

Year Group: 6

Week beginning: 18.09.23

# 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
English	<b>LI: To construct a narrative story with an alternative ending (cold write)</b>	<b>LI: To ask and answer questions about a text.</b>	<b>LI: To compose a short drama performance.</b>	<b>LI: To recall the grammatical function of nouns.</b>	<b>LI: To analyse vocabulary choices.</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> Opening, build up, problem, resolution, ending, change, alternate</p> <p><b>Key Questions:</b> What are the features of a story? What does the word alternative mean? How will you alter the ending of a well-known story?</p>	<p><b>Key Vocabulary:</b> Who, what, where, when, why, why, how. Fiction, non-fiction</p> <p><b>Key Questions:</b> What is happening in the picture? What is the girl doing there? Can a story be both fiction and non-fiction?</p>	<p><b>Key Vocabulary:</b> Opening, build up, problem, resolution, ending,</p> <p><b>Key Questions:</b> What are the key events of The Little Match Girl? What emotive language comes to mind? What visual clues tell us when the tale is set? How will you assign roles? How will you make the role play engaging? How will you vary your expression and tone? What will you focus on when practising?</p>	<p><b>Key Vocabulary:</b> Noun, common nouns, proper nouns. concrete nouns, abstract noun, collective nouns</p> <p><b>Key Questions:</b> What is a noun? What are the different types of nouns? Why do we use nouns in our writing? Do all nouns need a capital letter? Which are common nouns and which are proper nouns?</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? 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>Go through the teaching slides. Today, we will be using the lesson as an opportunity to see what the children already know about writing a story with an alternative ending so we can plan to meet their needs.</p> <p>Today, we will discuss how we could change the ending of various well-known stories.</p>	<p>Go through the teaching slides. Today, the children will be reading The Little Match Girl by Hans Christian Andersen.</p>	<p>Go through the teaching slides. Today, the children will be acting out the The Little Match Girl by Hans Christian Anderson. The children will watch a short video of the story and note down on their whiteboards the key events.</p> <p>Children will be asked to imagine how the girl feels as she enters the alleyway and lights the matches. They are going to form an alley. One</p>	<p>Go through the teaching slides. Today, you will be recalling and listing nouns related to a picture. We will be discussing the role of nouns within our writing.</p> <p>Together, we will look at the different types of nouns.</p>	<p>Go through teaching slides. Children will read the biography of the Victorian author Hans Christina Andersen.</p>

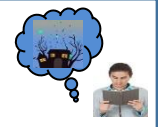
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			person is going to be the girl. Walk through the alley and each child will say what she might be thinking.		
<b>Activities</b>	Children will watch a short video of Oliver Twist by Charles Dickens. You will work independently to write a narrative with an alternative ending. Remember the ending of Oliver Twist must be altered.	Children will be asked to imagine that they could meet the girl, what questions would they want to ask her.	Children will work in groups to role play the girl sitting the in the alleyway. Prepare a short drama of this part of the story and include a 'narrator', whose role it is to explain what the girl can see, how she is thinking and feeling. Use the exciting words you found in your thesaurus to make your role play interesting for your audience. Finally, remember your adverbial phrases!	You will work independently to identify whether nouns are common or proper nouns. Children will be asked to explain why they have organised them in that way. Eg. Ghana is a proper noun because it is the name of a specific country. In pairs - use your knowledge of the different types of nouns to organise them into groups around the room. Now... Challenge yourself to write a few sentences/paragraph that include the following: <b>proper noun</b> , <b>abstract noun</b> , <b>concrete noun</b> Make sure you label the nouns clearly.	Children will be given a short section of The Little Match Girl 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.
<b>Reading</b>	<b>This week's reading focus: <span style="color: red;">Reading Strategy 3 – Visualisation</span></b>				
	<b>Monday</b> <u>LI: To visualise settings and characters</u>	<b>Tuesday</b> <u>LI: To apply prior concept knowledge to visualise.</u>	<b>Wednesday</b> <u>LI: To discuss words and phrases that capture imagination.</u>	<b>Thursday</b> <u>LI: To retell a story using images.</u>	<b>Friday</b> <u>LI: To explore figurative language and the effect it has on the reader.</u>
	<b>Starter:</b> New Vocabulary- can you match the word to the correct picture? Then children are going to act the words out to consolidate their understanding. <b>Main:</b> Children will be asked to read the sentences on the IWB and draw what is being described. <b>Task:</b> Children will read through various texts and they will first	<b>Starter:</b> Children will be shown the front cover for 'Gorilla'; By Anthony Browne. They will answer questions based on the what they see. <b>Main:</b> Children be asked to think about their prior concept of 'Gorilla' and how it might feel at different times of the day. We will also discuss whether they have ever felt like they are not being listened to.	<b>Starter:</b> children will have a picture on the IWB and a series of questions about it which they will discuss with their partner. <b>Main:</b> we will recap how we locate evidence, which skills we use. Today, they will be identifying words and phrases within a text that capture our imagination/helps you visualise an image in our head.	<b>Starter:</b> Children will be shown the front cover for 'Gorilla; By Anthony Browne. <i>What senses do you think the illustrator used and why?</i> <b>Main:</b> Children will watch the animated version of 'Gorilla' by Anthony Browne and summarise what happened.	<b>Starter:</b> Children will list as many examples of figurative language as they can in 2 minutes. <b>Main:</b> Children will have the opportunity to read through different extracts of text and record the figurative language and the effect it had on them.

