

Year Group: 6

Week beginning: 02.10.23

Weekly Home Learning

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Year 6 Weekly overview	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To compose expanded noun phrases.	LI: To construct an alternative ending.	LI: To recall the grammatical function of adjectives.	LI: To publish a narrative with an alternative ending (Hot write)	LI: To use inference to answer questions.
Key vocabulary and key questions	<p>Key Vocabulary: Noun, adjective, expanded noun phrase.</p> <p>Key Questions: What is a noun? What is an adjective? What is the purpose of an expanded noun phrase in your writing? What are the features of a story? What will your character imagine?</p>	<p>Key Vocabulary: Opening, build up, problem, resolution, ending, change, alternate, complex noun phrases, similes, metaphors, prepositional phrases, fronted adverbials</p> <p>Key Questions: What does the word alternative mean? What could the alternative ending be for these well-known texts? How will you alter the ending of the story? Is it still in keeping with the Victorian era?</p>	<p>Key Vocabulary: Question marks, who, what, where, when, why, how, do exclamation marks, adjectives, comparative adjectives, superlative adjectives</p> <p>Key Questions: What is adjectives? What are the different types of adjectives? Why do we use adjectives in our writing?</p>	<p>Key Vocabulary: Opening, build up, problem, resolution, ending, change, alternate, complex noun phrases, similes, metaphors, prepositional phrases, fronted adverbials</p> <p>Key Questions: What are the features of a story? What does the word alternative mean? Have you altered the ending of your story?</p>	<p>Key Vocabulary: Background knowledge, connections, prediction, visualisation, inference, breakdown and repair, VIP words/phrases,</p> <p>Key Questions: 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>
Introduction	Go through the teaching slides. Today, we will be revisiting how and when to use expanded noun phrases. We will be using them to develop our build of our Victorian narrative (based on The Little Match Girl). In pairs, skim and scan through the paragraph below from The Little Match Girl and try to find examples of expanded noun phrases. We will write a shared	Go through the teaching slides. Today, the children will be recapping on the use of conjunctions and playing against their partners, putting a conjunction into a sentence to complete Connect 4. We will then work as a class to discuss alternative endings for well-known texts such as Matilda. We will write a shared piece before children are asked to write independently.	Go through the teaching slides. Children will complete an activity on questions marks and exclamation marks. Today, you will be recalling and discussing the role of adjectives within our writing. Children will be asked to identify the noun and adjective within sentences.	Go through teaching slides. Children will recap on the different ways to start sentences. As this is your opportunity to show us how much you have learned follow the steps below: -Read over their story from yesterday. -Respond to marking -Edit your work in purple pen	Go through teaching slides. Children will be asked to listen to a short passage from The Little Match Girl. They will be asked to draw the visual picture it creates in their minds.

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	piece before children are asked to write independently.			Once you are happy with your work, publish your writing on pink paper.	
Activities	Children are to write the problem (the 4 illusions the poor girl sees when she strikes the matches) using the devices below. Use a range of sentence types. Use speech between the characters. Use ambitious adjectives and complex noun phrases. Include a simile or metaphor. Adverbials of time, manner and place. Use conjunctions to extend sentences. Use a range of sentence openers (SPACED)	Children will be asked to construct an alternative ending to The Little Match Girl thinking about: Who does your character meet? What happens to them? Where and how does the story end? Children will be encouraged to use all of the devices discussed in previous lessons in their writing.	You will work independently to write sentences that contain comparative and superlative adjectives. To consolidate their learning, children will work with their tables to sort adjectives into four different categories (mood, size and weight, colour and brightness and quality).	You will work independently to use a range of narrative features (complex noun phrases, similes, metaphors, prepositional phrases, fronted adverbials) to write a narrative with an alternative ending. Edit your work for missing words, punctuation and up level sentences and word choices.	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.

