

Year Group: 6

Week beginning: 22.03.21

# 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
<b>English</b>	<b>LI: to plan a newspaper report</b>	<b>LI: to explore the language used in newspapers.</b>	<b>LI: to write the headline, caption and introduction of a newspaper report</b>	<b>LI: to write the main body of a newspaper report</b>	<b>LI: to practise comprehension skills.</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> headline, introductory paragraph, 5Ws, concluding paragraph, image, caption</p> <p><b>Key Questions:</b> Why is it important to plan out our writing beforehand?</p>	<p><b>Key Vocabulary:</b> adverbials, fronted adverbials, subordinate clauses, parenthesis, cohesion, pronouns</p> <p><b>Key Questions:</b> Which of these phrases is most likely to be found in a newspaper report?  Why is the piece of writing you have been given ineffective? How could you improve it?</p>	<p><b>Key Vocabulary:</b> headline, short, engaging, intrigue, 5Ws, factual, caption</p> <p><b>Key Questions:</b> What makes a good headline? Why is the headline of a newspaper so important? How can we summarise the 5Ws in just a few sentences.</p>	<p><b>Key Vocabulary:</b> informative, direct speech, reported speech, chronological order</p> <p><b>Key Questions:</b> What information is important for the reader to know? Do you need to include all of a quote from an eyewitness? How can you weave your quotes into the text?</p>	<p><b>Key Vocabulary:</b> Reading strategies, retrieve, infer, summarise, vocabulary, evidence</p> <p><b>Key Questions:</b> How can we quickly and accurately retrieve information from a text?  Can you select evidence to support your inference?</p>
<b>Introduction</b>	Today, we are going to box up our ideas for the Blitz newspaper report. This will help ensure that our writing is well-structured this week.	Today we are going to explore some of the language and phrases used in newspaper reports. You may wish to magpie some ideas and add them to your plan from yesterday.	Today, we will revisit the features of a good headline and you will write one for your own report. You will then address the 5Ws in a short introductory paragraph.	Today we are going to write the main body of the newspaper article. Remember, a newspaper article is informative, so should not be overly descriptive.	Today, we will revisit the 8 reading strategies and use them to answer comprehension questions.
<b>Activities</b>	Use the template to complete your newspaper plan.	Rewrite the paragraph, adding adverbials, pronouns and some newspaper-style language.	Write an impactful headline for your newspaper report that will engage the reader in just a few words. Then write your introductory paragraph. Remember to include the 5Ws in this.	Write the main body of your text, remember to recount the events in chronological order.	Use the text to answer the questions accurately. Skim and scan the text, highlighting any key information that you think is important.

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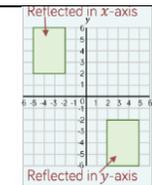
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<b>Maths</b>	<b>LI: to read and plot coordinates in the first quadrant</b>	<b>LI: to read and plot coordinates in the four quadrants</b>	<b>LI: to translate shapes in all four quadrants</b>	<b>LI: to reflect shapes in four quadrants</b>	<b>LI: to begin calculating ratio</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> Translate, translation, reflect, reflection, up, down, right, left, coordinates, quadrant, x-axis, y-axis, horizontal, vertical</p> <p><b>Key Questions:</b> Which axis do we look at first? Does joining up the vertices already given help you to draw the shape? Can you draw a shape in the first quadrant and describe the coordinates of the vertices to a friend?</p>	<p><b>Key Vocabulary:</b> Translate, translation, reflect, reflection, up, down, right, left, coordinates, quadrant, x-axis, y-axis, horizontal, vertical</p> <p><b>Key Questions:</b> Which axis do we look at first? If (0,0) is the centre of the axis (the origin), which way do you move along the x- axis to find negative coordinates? Which way do you move along the y – axis to find negative coordinates?</p>	<p><b>Key Vocabulary:</b> Translate, translation, reflect, reflection, up, down, right, left, coordinates, quadrant, x-axis, y-axis, horizontal, vertical</p> <p><b>Key Questions:</b> What does translation mean? Which point are you going to look at when describing the translation? Does each vertex translate in the same way?</p>	<p><b>Key Vocabulary:</b> Translate, translation, reflect, reflection, up, down, right, left, coordinates, quadrant, x-axis, y-axis, horizontal, vertical</p> <p><b>Key Questions:</b> How is reflecting different to translating? Can you reflect one vertex at a time? Does this make it easier to reflect the shape? Which axis are you going to use as the mirror line?</p>	<p><b>Key Vocabulary:</b> 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><b>Key Questions:</b> 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>
<b>Introduction</b>	<p>In this lesson we will be reading and plotting coordinates in the first quadrant (the quadrant where both x and y coordinates are positive.) We will be drawing shapes on a 2D-grid from given coordinates. We will also look at writing coordinates for shapes without plotting the points.</p>	<p>In this lesson, we will be extending our knowledge of the first quadrant to read and plot coordinates in all four quadrants. We will draw shapes from coordinates given. We will increase our understanding of which part of the axis is positive or negative.</p>	<p>In this lesson, we will be using our knowledge of coordinates and positional language to translate shapes in all four quadrants. We will be describing translations using directional language and use instructions to draw translated shapes.</p>	<p>In this lesson, we will be extending our knowledge of reflection by reflecting in four quadrants. We will reflect in both the x-axis and the y-axis. We will be using our knowledge of coordinates to ensure that shapes are correctly reflected.</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 percentage problems, decimal recognition, fraction and percentage equivalences.</p>
<b>Activities</b>	Complete the questions about reading and plotting coordinates in the first quadrant.	Complete the questions about reading and plotting coordinates in all four quadrants.	Complete the questions about translating shapes in all four quadrants.	Complete activities about reflecting shapes in four quadrants.	Complete the mental arithmetic questions



