# Weekly Home Learning

Year Group: 6 Week beginning: 14.09.26

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| Year 6 | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **English** | **LI: To form similes and metaphors (over two days)** | **LI: To form similes and metaphors** | **LI: to form prepositional phrases** | **LI: to review my work and perform a poem inspired by Tennyson** | **LI: to publish a poem inspired by Tennyson (hot write)** |
| **Key vocabulary and key questions** | Simile, metaphor, comparison, poetic device, alliteration, personification, adjective, adverb<br><br>How can you describe the lion?<br>How can you build effective description?<br>Can you create an effective comparison?<br>What tone and atmosphere would you like to create in stanza one? | Simile, metaphor, comparison, poetic device, alliteration, personification, adjective, adverb<br><br>How can you describe the lion as it attacks its prey?<br>How can you show the pace has changed?<br>Can you create an effective comparison?<br>What tone and atmosphere would you like to create in stanza two? | Stanza, rhythm, rhyme, preposition, narrative, tone, syllable<br><br>How many syllables are in each line?<br><br>What punctuation should you include at the end of the line?<br><br>Is your rhyme effective?<br><br>Does your poem tell the story? | Proof-reading, semi colon, colon, comma, syllable, half-rhyme, prosody, expression<br><br>Can you improve the content of your poem to have a greater impact on the reader?<br><br>Can you fix any incorrect spelling or punctuation?<br><br>How can you read your poem in an engaging way to capture the attention of the audience? | Cursive handwriting, structure, layout, punctuation<br><br>Is your handwriting legible and joined?<br><br>Have you included punctuation appropriately?<br><br>Have you omitted any words? |
| **Introduction** | Children to watch a short video clip of a lion stalking through the grass. | Children to watch a short video clip of a lion chasing and attacking its prey. | Reread Tennyson's The Eagle and remind children of what happens in both of the stanzas. How can they apply this to The Lion. | Class teacher to give whole class feedback based on marking of the draft poem. Children to have time to respond to this. | Class teacher to give another whole class feedback session and allow children to have one final edit. |
| **Activities** | Class to create a word bank of descriptive phrases describing the savannah and the appearance of the lion.<br>Children to then describe the movements of the lion.<br><br>Class teacher to model creating an ominous tone.<br><br>Class teacher to model incorporating similes, metaphors, personification and alliteration into their word bank. | Class to create a word bank of descriptive phrases describing the moment the lion begins chasing the prey and how it attacks.<br>Children to then describe the movements of the lion.<br><br>Class teacher to model changing the pace and creating a dramatic tone.<br><br>Class teacher to model incorporating similes, metaphors, personification and alliteration into their word bank. | Children to draft their poem. Stanza 1 focusing on creating phrases that show the movement of the lion and describing the setting,<br><br>Children to consider number of syllables in each line and rhyming pattern to help create a sense of rhythm. | Children to read their poem to their partner and to cunt the syllables in each line together. Are the syllables consistent? Can this be edited?<br><br>Partner to give feedback on rhyme and how engaging it was.<br><br>Children to work together to identify if poetic devices have been used. If not they have time to try to include some.<br><br>Children to then read the poem to their whole class with a focus on prosody and expression. | Children to publish their poem and ensure that it has a title.<br><br>Children to then use their assessment web to identify if they have met their individual target and met the criteria on the web.<br><br>Class teacher to assess this afterwards. |

