

Year Group: 6

Week beginning: 6.11.2023

Weekly Home Learning

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Year 6	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To analyse the structure of older literature and retell the story.	LI: To evaluate the language Dicken's used to create Scrooge's identity	LI: To identify cohesive devices within a text.	LI: To plan an older literature narrative	LI: To use retrieval to answer questions
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> Opening, build up, problem, resolution, ending, literature</p> <p><u>Key Questions:</u> What is an adverb? What is an adjective? How can you tell the difference between them? What do they do within a sentence? How is the story structured? What happens in the opening, build up, problem, resolution and ending?</p>	<p><u>Key Vocabulary:</u> Opening, build up, problem, resolution, ending, literature, Charles Dickens, Christian, future, humanity, humiliate, ignorant, inferior, investigate, misanthropy, past, poor, present, provision, rich, social reform, spirit, superior, support, upper class, Victorian, welfare, workhouse, working class</p> <p><u>Key Questions:</u> What do we remember about the writer Charles Dickens? What can you infer about Scrooge's character? What is your evidence for this based on the images? Is it considered skilful writing to use many adjectives in a single sentence? Why has Dickens made this choice? What do we learn about Scrooge?</p>	<p><u>Key Vocabulary:</u> Cohesion, paragraphs, across, within, pronoun</p> <p><u>Key Questions:</u> What is a paragraph? Why do we use them? When do we start a new paragraph? How can we link the ideas in and across paragraphs? What does the word cohesion mean? What does cohesion do?</p>	<p><u>Key Vocabulary:</u> Opening, build up, problem, resolution, ending, literature, Charles Dickens, Christian, future, humanity, humiliate, ignorant, inferior, investigate, misanthropy, past, poor, present, provision, rich, social reform, spirit, superior, support, upper class, Victorian, welfare, workhouse, working class</p> <p><u>Key Questions:</u> Can you link the key vocabulary to A Christmas Carol? How are you going to alter this older literature text? What journey/lesson will your Scrooge learn? How will you show the readers how he has changed? Will you keep the ghosts? If so, what will they show him? What will Scrooge's childhood be like?</p>	<p><u>Key Vocabulary:</u> Background knowledge, connections, prediction, visualisation, inference, breakdown and repair, VIP words/phrases,</p> <p><u>Key Questions:</u> 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 start the lesson by recapping what an adverb and adjective is. Children will be asked to identify whether the word that is underlined in the sentence is an adjective or adverb.	Go through the teaching slides. As a class we will recap what we already know about Charles Dickens by watching a short video on his life and novels.	Go through the teaching slides. Children will recap on what a paragraph is, when it used and when we start a new one.	Go through the teaching slides. Today, children will be planning their older literature narrative based on A Christmas Carol. In their table groups children will be asked to recall the main events of A	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

