

Year Group: 6

Week beginning: 20.11.23

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 | Reading Test | LI: To compose an effective resolution and ending. | LI: To construct a piece of old literature. | LI: To construct a piece of old literature. | INSET DAY |
| Key vocabulary and key questions | | <p>Go through the teaching slides.</p> <p>Children will then be given an extract from ACC that describes the Ghost of Christmas Yet to Come, children will be asked to draw the visual image that the language creates, we will discuss whether words are negative or positive and the impact of word choice.</p> <p>They will then be given time to draw their own ghost and annotate their picture with quotes, adjectives and similes ready to include in their writing.</p> <p>Explain that they will drafting their final two paragraphs of their story and the best way to ensure they do not rush this stage is to use their plans. To help children realise how the resolution must be fully developed for their story to come to an end we will look at a couple of good examples.</p> <p>As a class we will create the section of writing to show the story where the Scrooge realises what he has done and tells the Ghost of Christmas Yet to Come that he is changed. Show the class how they can bring the story to an end, how has your character changed? How do they behave now?</p> | <p>You will work independently to use a range of narrative features (complex noun phrases, similes, metaphors, prepositional phrases, fronted adverbials, older literature language) to write a modern version of A Christmas Carol (older literature)</p> <p>Edit your work for missing words, punctuation and up level sentences and word choices.</p> | <p>You will work independently to use a range of narrative features (complex noun phrases, similes, metaphors, prepositional phrases, fronted adverbials, older literature language) to write a modern version of A Christmas Carol (older literature)</p> <p>Edit your work for missing words, punctuation and up level sentences and word choices.</p> | |
| Introduction | | <p>Go through the teaching slides.</p> <p>Children will then be given an extract from ACC that describes the Ghost of Christmas Yet to Come, children will be asked to draw the visual image that the language creates, we will discuss whether words are negative or positive and the impact of word choice.</p> <p>They will then be given time to draw their own ghost and annotate their picture with quotes, adjectives and similes ready to include in their writing.</p> <p>Explain that they will drafting their final two paragraphs of their story and the best way to ensure they do not rush this stage is to use their plans. To help children realise how the resolution must be fully developed for their story to come to an end we will look at a couple of good examples.</p> | <p>You will work independently to use a range of narrative features (complex noun phrases, similes, metaphors, prepositional phrases, fronted adverbials, older literature language) to write a modern version of A Christmas Carol (older literature)</p> <p>Edit your work for missing words, punctuation and up level sentences and word choices.</p> | <p>You will work independently to use a range of narrative features (complex noun phrases, similes, metaphors, prepositional phrases, fronted adverbials, older literature language) to write a modern version of A Christmas Carol (older literature)</p> <p>Edit your work for missing words, punctuation and up level sentences and word choices.</p> | |

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| | | | | |
|-------------------|--|---|---|--|
| | As a class we will create the section of writing to show the story where the Scrooge realises what he has done and tells the Ghost of Christmas Yet to Come that he is changed. Show the class how they can bring the story to an end, how has your character changed? How do they behave now? | | | |
| Activities | Children will work independently to demonstrate what they understand about the different types of pronouns by sorting a selection of words into the correct pronoun group. Children will then write sentences that include the different pronouns, identifying which one they have used. To consolidate their understanding we will go through a few sentences where a word that they have learned to be a pronoun is not a pronoun in the sentence, children will be encouraged to discuss why recalling their knowledge of subject and verb and placement of the pronoun within the sentence i.e. fronted adverbial. | Today you will work independently to use a range of narrative features (complex noun phrases, similes, metaphors, prepositional phrases, fronted adverbials, older literature language) to write a modern version of A Christmas Carol (older literature) Edit your work for missing words, punctuation and up level sentences and word choices. | Today you will work independently to use a range of narrative features (complex noun phrases, similes, metaphors, prepositional phrases, fronted adverbials, older literature language) to write a modern version of A Christmas Carol (older literature) Edit your work for missing words, punctuation and up level sentences and word choices. | |

