer'.  <b>Main:</b> children will be asked to discuss what 'inference' is and consider key words and what they mean: clue hunting and clues. As a class infer using small paragraphs/sentences. Explore how we use the clues within the sentence/paragraph to read in between the lines. Then, discuss the difference between inference and retrieval.  <b>Task:</b> Children will apply their understanding of inference to a range of short tasks today. Children will have two texts and inference questions to answer. Children must skim and scan to support them. Children will also note the clues that helped them to reach their answer.  <b>Plenary:</b> Children justify their answers using the following stems_The evidence suggests...                      The clues that tell me this is the answer are...                      The clues that indicate...                      I know the clues are telling me...                      The skills I must use are...</p>	<p><b>Starter:</b> Children will have a short extract and they should answer the vocabulary questions on these texts. <b>Questions will include:</b>  <b>Find and copy</b>  <b>Find the meaning of the word ____ in context.</b>  <b>Then:</b>                      Recap what the word inference means.  <b>Main:</b> Today, consider how we can use our own personal experiences to help us to infer. For example, we will read a text that will provide clues about what time of day it is. Children should use their own life understanding and experiences to infer the time of day. CT to model how to use their life experiences to help them.  <b>Task:</b> Children will have a range of random texts that they need to read. They will need to answer the inference questions using the 'it says, I say, so..' table. The questions will be general inference questions. Children may consider their own personal experiences to help them for some texts.  <b>Plenary:</b> Children justify their answers using the following stems_The evidence suggests...                      The clues that tell me this is the answer are...                      The clues that indicate...                      I know the clues are telling me...                      The skills I must use are...</p>	<p><b>Starter:</b> Look at the picture carefully. Children will then be asked to answer inference questions based on the picture.  <b>Main:</b> As a class we will work together to infer from a setting. Children will look at 2 different settings and using what their inference skills they will answer questions.  <b>Task:</b> Using their working memory and text clues the children will work independently to comprehend implied meaning.  <b>Plenary:</b> with their partners children will come up with a success criteria on how to successfully comprehend implied meaning.</p>	<p><b>Starter:</b> As a class we will go through tips for empathy.  <b>Main:</b> as a class, children will read a short extract on the IWB on characters actions and discuss how they might feel.  <b>Task:</b> children will read a short text and they will pin point the evidence from the text to explain the characters feelings and behaviour.  <b>Plenary:</b> children will share their answers. What reading skills helped you to justify the actions of a character using evidence from the text?</p>	<p><b>Starter:</b> as a class we will look at ways we can isolate details within a text and in this case we are going to use these details to prove or disprove a statement.  <b>Main:</b> Children will read example texts on the IWB and will isolate details to prove/disprove the statement and justify their answer.  <b>Task:</b> Children will work independently to isolate details from a range of texts to prove and disprove statements and justify their thinking.  <b>Plenary:</b> Convince me, children will be asked to read their answers out demonstrating where the details are in the text.</p>

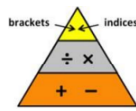
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<b>Maths</b>	<b>LI: to solve multi-step problems</b>	<b>LI: to recognise the order of operations</b>	<b>LI: To solve mental calculations and estimation</b>	<b>LI: to reason from known facts</b>	<b>LI: to be able to use mental calculations</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> Add, subtract, multiply, divide, strategies, efficient, steps</p> <p><b>Key Questions:</b> What can you work out first? Is this step, an addition, a subtraction, a multiplication or a division? How can you tell? Could you draw a diagram to represent the problem? Can you work out the answer to this part of the problem mentally or do you need another method? What can you do next?</p>	<p><b>Key Vocabulary:</b> Brackets, order, BIDMAS, array</p> <p><b>Key Questions:</b> Does it make a difference if you change the order in a mixed operation calculation? What would happen if we did not use the brackets? Would the answer be correct? Why?</p>	<p><b>Key Vocabulary:</b> Calculate, efficient, strategy, method</p> <p><b>Key Questions:</b> Should you round the number to the nearest 10/100/1,000? Why? Are any of the numbers multiples of powers of 10? How does this help you to add/subtract/multiply/divide the numbers? What number is (for example) 99 close to? How does this help with the calculation? What adjustment do you need to make? How would partitioning/reordering the number(s) help?</p>	<p><b>Key Vocabulary:</b> Known facts, inverse, division, multiplication, addition, subtraction, patterns</p> <p><b>Key Questions:</b> What is an inverse operation? How can you use an inverse operation to find related facts? What is the same and what is different about the numbers in the given calculation and the numbers in the calculation you want to work out? How will the answer change if you increase/decrease/ multiply/divide one/both of the numbers by?</p>	<p><b>Key Vocabulary:</b> Calculate, efficient, strategy, method</p> <p><b>Key Questions:</b> 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>
<b>Introduction</b>	<p>In this lesson, children will look at multi step calculations and consider how many steps there are and what needs to be done and in which order. Children will be encouraged to apply the skills and methods they know to complete each step of the calculation and how reminded that the inverse can be used check answers.</p>	<p>In this lesson, children will look at different operations within a calculation and consider how the order of operations affects the answer. Children will learn that, in mixed operation calculations, calculations are not carried from left to right.</p> <p>Children will learn the convention that when there is no operation sign written this means multiply, e.g. <math>4(2+1)</math> means <math>4 \times (2+1)</math>.</p> 	<p>In this lesson, children will look at different ways to use estimations (such as rounding) to solve mental calculations. Children will be encouraged to apply the skills and methods (near doubles, multiplication facts, division rules, estimation) they know to complete each problem.</p> <p>We will be looking at the different mental strategies that could be used instead of computational methods (paper).</p>	<p>In this lesson, children will be given the opportunity to recall the facts, strategies and methods that they know and are confident in (near doubles, multiplication facts, division rules, estimation). They will be encouraged to ask themselves 'If I know this.... What else do I know?'</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>
<b>Activities</b>	Complete questions that involve solving problems that involve multiple steps.	Complete questions about order of operations.	Complete questions that involve mental calculations and estimation.	Complete questions that ask children to reason using known factors.	Complete questions about using mental calculations to solve problems.