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| Reading | This week's reading focus: Reading Strategy 2- Prediction | | | | |
|---|---|---|---|---|---|
| Ask questions, predict, I wond | **Monday**<br>**LI: To identify key information in a text.** | **Tuesday**<br>**LI: To identify the casual links between events in a text.** | **Wednesday**<br>**LI: To form questions about a text.** | **Thursday**<br>**LI: To use details in a text to form predictions/speculations.** | **Friday**<br>**LI: To select appropriate evidence from a text to justify predictions.** |
| | **Starter:** Children will watch a short video to recall what a prediction is. We will discuss how we predict effectively and think about how the evidence help us.<br>**Main:** Children will work through activities on the IWB, they will be asked to read a short passage that then identify the parts of the text that will help them to make a prediction.<br>**Task:** Children will have just one line from various different texts and make predictions using your knowledge of previous books that you have read. They will be asked to write down what type of book you think it is and give a reason for your answer. Use the example we just saw to help you.<br>**Plenary:** Children to discuss how they knew which information was key, does your partner agree? | **Starter:** Vocabulary starter. Children will be asked to look at the IWB, where they will have 4 words that they are to choose from to define 'prediction'.<br>**Main:** Children will go through a couple of activities on the IWB identifying the links between the events with the text that they could base their prediction on.<br>**Task:** Children will read two mini extracts and answer questions. They will be asked to recall when answering prediction questions they need to:<br>*Search for clues in the text*<br>*Find the evidence*<br>*Use the evidence to justify their thoughts*<br>*Consider which vocabulary will help them make a prediction.*<br>**Plenary:** Children will be asked to fill in the gaps of known facts to embed their knowledge of predictions. | **Starter:** On IWB children will have text with some of the word underlined. The children will be asked to look at these words and decode/swap out these words to better understand the text.<br>**Main:** Write the sentence into your book and write the questions that come into your mind. Let's do the first one together.<br>**Task:** Children will be given a short passage. They will record the questions that they think of as they read. Can they answer any of these questions posed from clues from the text?<br>**Plenary:** The children will share the questions they thought of whilst reading the main text. Did others agree? Discuss | **Starter:** Children will have an unfamiliar extract and they will need to decode/swap out the words, which have been underlined. They will need to use their vocabulary skills:<br>**Main:** On the IWB children will complete a few examples of locating details in the text. Before attempting to answer questions, they should swap out/decode to get a good understanding of vocabulary. After, they should use the clues and key details to locate appropriate evidence for their answers.<br>**Task:** Children to use the following skills to support them when locating evidence:<br>• *Visualisation*<br>• *Clue hunting*<br>• *Scanning*<br>Before attempting to answer questions, they should swap out/decode to get a good understanding of vocabulary. After, they should use the clues and key details to locate appropriate evidence for their answers.<br>**Plenary:** Children will complete the Answer stems<br>*I know I scooped this part of the text and underlined this key event. This tells me…*<br>*I have also noticed this is a key event. This helps me to identify that this could potentially happen next…*<br>*The skills that will support me here are…*<br>*The clues indicate…* | **Starter:**<br>*Reading around the word*<br>*Swapping out*<br>*Exploring prefixes and suffixes*<br>*Where have I heard the word before?*<br>Children will also have two retrieval questions they need to answer. To answer these questions, children must use their retrieval skills:<br>*visualisation*<br>*Scanning*<br>**Main:** CT to model how to visualise, discuss and underline key events and children will have a go.<br>**Task:** After reading the text children will visualise and underline key events to hunt for clue. After they have searched and located the clues, they can to predict what may happen next.<br>**Plenary:** Children to choose and complete an answer stem<br>*The answer is…because…*<br>*I know I can eliminate…*<br>*I know this answer can't be right because…*<br>*The characters actions tell me…*<br>*The skills I used today are…*<br>*This clue is telling me…* |

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Alexandra Primary School
Aspire, Perform, Succeed

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| **Maths** | **LI: To identify and use powers of 10** | **Baseline assessment** | **LI: To use number lines to 10 million** | **Baseline assessment** | **LI: To compare and order any integer** |
| **Key vocabulary and key questions** | Key Vocabulary:<br>Place value, digit, ten, hundred, thousand, ten thousand, order, representation, place value column, powers of 10, Gattegno chart.<br><br>Key Questions:<br>How can you tell if a number is a power of 10? Is this number a multiple of a power of 10? How can you tell? If you move a digit one/two places to the left in a place value chart, how many times greater is the value of the digit? How can you use a Gattegno chart to find a number 10 times/one-tenth the size of a given number? | Children to complete assessment independently.<br><br>Teacher to model misconceptions and errors after marking. | **Key Vocabulary:**<br>One million, place holder (zero), place value, digit, represents<br><br>**Key Questions:**<br>What are the values of the start and the end of the number line? What is each interval worth? What is each small interval worth? What is the same and what is different about a number line that goes from 0 to 10,000 and a number line that goes from 0 to 10,000,000? What is each interval worth if one million is split into two/four/five/ten equal parts? | Children to complete assessment independently.<br><br>Teacher to model misconceptions and errors after marking. | **Key Vocabulary:**<br>Ten million, greater than, less than, ascending, descending<br><br>**Key Questions:**<br>What is the value of each digit in the number? Which digit in each number has the greatest value? What is the value of these digits? When comparing two numbers with the same number of digits, what do you look at first? What is the difference between ascending and descending order? What is different about comparing numbers with the same number of digits and comparing numbers with different numbers of digits? |
| **Introduction** | Children should be confident with multiplying and dividing by 10, 100 and 1,000. Children need to be aware that a value increases or decreases by a power of 10 between adjacent columns on a place value chart. They also need to realise that multiplying or dividing by 10 twice has the same effect as multiplying or dividing by 100 and that multiplying or dividing by 10 three times has the same effect as multiplying or dividing by 1,000 | | Today children will explore the number line to 10,000,000 using the unit of a million, making links to the familiar number lines to 10 and 10,000. They label partially filled number lines, identify points labelled on number lines and mark where a given number would lie on a number line. Children should understand that half a million is equal to 500,000 and know that the midpoints between divisions on the number line to 10,000,000 can be written as. | | This small step extends their learning to integers up to 10,000,000<br>Children compare numbers with the same number of digits, and with different numbers of digits, using their knowledge of place value columns. They present numbers in a variety of forms and use these different representations to aid their understanding when comparing and ordering. Children will be encourage the use of inequality symbols and precise mathematical language such as "greater than" and "less than". |
| **Activities** | Complete questions about powers of 10. | | Complete questions about a number line to 10 millions | | Complete questions about comparing and ordering any integers |