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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><b>Daily for 20 minutes</b> 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><b>RE</b> <u><b>LI: to explore Sikh beliefs about God and compare these to other beliefs.</b></u></p> <p><b>Introduction</b> – In today’s lesson, you will explore Sikh beliefs about God and compare these to other beliefs.</p> <p><b>Task</b> – 1. Do you agree/disagree with the following statement: <b>*There is One God whom we all know in different ways*?</b> 2. How is this similar/different to what your religion believes?</p>	<p><b>Topic</b> <u><b>LI: to be able to identify and explore the countries that were part of World War Two.</b></u> <b>Introduction</b> – In today’s lesson, you will learn all about life during Germany’s Nazi rule. You will explore Hitler youth, education, women’s role in Nazi Germany and how Hitler controlled an entire nation. <b>Task</b> – You will make comparisons between a normal school day in Nazi Germany and also in England. You will then work in groups to become experts on the following subjects: Nazi education, the role of women, concentration camps, Aryan race and the police force. You will take turns sharing your expert information with the class.</p> <p><b>Art</b> <u><b>LI: to use colour mixing to create a Blitz-inspired background.</b></u> <b>Introduction</b> – We are going to be creating a piece of WW2 silhouette art inspired by The Blitz. <b>Task</b> – Explore the images on the flipchart and respond to them in your sketchbooks. Then practise colour mixing before painting your background.</p>
<p style="text-align: center;"><b>Science</b></p>		<p style="text-align: center;"><b>Spanish</b></p>
<p><u><b>LI: to investigate how refraction changes the direction in which light travels.</b></u></p> <p><b>Introduction</b> – In this lesson you will reflect on what refraction is and explore how it works.</p> <p><b>Task</b> – You will conduct an investigation using a glass of water and a piece of paper. You will make predictions, draw a diagram and answer questions about what you discovered.</p>		<p><u><b>LI: La Segunda Guerra Mundial – WW2</b></u> <b>Introduction</b> – In this lesson children will 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 <b>Tasks</b> – -Introducing the aim of the lesson as above explaining how they will hear and read the story of Ralph, a boy of their age during WWII. - We will use the ‘Ralph Story’ PowerPoint to tell Ralph’s story. -True/false activity based on above. <b>Plenary</b> Which were the easy words to recognise and translate? Can we use this skill in the future to help decode text?</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:** accidentally, believed, experienced, knowledgeable, occasionally, weight, wait, prism, volume, siren

#### **MyMaths:**

- Scale drawing
- Proportion introduction

**Topic:** Create a PowerPoint or Google Slide all about 'Kindertransport' and Evacuation during WW2. See the Google Classroom assignment for more information about this.



**Alexandra**  
Primary School

Aspire, Perform, Succeed