| Reading | | | | | INSET DAY |
|--|--|--|--|---|-----------|
| This week's reading focus: Reading Strategy 3 – Visualisation | | | | | |
| | Monday <u>LI: To visualise characters</u> | Tuesday <u>LI: To apply prior concept knowledge to visualise.</u> | Wednesday <u>LI: To discuss words and phrases that capture imagination.</u> | Thursday <u>LI: To retell a story using images.</u> | |
| | <p>Starter: As a class we will take a closer look at why the visualising reading strategy is so important and how it helps us to understand and process what we are reading.</p> <p>Main: Working together as a class, I will modelled the task for the session, they will be asked to read the sentences on the IWB and draw what is being described.</p> <p>Task: Children will read through various texts and they will first draw the pictures they visualise and write a possible title and then they will write a short paragraph to explain the impression of the character.</p> <p>Plenary: True or False... <i>The word choice of the author is not important as people visualise themselves?</i></p> | <p>Starter: Children will be shown the front cover of The Curious Garden, by Lola M. Schaefer. I will explain that today I will read them a picture book, one that is full with rich imagery and specific language.</p> <p>Main: Children will have divided their page into 8 boxes. I will read the short picture book to them, stopping at 8 different points within the story. The children are to illustrate what they were visualising right before I stopped.</p> <p>Discussion questions throughout the task <i>What words from the text helped you to create that illustration?</i></p> | <p>Starter: children will have a picture on the IWB and a series of questions about it which they will discuss with their partner.</p> <p>Main: 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.</p> <p>Task: Children will write the words/phrases that capture their imagination and explain why from the extracts provided. Children will record the words it helped them visualise in their minds by focusing on the 5 senses by creating an anchor chart.</p> <p>Plenary: As a class, we will share the words they placed into their anchor chart. We will discuss these words, why might they be different.</p> | <p>Starter: Children will be shown the front cover for 'A Christmas Carol'; By Charles Dickens. <i>What senses do you think the illustrator used and why?</i></p> <p>Main: Children will watch the animated version of 'A Christmas Carol'; By Charles Dickens and summarise what happened.</p> <p>Task: Using the images alone, children will work in pair to retell the story.</p> <p>Plenary: <i>How do the picture cues and prior knowledge help you remember, recall and retell the story from the images alone?</i></p> | |

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| Maths | LI: to be able to find a fraction of an amount | REASONING 1 ASSESSMENT | LI: to be able to find a fraction of an amount-Find the whole | REASONING 2 ASSESSMENT | INSET DAY |
| Key vocabulary and key questions | <p>Key Vocabulary: Numerator, denominator, proper fraction, improper fraction, factor, equivalents, common denominator, common numerator, simplify, mixed number, whole number, add, subtract, divide fractions, amount</p> <p>Key Questions: How do multiplication and division help us when finding fractions of an amount? • What does dividing the whole amount by the denominator work out? • How are the parts and wholes represented in a fraction? • What bar model could you draw to represent the calculation? • What is the difference between a unit fraction and a non-unit fraction?</p> | | <p>Key Vocabulary: Numerator, denominator, proper fraction, improper fraction, factor, equivalents, common denominator, common numerator, simplify, mixed number, whole number, add, subtract, divide fractions, amount</p> <p>Key Questions: How many equal parts are there altogether? • How many equal parts do you know the value of? • What is the value of each equal part? • How can you find the whole? • Should the whole be greater than or less than the value you are given? Why?</p> | | |
| Introduction | <p>Today children will understand that the denominator is the number of parts the whole is divided into, and the numerator represents the number of those parts that are selected.</p> <p>We will use bar models for children to realise the connection between parts and wholes of an amount. By the lesson, children should be able to find fractions of an amount in different contexts. Children will be encouraged to divide by the denominator and multiply by the numerator, understanding why they are doing this and what they are finding in each step</p> | | <p>Today, when finding the whole from a unit fraction, a pictorial representation will help children to understand why they simply need to multiply the given amount by the denominator. They then find a unit fraction from a given non-unit fraction and use this to find the whole. We will draw attention to the fact that, when calculating the whole, their answer will be greater than the number in the question. This will help children to sense check their answer.</p> | | |
| Activities | Complete questions about finding a fraction of an amount. | | Complete questions about finding a fraction of an amount. | | |