This week's reading focus: Reading Strategy 5 – Notice breakdown

Reading	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>LI: To identify when a text doesn't make sense.</p>	<p>LI: To recognise gaps within a text.</p>	<p>LI: To evaluate the impact of the inconsistency on the purpose for reading</p>	<p>LI: To form questions about a text.</p>	<p>LI: To form questions about a text.</p>
	<p>Starter: Children will be asked to look at a photograph and list the things the notice that do not make sense. Main: As a class we will look at a text, we will model when we have a</p>	<p>Starter: Children will identify the difference between 'gaps' and 'inconsistencies' in reading. Main: Children will be learning how to recognise gaps and</p>	<p>Starter: Children will go through what gaps and inconsistencies look like within a text and how they can make a text unclear and confusing for an audience. In today's lesson we are going to be focusing on:</p>	<p>Starter: Children will have a short advertisement on the IWB and will have some questions to answer. Main: Class we recap on the 5Ws and 1H. How are they used in</p>	<p>Starter: Children will have a short poem on the IWB and will have some questions to answer. Main: Play 10 questions. Class teacher will think of an object. The</p>

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	<p>difficulty in reading and identify what the difficulty is. Together we will practise how to apply reading strategies to understand the text.</p> <p>Task: Children will read through a text and using a simple code identify the parts of the text they fully understand, do not understand, where they have learned something new and the important sections of the text.</p> <p>Plenary: They will then use these examples to explain how these sections meet the codes.</p>	<p>inconsistencies in a text and why and how they hinder reading.</p> <p>Task: Children will be given various different short extracts and they will be asked to read it and then identify what is missing within the text?</p> <p>Plenary: Always, sometimes, never ‘Gaps in a text can be a good thing. Children will be asked to explain their answer giving examples to support their views.</p>	<p>- inconsistencies * that discredit an argument, * cause misinformation in non-fiction texts,</p> <p>Main: As a class, we will look at a short extract. We will read the text, and re read certain sections that do not make sense (inconsistencies) We will underline and annotate the inconsistencies in the text, and explain the impact they have on our understanding.</p> <p>Task: Underline and annotate the inconsistencies in the text, and explain the impact do they have in your understanding.</p> <p>Plenary: Go through the inconsistency with class, <i>how did they identify them? What did these inconsistencies do to their understanding of the text?</i></p>	<p><i>reading? What questions come to mind when reading the text?</i></p> <p>Task: Read the extract and write your own questions. Think about vocabulary, find and copy, retrieval, inference, prediction. Remember your partner will be answering them.</p> <p>Plenary: Share some of the questions and answers from the lesson.</p>	<p>children will have 10 questions to try to discover the answer.</p> <p>Task: Read the poem and write your own questions. Think about vocabulary, find and copy, retrieval, inference, prediction. Remember your partner will be answering them.</p> <p>Plenary: Share some of the questions and answers from the lesson.</p>
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Year 6	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	LI: To be able to identify square and cube numbers.	LI: To be able to multiply a 4digit number by a 2 digit number	TfL Workshop	LI: To be able to solve problems with multiplication	LI: To be able to use short division
Key vocabulary and key questions	<p>Key Vocabulary: Square, cube indices</p> <p>Key Questions: How do you square a number? How do you cube a number? Are the squares of even/odd numbers even or odd? Are the cubes of even/odd numbers even or odd? Can a number be both a square number and a cube number? How can you use a square number to help find a cube number?</p>	<p>Key Vocabulary: Multiply, factor, multiplicand, digit, multiplication, product, multiplier, place holder</p> <p>Key Questions: How do you set out a long multiplication? Which number do you multiply by first? What is important to remember when you begin to multiply by the tens digit? When do you need to make an exchange? How do you do this? What happens if there is an exchange needed in the last step of the calculation?</p>		<p>Key Vocabulary: Multiply, factor, multiplicand, digit, multiplication, product, multiplier, place holder. Problem</p> <p>Key Questions: What is the quickest way of multiplying whole numbers by 10/100/1,000? • What number is 99 close to? How does this help you to multiply by 99? • If you double a number and then double it again, what is the overall effect on the original number? What factor pairs have a product of ? How does this help you to multiply by ? Which factor pair is easiest to use?</p>	<p>Key Vocabulary: Share, divide, divisible, dividend, divisor, quotient, factor, common factors</p> <p>Key Questions: How many groups of 4 are there in 40/400/4,000? • How many groups of 4 are there in 80/800/8,000? • What do you do with any remaining ones at the end of a division? • If you cannot make a group in a column, what do you do? • What does the remainder mean in this question?</p>
Introduction	In this lesson, the concept of square and cube numbers will be supported by making links to area and volume. Children will explore the factors of square and cube numbers, noticing that square numbers always have an odd number of factors, but cube numbers can have an odd or even number of factors.	Children should already be aware that multiplication is commutative, so answers to calculations such as $56 \times 1,234$ can be found by rewriting as $1,234 \times 56$ and using the standard format. Children will also solve word problems and/or multi-step problems. This will be revisited in the next lesson, where alternative strategies will be also explored, for example for multiplying by 9 or 99 Children who require additional support may benefit from revising multiplication of 2- or 3-digit numbers by a single digit before moving on to multiplication by a 2-digit number.		In this lesson, children will use their knowledge of multiplying by powers of 10 and adjust calculations: for example, instead of multiplying a number by 99, they multiply the number by 100 and then subtract the number from the product. Children will explore using factors to find the answers to multiplication problems, such as multiplying by 5 and then by 7 as an alternative to multiplying by 35. This is a useful strategy for children who have good times-table knowledge but make errors with the algorithm for long multiplication.	In this lesson, children will perform short divisions both with integer answers and where there is a remainder. They will interpret the remainder in context, for example knowing that "4 remainder 1" could mean 4 complete boxes with 1 left over so 5 boxes will be needed. Children may need to list multiples of the number they will be dividing by to help them if their times-table knowledge is not secure.
Activities	Complete questions about square and cube numbers.	Complete questions about multiplying 4-digit number by 2-digit number.		Complete questions about solving problems with multiplication.	Solving questions with short division.