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Reading	RE	Topic																																							
<p><b>Daily for 20 minutes</b></p> <p>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>L1: To be able to investigate the significance of Wesak and explore ways Buddhists celebrate it.</b></p> <p>Children learn about the festival of Wesak.</p> <p><b>Task 1- What Wesak is. Think about:</b></p> <ul style="list-style-type: none"> <li>- When it is celebrated</li> <li>- How do Buddhists celebrate the occasion</li> <li>- Who are offerings made to and why?</li> <li>- What is bathing of the Buddha and why is it important?</li> </ul> <p><b>Task 2- Design a Wesak lantern</b></p> <ol style="list-style-type: none"> <li>1. Choose your coloured card.</li> <li>2. Fold your card in half.</li> <li>3. From the middle - cut straight lines only <b>3/4 of the way through</b>.</li> <li>4. Add some designs or Buddhist symbols.</li> <li>5. On the lines you have created, write facts about Wesak.</li> <li>6. Make the card into a cylinder and sticky tape the edges together.</li> <li>7. Fix a strip of paper to the top for a handle.</li> </ol>	<p><b>Topic –</b></p> <p><b>L1: To learn about a historical figure.</b></p> <p>Children learn about Queen Victoria’s life then create a fact file to summarise their learning. Recap features of a non-chronological report to help them. Encourage use of subheadings and high-level vocabulary.</p> <p><b>Key vocabulary:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Although...</td><td>Normally,</td><td>Fortunately,</td></tr> <tr><td>Amazingly,</td><td>Often,</td><td>Frequently,</td></tr> <tr><td>An important thing...</td><td>On average,</td><td>Furthermore,</td></tr> <tr><td>Are you aware that...?</td><td>Sometimes,</td><td>Generally,</td></tr> <tr><td>As a result,</td><td>Strangely enough,</td><td>Have you ever wondered...?</td></tr> <tr><td>As well as that,</td><td>Surprisingly,</td><td>If..</td></tr> <tr><td>Because of this,</td><td>There are...</td><td>Imagine,</td></tr> <tr><td>Consequently,</td><td>This is...</td><td>In addition,</td></tr> <tr><td>Despite...</td><td>Unfortunately,</td><td>In summary,</td></tr> <tr><td>Despite the fact that...</td><td>Unusually,</td><td>Incredibly,</td></tr> <tr><td>Did you know that...?</td><td>Usually,</td><td>Interestingly,</td></tr> <tr><td>Even though...</td><td>When...</td><td>Like many...</td></tr> <tr><td>Finally,</td><td>Would you believe...?</td><td>Mainly,</td></tr> </table>	Although...	Normally,	Fortunately,	Amazingly,	Often,	Frequently,	An important thing...	On average,	Furthermore,	Are you aware that...?	Sometimes,	Generally,	As a result,	Strangely enough,	Have you ever wondered...?	As well as that,	Surprisingly,	If..	Because of this,	There are...	Imagine,	Consequently,	This is...	In addition,	Despite...	Unfortunately,	In summary,	Despite the fact that...	Unusually,	Incredibly,	Did you know that...?	Usually,	Interestingly,	Even though...	When...	Like many...	Finally,	Would you believe...?	Mainly,
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Science	PE	Art
<p><b>LI: LI: to apply knowledge of inherited and acquired traits.</b> Children apply their knowledge of inheritance by creating their own Mr men or Little Miss using inherited characteristics. Children choose:</p> <ul style="list-style-type: none"> <li>- What is their name?</li> <li>- What characteristics have they inherited from Mr Jelly?</li> <li>- What characteristics have they inherited from Mr Grumpy?</li> </ul>	<p><b>LI: to apply knowledge of hockey skills</b>  INTRA-COMPEITON to apply skills learnt this half term.</p>	<p><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>

## 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:** man-eating, little-used, rock-bottom, wide-eyed, pig-headed, tight-fisted, cold-hearted, stone-faced, green-eyed, short-tempered

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

**MyMaths:**

- Order of operations
- Addition and Subtraction problems