Alexandra Primary School
Aspire, Perform, Succeed

Weekly Home Learning

Year Group: 6 Week beginning: 28.09.26

*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.*

English	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: to use speech punctuation accurately and effectively	**LI: To plan a narrative with an alternative ending.**	**LI: To construct prepositional phrases to write an opening.**	**LI: To compose expanded noun phrases.**	**LI: To recall the grammatical function of verbs.**
Key vocabulary and key questions	**Key Vocabulary** Inverted commas, reporting clause, urchin, begged, vision, apparition, split speech, dialogue, balance, action, dialogue, description **Key Questions** Who is saying the words? How are they saying it? Would it be effective to say it in one sentence or to split it with description? Have you followed the golden rules of speech?	**Key Vocabulary:** Opening, build up, problem, resolution, ending, alternative, venture, scuffled, splendid, noon day, ascend, lustre, radiant, characters, setting, themes, viewpoints, journeys, images, poverty, hardship, violence **Key Questions:** What could the alternative endings be to these well-known stories? How else could this narrative end? Can you think of an alternative ending got the little girl?	**Key Vocabulary:** Opening, build up, problem, resolution, ending, prepositional phrases, dialogue, hook, set the scene, drama. **Key Questions:** What is a preposition? What is a prepositional phrase? How can I use a prepositional phrase in my opening and setting? What makes an effective story opening? Does it catch your attention? Does it make you want to read more and if so, why?	**Key Vocabulary:** Noun, adjective, expanded noun phrase. **Key Questions:** What is a noun? What is an adjective? What is the purpose of an expanded noun phrase in your writing? What are the features of a story? What will your character imagine?	**Key Vocabulary:** Verbs, subject, subject verb agreement, past, present, future tenses, verb form, simple, perfect, progressive tense **Key Questions:** What is a verb? Why do we use verbs in our writing? What is the difference between the past, present and future tenses? What is the simple present? What is the simple past? How are they different when using them in our writing?
Lesson content	Children will look at several examples of speech and reporting clauses with no punctuation. They will be tasked to add punctuation in and then this will be modelled by the class teacher. Children will then complete their own examples. They will then discuss the concept of split speech and identify when full stops should be used as opposed to commas. They will then punctuate their own piece of dialogue based on The Little Match Girl.	Together, we will look at the different types of verbs. Go through the teaching slides. Today, children will be planning their narrative with an alternative ending. In their table groups children will be asked to recall the main events of The Little Match Girl and order the illustrations on their tables. In pairs, children will think about the similarities and differences from living in the Victorian era through the eyes of a child. Together we will look at an extract from the class text and discuss how else it could end.	Today, we will be thinking about how we can use prepositional phrases to write the opening and describe the setting of our narrative with an alternative ending. In pairs children will be asked to use prepositional phrases to describe different Victorian objects whilst their partner visualises and draws what they have been told. Working with their table children are to read the story opening and sort them into the most effective and discuss choices. Together we will look at the opening to The Little Match Girl and discuss how Hans Christian Andersen has hooked us in and we will use this to write a class opening.	Go through the teaching slides. Today, we will be revisiting how and when to use expanded noun phrases. We will be using them to develop our build of our Victorian narrative (based on The Little Match Girl). In pairs, skim and scan through the paragraph below from The Little Match Girl and try to find examples of expanded noun phrases. We will write a shared piece before children are asked to write independently.	Go through the teaching slides. Today, you will be recalling and identifying verbs within sentences. We will be discussing the role of verbs within our writing.

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	This week's reading focus: : Reading Strategy 4 – Identifying important words and phrases				
Reading	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
	Starter: Children will be asked to listen to a short passage from The Little Match Girl. They will be asked to draw the visual picture it creates in their minds. **Main:** Children will be given a short section of The Little Match Girl which they are to read. They will be asked to draw the visual images created by word choice and phrases. **Task:** 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. **Plenary:** *True or false, Andersson's own life experiences influenced his writing*	**Starter:** Children will be asked to think about their reading experience and discuss the books they are currently reading. **Main:** Children will look at a text and together we will skim through to get the general idea of it. **Task:** Children will then look at a paragraph on the IWB they will be asked to unpick the meaning of key words. We will discuss a couple of examples. Children will repeat this with different genres. **Plenary:** As a class we will model how we unpicked key words from the text.	**Starter:** children will watch a short video and then write a definition to explain what and how cohesive devices are used. **Main:** Children will identify the different ways cohesion is used within a text and identify different words and phrases on their whiteboards. On the IWB children will identify as a class the cohesive devices within a fiction text. **Task:** Children will work independently to first identify the cohesive devices within a non-fiction text and then answer questions using their prior knowledge on the use and function of these devices within a piece of text. **Plenary:** Children will play 'Find a Friend' children will write an adverb from the list on the IWB on their whiteboards in secret, they will then find a partner with a word that has a similar meaning.	**Starter:** children will have a set of words on the IWB and they will be asked to define what the word means and then discuss how the addition of the prefix changes to the word meaning. **Main:** As a class we will read through an extract of the text 'Wonder' and circle any words that are unfamiliar or that are new. We will write our own success criteria on how to define vocabulary. **Task:** Children will work independently to define words within the text and then using this information they will write examples that the word can be replaced with but the meaning of the sentence and extract should remain the same. **Plenary:** Children will echo read with their partner with the changes to the vocabulary that they have made.	**Starter:** children will recap on the different types of descriptive devices they know alliteration, similes, metaphor, personification, onomatopoeia, idioms, **Main:** Children will be asked to record examples of each of the figurative language devices within different practice questions. **Task:** Children will be asked to discuss the effectiveness of similes, metaphors and alliteration etc within a short text **Plenary:** *How many different types of figurative language can they list in 2 minutes?*

