# Weekly Home Learning

Alexandra Primary School
Aspire, Perform, Succeed

Year Group: 6 Week beginning: 05.10.26

*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. Homework will be set on the **Friday** and will be expected to be completed by the **Friday** of the following week.*

| English | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| | **LI: To construct an alternative ending.** | **LI: To edit a narrative with an alternative ending.** | **LI: To publish a narrative with an alternative ending (Hot write).** | **LI: To publish a narrative with an alternative ending (Hot write).** | **LI: To recall the grammatical function of adjectives.** |
| **Key vocabulary and key questions** | **Key Vocabulary**: show don't tell, happy ending, cliff hanger, dialogue, action and description<br><br>**Key Questions**: How can you use language to show the reader how the Match Girl is feeling? How will you make your ending sound like an ending? | **Key Vocabulary**: vocabulary, spelling, synonym, cohesion<br><br>**Key Questions**: Read your work aloud. Does it make sense?<br>Do you have incomplete sentences?<br>Have you balanced dialogue, action and description? | **Key Vocabulary**: cohesion, punctuation accuracy, subordination, cursive<br><br>**Key Questions**: Have you written in cursive? Have you linked together your paragraphs? | **Key Vocabulary**: cohesion, punctuation accuracy, subordination, cursive<br><br>**Key Questions**: Have you written in cursive? Have you linked together your paragraphs? | **Key Vocabulary**: adjective, noun, superlative, comparative<br><br>**Key Questions**: What is the function of an adjective? Can you identify the adjectives in the sentence? What are comparative and superlatives? |
| **Introduction** | Class teacher will write a model ending with the children as a shared write. | Whole class feedback from class teacher and children will be given time to action edits and improvements to their work. | Class teacher will remind children of the points on the assessment web. | Children to read the work they wrote yesterday to ensure it makes sense and is their best work. | Class teacher will remind children of what an adjective is and how to identify them within a sentence. |
| **Activities** | Children will use their plans and work from last week to write the ending of their story. | Children will read their work slowly to a partner. They will work together to identify parts that perhaps need changing or improving. They will then become spelling and punctuation detectives together. | Children to independently write their hot write. | Children to independently finish writing their hot write. | Children will learn the difference between adjectives, comparatives and superlatives. They will identify them, form them and use them in sentences. |

| **This week's reading focus: Reading Strategy 5 – Notice breakdown** | | | | |
|---|---|---|---|---|
| **Monday**<br>**LI: To identify when a text doesn't make sense.** | **Tuesday**<br>**LI: To recognise gaps within a text.** | **Wednesday**<br>**LI: To evaluate the impact of the inconsistency on the purpose for reading** | **Thursday**<br>**LI: To form questions about a text.** | **Friday**<br>**LI: To form questions about a text.** |
| Starter: Children will identify what break down looks like reading and how to diagnose what has caused the breakdown. They will then complete a short activity based on identifying breakdown.<br><br>Main task: Using the text, Galapagos, children will answer a range of retrieval, inference, summary, prediction and vocabulary questions. | Starter: Children will recap what break down looks like reading and how to diagnose what has caused the breakdown. They will then complete a short activity based on identifying breakdown.<br><br>Main task: Using the text, Galapagos, children will answer a range of retrieval, inference, summary, prediction and vocabulary questions. | Starter: Children will recap what break down looks like reading and how to diagnose what has caused the breakdown. They will then complete a short activity based on identifying breakdown.<br><br>Main task: Using the text, Galapagos, children will answer a range of retrieval, inference, summary, prediction and vocabulary questions. | Starter: Children will recap what break down looks like reading and how to diagnose what has caused the breakdown. They will then complete a short activity based on identifying breakdown.<br><br>Main task: Using the text, Galapagos, children will answer a range of retrieval, inference, summary, prediction and vocabulary questions. | Starter: Children will recap what break down looks like reading and how to diagnose what has caused the breakdown. They will then complete a short activity based on identifying breakdown.<br><br>Main task: Using the text, Galapagos, children will answer a range of retrieval, inference, summary, prediction and vocabulary questions. |

