Alexandra Primary School
Aspire, Perform, Succeed

Weekly Home Learning

Year Group: 6 Week beginning: 21.09.26

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

English	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: To construct a narrative story with an alternative ending (cold write)	**LI: To ask and answer questions about a text.**	**LI: To compose a short drama performance.**	**LI: To analyse vocabulary choices.**	**LI: To recall the grammatical function of nouns.**
Key vocabulary and key questions	**Key Vocabulary:** Opening, build up, problem, resolution, ending, change, alternate **Key Questions:** What are the features of a story? What does the word alternative mean? How will you alter the ending of a well-known story?	**Key Vocabulary:** Who, what, where, when, why, why, how. Fiction, non-fiction **Key Questions:** What is happening in the picture? What is the girl doing there? Can a story be both fiction and non-fiction?	**Key Vocabulary:** Opening, build up, problem, resolution, ending, **Key Questions:** What are the key events of The Little Match Girl? What emotive language comes to mind? What visual clues tell us when the tale is set?	**Key Vocabulary:** Background knowledge, connections, prediction, visualisation, inference, **Key Questions:** What are our reading skills? Are there any words that you cannot read or do not know the meaning of?	**Key Vocabulary:** Noun, common nouns, proper nouns. concrete nouns, abstract noun, collective nouns **Key Questions:** What is a noun? What are the different types of nouns?
Introduction	Go through the teaching slides. Today, we will be using the lesson as an opportunity to see what the children already know about writing a story with an alternative ending so we can plan to meet their needs. Today, we will discuss how we could change the ending of various well-known stories.	Go through the teaching slides. Today, the children will be reading The Little Match Girl by Hans Christian Andersen.	Go through the teaching slides. Today, the children will be acting out the The Little Match Girl by Hans Christian Anderson. The children will watch a short video of the story and note down on their whiteboards the key events. Children will be asked to imagine how the girl feels as she enters the alleyway and lights the matches. They are going to form an alley. One person is going to be the girl. Walk through the alley and each child will say what she might be thinking.	Go through teaching slides. Children will read the biography of the Victorian author Hans Christina Andersen.	Go through the teaching slides. Today, you will be recalling and listing nouns related to a picture. We will be discussing the role of nouns within our writing. Together, we will look at the different types of nouns.
	Children will watch a short video of Oliver Twist by Charles Dickens. You will work independently to write a narrative with an alternative ending. Remember the ending of Oliver Twist must be altered.	Children will be asked to imagine that they could meet the girl, what questions would they want to ask her.	Children will work in groups to role play the girl sitting the in the alleyway. Prepare a short drama of this part of the story and include a 'narrator', whose role it is to explain what the girl can see, how she is thinking and feeling. Use the exciting words you found in your thesaurus to make your role play interesting for your audience. Finally, remember your adverbial phrases!	Children will be given a short section of The Little Match Girl which they are to read. Using the reading skills and their background knowledge children are to answer comprehension questions. Identify any words that you are unsure of the meaning of. Infer or find the definition of these words using a dictionary.	You will work independently to identify whether nouns are common or proper nouns. Children will be asked to explain why they have organised them in that way. Eg. Ghana is a proper noun because it is the name of a specific country. In pairs - use your knowledge of the different types of nouns to organise them into groups around the room. Now... Challenge yourself to write a few sentences/paragraph that include the following: proper noun, abstract noun, concrete noun Make sure you label the nouns clearly.

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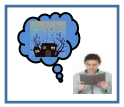
Reading 	**This week's reading focus: Reading Strategy 3 – Visualisation**				
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
	LI: To discuss words and phrases that capture imagination.	**LI: To explore figurative language and the effect it has on the reader.**	**LI: To discuss words and phrases that capture imagination.**	**LI: To retell a story using images.**	**LI: To explore figurative language and the effect it has on the reader.**
	Children to shared read the class novel, Street Child, and identify words and extracts that help the children to visualise. While reading, children to draw what they visualise on their whiteboards.	Children to identify similes, metaphors, personification and onomatopoeia in the extract of Street Child. Children to discuss how the language helps them to visualise and why the author has used it. Children to then adapt the extract on whiteboards using their own figurative language.	**Starter:** children will have a picture on the IWB and a series of questions about it which they will discuss with their partner. **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. **Task:** Children will write the words/phrases that capture their imagination and explain why. Children will explain the image it helped them visualise in their minds. **Plenary:** Children will be read a short extract. They will record 5 words that captured their imagination. They will then share the words with the class, d*id everyone record the same words?* Discuss.	**Starter:** Children will be shown the front cover for 'Gorilla; By Anthony Browne. *What senses do you think the illustrator used and why?* **Main:** Children will watch the animated version of 'Gorilla' by Anthony Browne and summarise what happened. **Task:** Using the images alone, children will work in pair to retell the story. **Plenary:** *How do the picture cues and prior knowledge help you remember, recall and retell the story from the images alone?*	**Starter:** Children will list as many examples of figurative language as they can in 2 minutes. **Main:** Children will have the opportunity to read through different extracts of text and record the figurative language and the effect it had on them. **Task:** Children will be given examples of figurative language from a short section of text, they will be asked to read them and identify whether they are similes, metaphors, personification or hyperboles. **Plenary:** Children will share they explanations of how they grouped the phrases.