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Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	L.I. rules of divisibility	**L.I. to be able to identify prime numbers to 100**	**LI: To be able to identify square and cube numbers.**	**LI: To be able to multiply a 4digit number by a 2-digit number**	**LI: To be able to solve problems with multiplication**
Key vocabulary and key questions	**Key Vocabulary:** Digit, divisible by **Key Questions:** How does the ones digit help you to decide if a number is divisible by 2, 5 or 10? How can you use the rule for divisibility by 2 to find out if a number is divisible by 4/8? What two other numbers must a number be divisible by if the number is divisible by 6/12? How can you tell if a 2-digit number is divisible by 11? Which divisibility rules are based on the sum of the digits of a number?	**Key Vocabulary:** Prime, composite, factors, product **Key Questions:** What is a prime number? What is a composite number? How many factors does a prime number have? Why is 1 not a prime number? How can you find the prime factors of a number? Are the multiples of prime numbers also prime?	**Key Vocabulary:** Square, cube indices **Key Questions:** How do you square a number? How do you cube a number? Are the squares of even/odd numbers even or odd? Are the cubes of even/odd numbers even or odd? Can a number be both a square number and a cube number? How can you use a square number to help find a cube number?	**Key Vocabulary:** Multiply, factor, multiplicand, digit, multiplication, product, multiplier, place holder **Key Questions:** How do you set out a long multiplication? Which number do you multiply by first? What is important to remember when you begin to multiply by the tens digit? When do you need to make an exchange? How do you do this? What happens if there is an exchange needed in the last step of the calculation?	**Key Vocabulary:** Multiply, factor, multiplicand, digit, multiplication, product, multiplier, place holder. Problem **Key Questions:** What is the quickest way of multiplying whole numbers by 10/100/1,000? What number is 99 close to? How does this help you to multiply by 99? 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 multiply by? Which factor pair is easiest to use?
Introduction	Today, children will recognise divisibility by 2, 5 or 10 by looking at the ones digits of a number. They will know a number is divisible by 4 if halving the number gives an even result and the corresponding rule for divisibility by 8. They will know that numbers are divisible by 3 if the sum of their digits is divisible by 3, and divisible by 9 if the sum of their digits is divisible by 9. Children now will learn to combine these rules to deal with other potential factors, for example to be divisible by 6 a number must be divisible by both 2 and 3 Children should recognise that a 2-digit number is divisible by 11 if the digits are the same.	Today, children will recognise that a number is prime when it has exactly two factors: 1 and itself. They will also look at identifying the prime factors of a given number. By the end of this lesson, children should be able to identify all the primes less than 100 and recall at least the primes to 19 Children should be familiar with square and cube numbers from earlier years, so this is something that will be revisited here, but is also covered in detail in the next lesson.	In this lesson, the concept of square and cube numbers will be supported by making links to area and volume. Children will explore the factors of square and cube numbers, noticing that square numbers always have an odd number of factors, but cube numbers can have an odd or even number of factors.	Children should already be aware that multiplication is commutative, so answers to calculations such as 56 × 1,234 can be found by rewriting as 1,234 × 56 and using the standard format. Children will also solve word problems and/or multi-step problems. This will be revisited in the next lesson, where alternative strategies will be also explored, for example for multiplying by 9 or 99 Children who require additional support may benefit from revising multiplication of 2- or 3-digit numbers by a single digit before moving on to multiplication by a 2-digit number.	In this lesson, children will use their knowledge of multiplying by powers of 10 and adjust calculations: for example, instead of multiplying a number by 99, they multiply the number by 100 and then subtract the number from the product. Children will explore using factors to find the answers to multiplication problems, such as multiplying by 5 and then by 7 as an alternative to multiplying by 35. This is a useful strategy for children who have good times-table knowledge but make errors with the algorithm for long multiplication.
Activities	Complete questions about rules of divisibility	Complete questions about recognising prime numbers to 100	Complete questions about square and cube numbers.	Complete questions about multiplying 4-digit number by 2-digit number.	Complete questions about solving problems with multiplication.

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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. **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.	**PSHE: I can break goals down into smaller manageable steps.** Children will revisit their goals set earlier in the term and consider the small steps that they need to meet in order to achieve the goal. They will link this learning to the key text: Aaron Slater Illustrator. **RE** **L.I: 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: Los verbos regulares – Regular verbs.** **L.I. To learn about regular Spanish -ER verbs** Children will learn how to pronounce and identify the most common -er verbs in Spanish. They will translate them into English and conjugate them using the appropriate endings. **Computing** **LI: To recognise how AI can be used to explore and generate images.** Children will discuss how AI can generate images based on text prompts. They will explore some examples and learn that AI will generate images based on data that it has in its database, it will not be perfect and is always dependent on the input. Children will take it turns to play an AI Pictionary game.

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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: innocent, innocence, decent, decency, excellent, excellence, confident, confidence, existent, existence
MyMaths: -Place value 2