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	<p>As a class, we will look at how narrative stories are structured. (Opening, build up, problem, resolution and ending).</p>	<p>Children will look at a quote from A Christmas Carol about Scrooge. Children will be asked to discuss what their first impressions are of the character based on the vocabulary used.</p> <p>They will then take a closer look at the text and identify VIP words that reinforce something that the character says or does that reinforce their opinions of him.</p> <p>As a class we will write a modelled character description using the vocabulary and imagery from the text.</p>	<p>Today, you will be recalling and discussing the role of cohesion across and within paragraphs. We will start by looking at the different ways we can create cohesion:</p> <p>Pronouns - Rather than using 'she' all the time we can use phrases that give information about the character i.e. the adventurous young lady.</p> <p>Fronted adverbials (time, place and manner) can be used to link sentences and paragraphs together.</p> <p>Ellipsis – using it across and within paragraphs reduces repetition and makes the writing cleverer and more succinct.</p> <p>Balance – too much dialogue, action or description will make your writing difficult to follow.</p> <p>Children will consolidate their learning by improving a short paragraph by applying the devices above.</p>	<p>Christmas Carol and order the illustrations on their tables. Children will then retell the story to their partners.</p> <p>Together we will look at an extract from the class text and discuss how they will alter the text to make it their own. We will think about the journey/lessons that their main character will learn.</p>	<p>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.</p> <p>Children will apply these skills to a short text to consolidate their understanding.</p>
Activities	<p>Today, you are being asked to analyse the structure of A Christmas Carol. You can use a story map, boxing up or a story map.</p> <p>Ensure that you are summarising each section and not just copying it out from the text.</p> <p><u>Extension</u> Explain why it is important to consider the structure of a story when planning.</p>	<p>Children will write read a short text and highlight and identify the cohesive devices that have been included.</p>	<p>Children will work independently to write their character description of Ebenezer Scrooge, they will need to include:</p> <p>Similes Metaphors Complex noun phrases Dialogue capturing the characters catchphrase Vocabulary and phrases taken from older literature</p> <p><u>Next step</u> – would you want to be friends with Ebenezer Scrooge? Explain why/why not</p>	<p>Creating your own plan Today, the children will be creating a plan using a story mountain or boxing up grid to plan their older literature narrative. They should use the features to help make sure that you've included all of the key information.</p> <p>Challenge: add keywords and phrases to your plan.</p>	<p>Children will be given a text to read. Using the reading skills and their background knowledge children are to answer comprehension questions.</p> <p>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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Reading					
This week's reading focus: Reading Strategy 1 – Making Connections					
	Monday <u>LI: To compare texts.</u>	Tuesday <u>LI: To activate prior knowledge about text.</u>	Wednesday <u>To identify themes and conventions</u>	Thursday <u>LI: To identify the purpose of a text.</u>	Friday <u>LI: To review a text.</u>
	<p>Starter: children will think about why we make connections. We will discuss how making connections when reading is helpful to understanding the text they are reading.</p> <p>Main: On the IWB we will discuss how a Venn diagram works.</p> <p>Task: Children will be focusing on comparing (similarities) and contrasting (differences) in The Little Match Girl and Street Child. Children will focus on themes, characters, settings, plot.</p> <p>Plenary: Children will choose either LMG or Street Child and answer the following questions: <i>What type of text is this?</i> <i>Have you read texts like this before?</i> <i>What is the purpose of the text?</i> <i>How does the text compare/contrast with others within the genre?</i></p>	<p>Starter: Children will recap what making connections in reading is. Together we will go through examples of Text to self, text to text and text to world.</p> <p>Main: Today, children will be making these connections using sentences stems. As a class we will watch a short-animated story and together we will answer the sentence stems making connections between the book and self, text and world.</p> <p>Task: children will be making these connections using sentences stems. Using their knowledge and understanding of the text A Christmas Carol the children will answer the sentence stems making connections between the text to self, text to text and text to world.</p> <p>Plenary: True or False, Making connections is closely related to background knowledge. Explain your thinking, give an example to support your idea.</p>	<p>Starter: children will be asked to recall what the term 'theme' means. They will then be asked to write a definition for the term. They will then be giving some statements about different text types after discussing them they will be asked to write a definition for the term 'convention'.</p> <p>Main: Today, children will be asked to watch a video on A Christmas Carol, and listen carefully as they will be working in pairs to identify the themes of the text. Together as a class we will complete part of the Christmas Spirit theme, we will look at the characters that link to this theme and record a quote that supports this thinking.</p> <p>Task: In pairs, children will be asked to focus on one of the four main themes of A Christmas Carol: - Christmas Spirit - Family - Poverty and Social responsibility - Redemption Together they will identify three characters that link to this theme and record a quote that supports this thinking.</p> <p>Plenary: Early in 1843, as a response to a government report on the abuse of child labourers in mines and factories, Dickens vowed he would strike a 'sledge-hammer blow...on behalf, of the Poor Man's Child'. That sledge-hammer was A Christmas Carol. Using the making connections strategy (text to self, text to text, text to world) how far do you agree with this quote?</p>	<p>Starter: children will be given 5 minutes to list the common purposes of texts.</p> <p>Main: Children will be shown the main task, they will have a quote by Benjamin Disraeli (we will discuss who this is) and the children will be asked, how true do you think this description is of the society Dickens describes in A Christmas Carol? To help the children answer this question, we will take a closer look at the Victorian era. This covers; rich and poor, industrialisation, work, children, living conditions of working people, The Poor Law,</p> <p>Task: The children will be shown the Benjamin Disraeli quote again and they will be asked to answer the following questions: <i>Who do you think the 'two nations' and that Disraeli is describing?</i> List the different themes within A Christmas Carol. <i>Why do you think Charles Dickens included these themes within his story?</i></p> <p>Plenary: How true do you think this description is of the society Dickens describes in A Christmas Carol?</p>	<p>Starter: In partners children will be asked to discuss Who are their favourite authors? Which books they enjoy reading the most and why? Which genre do they prefer reading and why?</p> <p>Main: Children will work as a class to create book review based on a class text read this year. They will start by looking at and describing the front cover using key vocabulary. Children will then have the opportunity to plan their ideas and reasons for their favourite book.</p> <p>Task: Children will independently write a book review based around the texts we have read in class: - Street Child, - The Little Match Girl - A Christmas Carol</p> <p>Children will explain why they like the book so much and why they would recommended it to others.</p> <p>Plenary: Make a list of books, authors, genres you would now like to explore further. <i>Can you use this in our school library?</i></p>