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Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: To be able to round any integer	**L.I: Negative numbers**	**L.I. to be able to add and subtract integers**	**L.I. to be able to find common factors**	**L.I. to be able to find common multiples**
Key vocabulary and key questions	**Key Vocabulary:** Rounding **Key Questions:** Which multiples of 1,000,000 does the number lie between? How can you represent the rounding of this number on a number line? Which division on the number line is the number closer to? What is the number rounded to the nearest million? What is the most appropriate way of rounding this number? Which place value column should you look at to round the number to the nearest ten/hundred/thousand/ten thousand/ hundred thousand/million?	**Key Vocabulary:** Negative, positive, integer **Key Questions:** What is the same and what is different about the numbers 2 and –2 (negative two)? How far is –5 from zero? How far is –5 from 1? Which is the greater temperature, –1 degrees or –2 degrees? How do you find the difference between two negative numbers? How do you find the difference between a positive number and a negative number? What is the same and what is different about Counting forwards/backwards along a number line beyond zero?	**Key Vocabulary:** Column, addition, subtraction, exchange, difference **Key Questions:** What is the greatest digit you can have in a place value column? How do you exchange when adding? How do you exchange when subtracting? Which columns are affected by the exchange? How do you know whether to add or subtract the numbers? How can you check your answer to the calculation?	**Key Vocabulary:** Factor, product, multiplier, multiplicand, factor of, common factor **Key Questions:** What are the factors of? What factors do and have in common? How can you easily tell if 2/5/10 is a factor of a number? If you know one factor of a number, how can you use it to find another factor of the number? Is 1 a factor of all numbers? How can you work systematically to find all the factors of a number?	**Key Vocabulary:** Common multiples, multiples **Key Questions:** How do you find the multiples of a number? What multiples do and have in common? What is the difference between a multiple and a factor? Can a number be both a factor and a multiple of another number? How can you tell if a number is a multiple of 2/5/10? When do numbers have common multiples that are less than their product?
Introduction	Children need to be confident with identifying the previous and next multiples of the appropriate power of 10 of the number, and finding the midpoints of those multiples. Number lines are useful as support here, as children can identify which multiple the number is closer to. Children will be reminded that when a number is exactly halfway between two successive multiples the convention is to round to the greater multiple.	The focus of this small step is using negative numbers in real-life contexts while reinforcing children's understanding of the number line extending beyond zero. Both horizontal and vertical number lines should be used, with the vertical line linking to reading temperatures on a thermometer. As well as adding and subtracting from positive and negative numbers, children learn to find the difference between numbers, including calculating intervals across zero.	Today, children will use the formal column method for numbers with the same and different numbers of digits. They will also practise mental strategies with both large and small numbers, using their understanding of place value. Children will solve multi-step problems, choosing which operations and methods to use based on the context of the problem and the types of numbers involved. When necessary, the use of concrete manipulatives can support children's understanding, especially where exchanges are required	Today, children will work systematically to find the complete list of factors of a number and learn to use their knowledge that factors usually come in pairs to spot missing factors. Children will not be required to formally identify the highest common factor of two or more numbers, but can be extended to consider this idea	Today, children will be encouraged to work systematically to find lists of multiples rather than just finding the product of the given numbers, as this may miss some multiples. Children will not need to be able to formally identify the lowest common multiple of two or more numbers but will be challenged to consider the first common multiple of a pair of numbers.
Activities	Complete questions about rounding any integers	Complete questions about negative numbers	Complete questions about addition and subtraction	Complete questions about finding common factors	Complete questions about finding common multiples

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Reading	PSHE / RE	Topic/Art/DT
Daily for 20 minutes Read different text genres: a biography, classic novel, adventure story, poems, newspaper, cultural story.	**PSHE:** **LI: I can tell you some strategies that can help me overcome the things that might hold me back.** Children will revisit their goals from last week and identify what could hold them back and how to overcome these setbacks. **RE-LI: to identify why some mitzvot have been adapted.** Children to explore extracts from the Torah and explore some of the rules for Jewish living (mitzvot). Children to identify some of the ways that Jews observe Shabbat. Children to use the resources shared to write a paragraph explaining how children observe Shabbat differently.	**Topic – History** **LI: To understand what life was like in the workhouses.** Discuss life in the workhouses and the lives people led. What was the food like? How were they treated? What role did children play? Children annotate a picture by asking historical enquiry questions based on a workhouse. Children then read a comprehension text based on workhouses and answer relevant questions.
Science	**PE**	**Spanish/Computing**
LI: I can construct an explanation based on evidence that describes how beak shape (trait) can affect the fitness of a bird. Children to discuss Darwin's finches and how their beaks have adapted to the Galapagos islands. How did the finches on the Galapagos Islands all end up with different shaped beaks? Children take part in an investigation to investigate different beaks (represented through scissors, pegs, tweezers. Children write up all parts of the experiment e.g. hypothesis, method, results and conclusion.	**Hockey** **L.I: To develop receiving the ball with control.** **Success Criteria** Forehand receiving: Left hand away from body Trapping the ball: Stick low to the ground to create a barrier to stop the ball. **Gymnastics** **LI: to be able to perform inverted movements with control** Children will build on their learning and skills from last week and will practise inverting movements with their partner. They will use these movements and build it into a choreographed routine with their partner.	**Topic:. L.I. To learn about regular Spanish -ER verbs.** **·To use graded writing activities to help consolidate the regular –ER verbs**. Children will revisit the verbs learnt last week and will some new ones. They will complete a range of activities translating the verbs and practising conjugating them with different pronouns. **Computing – LI: To recognise how AI processes and responds to text prompts.** Children will learn the difference between typing a question into AI and typing a question into a search engine. They will then identify what makes a good prompt and a bad one and how we can get the best from the technology.

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Homework

Homework is set on a Friday and uploaded to Google Classroom and is expected to be returned by the following Friday.

Reading homework: Please read for at least 20 minutes every day and record this in your pupil planner as a reading log.
Reading Plus – 30 minutes
Spelling: observant, observance, expectant, expectance, hesitant, hesitancy, tolerant, tolerance
MyMaths: *complete the task on MyMaths*