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| Reading | PSHE / RE | Topic/DT |
|--|--|--|
| <p><u>Daily for 20 minutes</u></p> <p>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>Reading skill this week: Retrieval skills:</p> <ul style="list-style-type: none"> -use our background knowledge and connect to text -visualise -watch out for VIP words/phrases and ideas | <p><u>PSHE –</u></p> <p><u>LI: To know some of the reasons why people use bullying behaviours.</u></p> <p>'White Ribbon' Lesson to explore what White Ribbon Day is. Children will be focusing on nonviolence against everyone as a theme. Discuss- is violence always physical? How can we keep safe and what to do if we encounter a problem.</p> <p>MAIN TASK- We would like you to create awareness of stopping violence against all regardless of gender, age, religion or culture.</p> <p>RE- <u>LI: To understand the meaning of the word incarnation.</u></p> <p>What does incarnation mean? Why did Jesus come to Earth in his human form?</p> <p>Can we think of reasons why Jesus should have come in his 'God-like' form?</p> <p>TASK- * Fill in the blanks to make sense of the paragraphs.</p> <p>*** You are going to write a persuasive speech about why Jesus came to Earth in human form. Ensure you emphasise why it was important for him to come as a human, also including why people might have thought he should have come in his God-like form.</p> | <p>Topic – Geography</p> <p><u>LI: LI: to explore and compare maps of the British Empire over time.</u></p> <p>Go through brief history on the British Empire with the children.</p> <p>Task- Create a map showing the British Empire during the Victoria. You will need to use an Atlas to find the countries and colour them in. You may want to label them and remember to include a title.</p> <p>DT <u>LI: To apply the housing and finishing touches to the automata frame.</u></p> <p>Children to create store fronts for their DT project and apply finishing touches to their projects. Class teacher to take pictures of their creations.</p> |

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Alexandra
Primary School

Aspire, Perform, Succeed

| Science | PE / Music | Spanish |
|--|--|--|
| <p><u>LI: To understand what non-renewable energy sources are.</u></p> <p><u>Discuss:</u></p> <p>What does 'energy' mean?</p> <p>What is non-renewable energy?</p> <p>What do we use energy for?</p> <p>Sort renewable and non-renewable energy sources.</p> <p>Q to answer in the books: Considering the current climate change issues, do you think we have progressed or regressed as a society?</p> | <p><u>PE—</u></p> <p><u>LI: To develop dodging skills to lose a defender.</u></p> <p>Success Criteria</p> <ul style="list-style-type: none">•Bend down low and push off in a different direction.•Change direction or speed to lose a defender. <p>Whole Child Objectives</p> <p>Social: To work collaboratively in a team. Emotional: To play games honestly and abide by the rules. Thinking: To plan tactics and apply them to a game situation.</p> <p><u>Music—</u></p> <p><u>LI: To use knowledge of dynamics, texture and pitch to create a group composition</u></p> <p>View the link: 'Choir makes it rain' on VideoLink. Discuss the effect with the children. Remind the children that to make a wave with sound, they need to start from low (pitch or volume or number of instruments), then make it get higher, then lower again. Ask the children to discuss how this choir's rain effect creates waves.</p> | <p>Topic: En el Colegio – At School</p> <p><u>L.I. To revise numbers 1-12 and learn how to tell the time (by the hour) in Spanish.</u> Today children will consolidate their knowledge of numbers in Spanish and use this to tell the time. Eventually they will be able to say what time they study certain subjects in Spanish.</p> <p><u>Tasks:</u> ¿Qué hora es? - worksheet</p> <p><u>PLENARY:</u> The children could use their new knowledge to say what time they study a particular subject. This will be explored in more detail in the following lesson.</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: adorably, valuably, believably, considerably, tolerably, changeably, noticeably, dependably, comfortably, reasonably

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

MyMaths:

- Multiply divide fractions introduction
- Mixed numbers