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Maths	L1: to be able to add and subtract simple fractions	L1: to be able to add and subtract any 2 fractions	L1: to be able to add mixed numbers	L1: to be able to subtract mixed numbers	L1: to be able to solve multi-step problems
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</p> <p>Key Questions: Do the fractions have the same denominator? • When are two fractions equivalent? • How can you find a common denominator? • How many of the fractions do you need to convert? • Now the denominators are the same, how do you add/ subtract the fractions</p>	<p>Key Vocabulary: Numerator, denominator, proper fraction, improper fraction, factor, equivalents, common denominator, common numerator, simplify, mixed number, whole number</p> <p>Key Questions: Do the fractions have the same denominator? • What is the first common multiple of ___ and ___? • How many of the fractions do you need to convert? • How do you know if your answer is in its simplest form? • Do you need to convert your answer to a mixed number? Why or why not?</p>	<p>Key Vocabulary: Numerator, denominator, proper fraction, improper fraction, factor, equivalents, common denominator, common numerator, simplify, mixed number, whole number</p> <p>Key Questions: How can you partition the mixed numbers? • How can the addition be rewritten to make it easier? • In this question, is it easier to deal with wholes and fractions or to use improper fractions? Why? • How do you convert a mixed number into an improper fraction? • Are there any improper fractions in the answer? What can you do about this?</p>	<p>Key Vocabulary: Numerator, denominator, proper fraction, improper fraction, factor, equivalents, common denominator, common numerator, simplify, mixed number, whole number</p> <p>Key Questions: How can you partition the mixed number? • How can the subtraction be rewritten to make it easier? • In this question, is it easier to deal with wholes and fractions or to use improper fractions? Why? • How do you convert a mixed number into an improper fraction?</p>	<p>Key Vocabulary: Numerator, denominator, proper fraction, improper fraction, factor, equivalents, common denominator, common numerator, simplify, mixed number, whole number</p> <p>Key Questions: What can you work out first? • What do you need to know to work out the answer? • Can 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>
Introduction	Children may be familiar with some common additions and subtractions such as $1/2 + 1/4 = 3/4$ and this is a good example on which to build. They will start by using bar models before moving on to finding the first common multiple of the denominators. As the focus today is on addition and subtraction of simple fractions, children are not yet required to work with improper fractions and mixed numbers as this will be looked at later in the week.	Children will revisit how to find a common denominator before completing the calculations. They will use bar models and then move on to finding the first common multiple of the denominators. Once this is secure, they will add up to three fractions or subtract fractions with different denominators. Children will add fractions with answers greater than one, but do not add and subtract mixed numbers until the next step. Children will be encouraged to simplify answers and convert improper fractions to mixed numbers as appropriate.	Children will explore adding the wholes and fractional parts separately. This is usually the most efficient method, but converting to improper fractions and then adding is an alternative. Some children may need to revisit converting between improper fractions and mixed numbers. Questions will begin with fractions with the same denominator and then move on to fractions with different denominators. Children can still draw models to represent adding fractions, particularly if these are useful for pairs of fractions with unequal denominators.	Children will make links between what is the same and what is different when subtracting mixed numbers compared to adding them. We will start by introducing this step when children subtract mixed numbers that have the same denominator and do not break the whole. They then subtract fractions with different denominators and complete questions that break the whole. When breaking the whole, children can exchange one whole or convert mixed numbers to improper fractions.	Children will apply the skills they have learnt in previous steps to solving problems in real-life contexts. The problems may involve more than one calculation and children need to choose the operations and consider what order to perform them in. Children will be encouraged to think about the most appropriate method to perform any of the calculations. Sharing methods could help children gain a flexible approach to solving the problems. Children also need to ensure that they write fractions in their simplest form and convert between improper fractions and mixed numbers where appropriate.
Activities	Complete questions about adding and subtracting simple fractions.	Complete questions about adding and subtracting any 2 fractions.	Complete questions about adding mixed numbers.	Complete questions about subtracting mixed numbers.	Complete questions about solving multi-step fractions problems.