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	<p>draw the pictures they visualise and then they will write a short paragraph to explain the impression of the setting and character.</p> <p><b>Plenary:</b> True or False... It does not matter what words the author uses as people visualise themselves?</p>	<p><b>Task:</b> Children will be given a copy of the ending of 'The Little Match Girl', they will be asked to annotate the text, circling unfamiliar/new words, swap in words, draw pictures of what they visualised, write questions that come into their mind and knowledge they can bring to the text. They will then use all of this to write a short paragraph to explain the ending.</p> <p><b>Plenary:</b> Go through what the ending means, what were the clues?</p>	<p><b>Task:</b> Children will write the words/phrases that capture their imagination and explain why. Children will explain the image it helped them visualise in their minds.</p> <p><b>Plenary:</b> Children will be read a short extract. They will record 5 words that captured their imagination. They will then share the words with the class, <i>did everyone record the same words?</i> Discuss.</p>	<p><b>Task:</b> Using the images alone, children will work in pair to retell the story.</p> <p><b>Plenary:</b> <i>How do the picture cues and prior knowledge help you remember, recall and retell the story from the images alone?</i></p>	<p><b>Task:</b> Children will be given examples of figurative language from a short section of text, they will be asked to read them and identify whether they are similes, metaphors, personification or hyperboles.</p> <p><b>Plenary:</b> Children will share their explanations of how they grouped the phrases.</p>
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Maths	TfI workshop	Maths Assessment	L.I: Negative numbers	Maths Assessment	L.I: To consolidate reasoning and problem-solving skills
Key vocabulary and key questions			Negative, positive, integer <b>Key Questions:</b> What is the same and what is different about the numbers 2 and -2 (negative two)? How far is -5 from zero? How far is -5 from 1? Which is the greater temperature, -1 degrees or -2 degrees? How do you find the difference between two negative numbers? How do you find the difference between a positive number and a negative number? What is the same and what is different about counting forwards/backwards along a number line beyond zero?		<b>Key Vocabulary:</b> Mentally, orally, column addition, column subtraction, estimate, inverse operation, solve problems, number facts, complex, place value, divide <b>Key Questions:</b> Is there a more effective 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?
Introduction			The focus of this small step is using negative numbers in real-life contexts while reinforcing children's understanding of the number line extending beyond zero. Both horizontal and vertical number lines should be used, with the vertical line linking to reading temperatures on a thermometer. As well as adding and subtracting from positive and negative numbers, children learn to find the difference between numbers, including calculating intervals across zero.		On the IWB, children be asked to identify the key information within the question. We will discuss the most effective method to use and children will be encouraged to explain their reason why. CT will model how to complete the question and children will be given the opportunity to solve problems that require the similar skills. This will be repeated for various question types and skill until children are confident.
Activities			Complete questions about negative numbers		Children to work through various reasoning and problem-solving tasks applying the skills covered during the input

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**Alexandra**  
Primary School

Aspire, Perform, Succeed

Reading	PSHE / RE	Topic/Art/DT
<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>PSHE:</b> <b><u>L.I: To understand that my actions affect other people locally and globally.</u></b> Discuss Maslow's Hierarchy of needs and the essentials needed for learning. Discuss needs and wants in life.</p> <p><b>RE</b> <b><u>L.I: To understand the significance of the 8-fold path.</u></b> Discuss the 8 Noble Truths that are central to Buddhist beliefs and then summarise learning. How can these pathways link to the children's beliefs? Can they compare and contrast them to other religions?</p>	<p><b>Topic – History</b> <b><u>L.I: To understand what life was like in the workhouses.</u></b> Discuss life in the workhouses and the lives people led. What was the food like? How were they treated? What role did children play? Children annotate a picture by asking historical enquiry questions based on a workhouse. Children then read a comprehension text based on workhouses and answer relevant questions.</p>
Science	PE	Spanish
<p><b><u>L.I: I can construct an explanation based on evidence that describes how beak shape (trait) can affect the fitness of a bird.</u></b></p> <p>Children to discuss Darwin's finches and how their beaks have adapted to the Galapagos islands. How did the finches on the Galapagos Islands all end up with different shaped beaks? Children take part in an investigation to investigate different beaks (represented through scissors, pegs, tweezers). Children write up all parts of the experiment e.g. hypothesis, method, results and conclusion.</p>	<p><b><u>L.I: To develop receiving the ball with control.</u></b></p> <p><b>Success Criteria</b> <b><u>Forehand receiving:</u></b> Left hand away from body <b><u>Trapping the ball:</u></b> Stick low to the ground to create a barrier to stop the ball.</p> <p><b>Whole Child Objectives</b> <b><u>Social:</u></b> To communicate with my teammates and let them know when I am free. <b><u>Emotional:</u></b> To try my best. <b><u>Thinking:</u></b> To make quick decisions of when to pass.</p>	<p><b>Topic: Los verbos regulares – Regular verbs.</b></p> <p><b><u>L.I. To Learn/revise in English what a pronoun is.</u></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><u>Plenary</u></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:** advice, advise, device, devise, licence, license, practice, practise, prophecy, prophesy

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

**MyMaths:**

- Negative Numbers 2
- Rounding and Accuracy