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| Reading | PSHE / RE | Topic/Art/DT |
|---|---|---|
| **Daily for 20 minutes**<br><br>Read different text genres: a biography, classic novel, adventure story, poems, newspaper, cultural story.<br><br>Complete the tasks set for you on Bug Club, Reading Plus, Doodle English, PiXL Unlock: continue logging in and completing your usual activities.<br><br>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.<br><br>Reading skill this week: Retrieval skills:<br><br>-use our background knowledge and connect to text<br><br>-visualise<br><br>-watch out for VIP words/phrases and ideas | PSHE – I can identify what will help me achieve my goal and what will hold me back.<br>Using the Story Project book, Adrian Slater Illustrator, children will continue discussing the value of setting goals to help them overcome difficulties. Children will revisit the goals they set last week and identify what could prevent them from achieving their goal. They will also consider what factors could help them achieve their goal.<br><br>RE- LI: to identify some similarities and differences between some Abrahamic religions.<br>Children will revisit key vocabulary taught last week (omnipotent, omnipresent). They will then explore different quotes from The Quran, Torah and Bible to explore beliefs about God. As a class, we will discuss key similarities and differences and record these in a table. | Topic – HISTORY<br><br>**LI: to compare and explain the negative and positive effects of the Industrial Revolution.**<br><br>Discuss what the Industrial Revolution is and different inventions from the era.<br><br>TASK- children to create a T chart to sort positive and negative effects of the Industrial Revolution.<br><br>ART<br><br>LI: to 'zoom in' to a piece of Art and use pencil to depict light and dark.<br>Children replicate a part of a William Morris painting using a range of pencils to create tone, light and dark. They will have a chance to experiment with different types of sketching pencils in their art books. |
| **Science/Music** | **PE** | **Spanish/Computing** |
| LI: **To demonstrate an understanding of the scientific meaning of adaptation.**<br><br>Discuss what variation and inheritance are. Children to point out what living things live in different places.<br><br>Children use the activity sheets to match the living thing to its correct habitat and adaptations.<br><br>**Music – LI: To identify and understand some composing techniques in film music**<br>Play a range of music to the children and ask the children how tension is created. • What emotions does the music evoke? • What instruments can you hear? • How does the composer create tension/ sadness/ optimism etc.? | **PE –Hockey**<br>**LI: To develop sending the ball using a push pass.**<br>Social: To work collaboratively and share ideas with a partner on how to improve. Emotional: To be honest and can play to the rules. Thinking: To make quick decisions on who to pass to and when.<br><br>**Gymnastics**<br>**LI: to develop counterbalance and counter tension**<br>Children to work independently and with a partner to practice a range of balances independently. They will then work together to perform a range of balances within a routine within partners and a small group, | **Topic: Los verbos regulares – Regular verbs.**<br>**L.I: To learn about the three different types of infinitive verb categories in Spanish. – ER, -IR and –AR.**<br>Children to identify common Spanish verbs with er, ir and ar endings and learn how to conjugate these verbs depending on the pronouns placed before them.<br><br>**Computing**<br>**L.I: To explore the basics of AI**<br>Children will share what they already know about AI and its uses. Class teacher to share different ways in which AI can be used and the benefits and drawbacks of the technology. Children to complete a sorting exercise based on learning, |

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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.

**Writers Toolbox:** Remember to complete your weekly tasks.

**Spelling:** advice, advise, device, devise, licence, license, practice, practise, prophecy, prophesy

**MyMaths:** Complete your 2 tasks