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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.</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>LI: To understand how an individual's behaviour can impact on a group. Children are divided into different groups ready to become your character.</p> <ul style="list-style-type: none"> • The school's Headteacher, • A police office, • A person from the Fire Service, • The children's parents (2 children needed) <p>For each scenario children write in their books, how would the person they're in role with feel and what they might they say about the incident?</p> <p>RE: LI: to explore the significance of places of worship and symbols in Buddhism. Children begin by identifying similarities and differences between different Buddhist temples. Discuss different depictions of the buddha. Task- match symbols to definitions. Children then sketch their own version of Buddha showing each of these symbols and explain their significance.</p>	<p>Topic – HISTORY LI: To investigate schooling during the Victorian era. Learn about what Victorian schools were like. How do they compare to today? What punishments were in place? Task 1: Use the images to identify the different punishments. Consider what the purpose of the punishment was - to embarrass, cause pain, or teach you a lesson. Task 2: Imagine you are a Victorian student and Dr Barnardo has arrived at your school to discuss what school life is like.</p> <p>Art LI: To create a printing block using polystyrene Children simplify their design from last lesson and use pencil to replicate onto a polystyrene sheet and will use this as their printing block next lesson.</p>
Science	PE / Music	Spanish
<p>LI: To construct an explanation based on evidence that describes how beak shape (trait) can affect the fitness of a bird.</p> <p>Children hypothesis about what shape of beak would work best/ which bird has adapted best to their environment. Children write up the experiment and the beaks are represented through different equipment e.g. pegs, tweezers, rulers. At the end, results are recorded and a graph is drawn.</p>	<p>PE – LI: To develop using an open stick (block) tackle and jab tackle to gain possession of the ball. Success Criteria •Jab: move the stick quickly in and out like a snake strike. •Open stick: place the stick low to the ground. •Time your tackle. Whole Child Objectives Social: To adapt my play in order to help others learn. Emotional: To play games fairly and keep to the rules. Thinking: To understand when to use a block tackle and when to use a jab tackle.</p> <p>Music – LI: To play a sequence of musical ideas to convey emotion. Children create their own compositions based on different scenes+ from Wallace and Gromit's 'a close shave'</p>	<p>Topic: Verbos regulares – Regular verbs L.I. To learn about the three different types of infinitive verb categories in Spanish. –ER, -IR and –AR. • Learn about verb stems and endings. Today children will be learning more about Spanish verbs and that there are different groups of verbs in Spanish (regular and irregular and –ER, -IR and –AR). They will also learn what an infinitive is and how to create a verb stem. Task: Worksheet on regular verb stems and endings. Plenary - Can the children remember any of the three types of regular Spanish verb endings? Can they remember how to create a verb stem and ending? What does an infinitive mean? Why would they want to be able to do this?</p>

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Aspire, Perform, Succeed

Homework

Homework is set on a Monday and uploaded to Google Classroom and is expected to be returned by the following Friday. 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: innocent, innocence, decent, decency, excellent, excellence, confident, confidence, existent, existence

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

MyMaths:

- Long and short multiplication
- Squares and cubes