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Please continue logging into My Maths, Doodle Maths and keep up with your TimesTable Rockstars regularly.

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 – LI: To explain some of the ways in which one person or a group can have power over another.</u></p> <p>Children learn about what a power struggle is. Children look at a poem titled 'There's a place' and think about how it might feel to not be accepted by being different in some way.</p> <p>Main task- children look at a range of scenarios and identify who has the power and why.</p> <p><u>RE- LI: To understand how God's intervention and actions protected Mary.</u></p> <p>Discuss the LI above and then complete the following activity-</p> <p>* Story board of the angel visiting Joseph.</p> <p>** /***Write a diary entry on behalf of Joseph. Include how you felt if you were Joseph and you found out Mary was pregnant and how you felt instantly. Also include the visit you received from the angel and how this changed your perspective.</p>	<p>Topic – Geography</p> <p><u>LI: to explore and compare maps of the British Empire over time.</u></p> <p>Children begin to learn about the British Empire and key facts/ dates associated with it.</p> <p>Children look at a map identifying key parts of the British empire. Key questions:</p> <ol style="list-style-type: none"> 1. When was the map made? 2. What do the illustrations represent? 3. What does the map show? <p>Look at the different colours that have been used.</p> <ol style="list-style-type: none"> 4. What impression do you get about the British Empire? <p><u>DT- LI: To explore the relationship between cam profiles and followers, to inform a design decision.</u></p> <p>Children Cut and stick your cam profile onto the card.</p> <ul style="list-style-type: none"> - Pierce holes in the cam using a pencil and rubber and attach them to the axle. - Cut and attach a follower base to the bottom of each follower. - Attach the washers to stop the axle from sliding back inside the automata frame

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Alexandra
Primary School

Aspire, Perform, Succeed

Science	PE / Music	Spanish
<p><u>LI: To understand the role of scientists.</u></p> <p>Children look at the life of Thomas Edison and key dates in his life. Children create notes on his life using iPads.</p> <p>Key questions: - When did Thomas Edison live/die? -Where was he from? - What was he most known for? -what was he inspired by? - Choose 2 of his inventions and provide more detail -What was his childhood like? - What was his family life like?</p> <p>. Children then create a non-chronological report based on his life.</p>	<p><u>PE</u> – To be able to play games using tagging rules.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> •Do not block or protect your tags. •To receive a pass from a teammate you must be behind or to the side of them. <p>Whole Child Objectives</p> <p>Social: To support and congratulate others. Emotional: To try my best. Thinking: To make quick decisions of when to pass.</p> <p><u>Music – L.I:</u> To improvise as a group, using texture</p> <p>children to get into the same group of three as the previous lesson and ask one group to show the rest of the class either their DYNAMICS or PITCH work from the previous lesson. Ask the other children to decide whether they were showing a change in dynamics, or a change in pitch.</p>	<p>Topic: En el Colegio – At School</p> <p><u>L.I. To consolidate the vocabulary for school subjects and to extend this knowledge by introducing an opinion, forming a short phrase.</u></p> <p>Today will introduce the aim of the lesson - how the children will consolidate their knowledge of school subjects from the last lesson and learn how to express an opinion on each subject. We will ask how many school subjects they can remember from last week from memory and ensure that they have remembered the correct articles for each noun.</p> <p>Tasks:</p> <p>Speaking task Class survey Role play</p> <p>PLENARY:</p> <p>The children could use previous knowledge (if applicable) using perhaps 'hoy' ('today') and adding on 'estudio...' ('I study') plus the subjects they study at school today. For a challenge they could then add an opinion, bringing all the language together to create more complex sentences.</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: applicable, tolerable, operable, considerable, dependable, comfortable, reasonable, perishable, breakable, fashionable

Reading Plus

MyMaths

- Introducing improper and mixed numbers
- Adding and subtraction fractions