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| Maths | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| | **LI: short division** | **LI: Division using factors** | **LI: Introduction to long division** | **LI: Long division with remainders** | **LI: Solve problems with division** |
| **Key vocabulary and key questions** | **Key Vocabulary:**<br>divide, share, remainder, divisor, dividend<br><br>**Key Questions:**<br>How can we use place value to help us divide a number using the short division method?<br><br>What do we do when a digit cannot be divided exactly, and why do we carry the remainder to the next digit?<br><br>How can we check that our division answer is correct? | **Key Vocabulary:**<br>Factors, multiples pairs<br><br>**Key Questions:**<br>What does the word "factor" mean? • What are the factors of the number you are dividing by? • What numbers do you find it easy to divide by? • How can you check your answer? • Which factor are you going to divide by first/second? Why? | **Key Vocabulary:**<br>Division, multiple, method<br><br>**Key Questions:**<br>How can you use multiples to divide by a 2-digit number? • Why do we subtract as we go along? • What does the arrow represent in the long division? • Can this division be done using factors instead? Why or why not? • What is the first step when performing a long division? | **Key Vocabulary:**<br>Share, divide, divisible by, dividend, divisor, reminder<br><br>**Key Questions:**<br>Why do we subtract as we go along? • In a long division, what happens after the subtractions if you cannot divide exactly? • What is the first step when performing a long division? | **Key Vocabulary:**<br>Share, divide, divisible by, dividend, divisor, reminder<br>**Key Questions:**<br>What is the most useful way of partitioning the number? • Would you use short division or long division? Why? • 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 divide by ? Which factor pair is easiest to use? |
| **Introduction** | For this lesson, pupils will develop their understanding of short division, using place value to divide numbers accurately. They will practise dividing larger numbers by a one-digit number, including situations where they need to carry a remainder to the next digit. Pupils will explain their methods, solve problems independently and use multiplication to check their answers. | Today, children start with the familiar strategy that to divide by 4 they can halve and halve again. They move on to dividing by multiples of 10 before looking at slightly more complex divisions using two single-digit factors. Children need to be aware that the divisions can be carried out in any order. This means they can choose to divide first by the factor they find it easier to work with, and then by the factor they find more difficult | Today, children divide 3-digit numbers without remainders, using an expanded method that shows the multiples, before progressing to a more formal long division method. They divide 4-digit numbers, still without remainders, using their knowledge of multiplying by 10 and 100. When dividing by composite numbers. | Today's lesson includes context questions where children interpret the remainder and/or adjust the number they are dividing. For example, when thinking about packing items into boxes, they consider the number of full boxes or the total number of boxes needed. Children should always check that the remainder is less than the number they are dividing by. | Today children explore division problems, looking at the most appropriate strategy for finding a solution. Children look at alternative methods such as partitioning the number into appropriate multiples of the number they are dividing by. They also use counting up in multiples, for example for calculations such as 1,400 ÷ 200, and compare this with other strategies. . |
| **Activities** | Complete questions on short division with and without remainders | Complete questions about division using factors. | Complete questions about long division | Complete questions about long division with remainders | Complete questions about solving problems with division |

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| Reading/Music/Writer's Toolbox | PSHE / RE | Topic/Art/DT |
|---|---|---|
| **Daily for 20 minutes**<br>Read different text genres: a biography, classic novel, adventure story, poems, newspaper, cultural story. Be sure to sign your planner every day and record your reading. Continue to use Reading Plus for reading.<br><br>**Music**<br>**L.I: To create and notate musical ideas and relate them to film music.**<br>Children will create a graphic score for a section of film music from the film *Wallace And Gromit*. They will then share this within a small group and then create one as a group. | PSHE LI: **I can tell you about a range of careers**<br>Using the Story Project text, Adrian Slater Illustrator, children will consider different types of career that will be available to them one day. They will then research different careers and how they are suited to different people.<br><br>**RE: LI: To explain reasons why traditions can vary within a religion**<br>Children will learn about the Jewish tradition of Shabbat and Friday night dinner. They will learn some of the foods eaten as part of this celebration. They will discuss how some of the ingredients in these foods are very different. Class teacher will link this to the Jewish diaspora and explain the difference between Ashkenazic and Sephardic Jews. | **Topic – The Victorians**<br>**LI: to experience what a Victorian school may have been like.**<br>Children practise a series of activities that replicate a Victorian school. They use their drama skills and practise handwriting, arithmetic and reading as would have been done during that era.<br><br>**Art- William Morris printmaking**<br>**LI: to develop my own pattern inspired by William Morris**<br>Using images of William Morris' work, children will create patterns based on the themes of William Morris. They create 4 designs then will choose one to replicate as their final print. |
| **Science** | **PE** | **Spanish/Computing** |
| **Evolution and Inheritance**<br>**LI: to identify the key theorists of evolution and understand how the theory of evolution began.**<br>This week in Science, we will be learning about how the theory of evolution began. The children will meet three important scientists -Jean-Baptiste Lamarck, Charles Darwin and Alfred Russel Wallace - and explore how their ideas helped scientists understand that living things can change over time. We will look at how scientists use observations and evidence to develop and improve scientific theories, and the children will take part in activities comparing the different scientists' ideas. | **PE – Hockey**<br>**LI: To be able to move into space to support a teammate**<br>Children will recap the hockey skills that have been developed this term so far. They will then play a small match with a focus on moving into a suitable space and passing the ball to a teammate in a suitable space.<br><br>**PE – Gymnastics**<br>**LI: to be able to perform the progressions of a headstand and a cartwheel.**<br>Children will practise their headstand and cartwheel skills. Children will progress their movements and balances according to confidence and ability ensuring safety throughout. | **Topic: Verbos regulares – Regular verbs**<br>**L.I. To learn about regular Spanish -IR verbs.**<br>Today children are going to learn more about Spanish verbs and in particular a regular Spanish –IR verb. Can the children remember how to create a verb stem from the infinitive form of the verb?<br>**Computing - L.I: To explore how AI-generated code can be used to create a webpage.**<br>Children will learn what html stands for and will look at examples of html code. They will see how it used to design websites. They will be shown ways that AI can be useful in generating code and how this will help design websites and pages. |

## Homework

**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:** co-operate, co-ordinate, co-own, co-author, re-enter, re-educate, re-examine, re-evaluate

**MyMaths:** Complete the allocated tasks

**Writer's Toolbox:** Complete the allocated task