

Year 6 – Week Commencing 11/1/21			
Day	Maths	English	Other
Day 1	<p><b><i>This will be the focus of your Zoom lesson today: We will go through the task together but you'll need the questions to complete independently afterwards.</i></b></p> <p>LI: To use co-ordinates in the first quadrant.</p> <p>Numeracy Ninjas: Week 11 Session 1</p> <p>Watch the video to learn about the first quadrant. <a href="https://vimeo.com/481214525">https://vimeo.com/481214525</a></p> <p>Complete the worksheet: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y6-Autumn-Block-4-WO1-The-first-quadrant-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y6-Autumn-Block-4-WO1-The-first-quadrant-2019.pdf</a></p>	<p>To describe characters and atmosphere. To picture an image of what they are reading.</p> <p><b>Quick fire:</b> <b>Imagine you have seen a ghost...</b></p> <p><b>Write down as many ways to express your reactions in 2 mins.</b></p> <p>Read again <b>Act 1, Scene 1</b></p> <p>Remember what we've said about these characters, the atmosphere of horror that Shakespeare wanted to create in the scene and at the start of the play.</p> <p>Draw a picture/sketch the witches in the heathland setting. Write some expanded noun phrases to describe the witches/scene – use a <b>thesaurus</b> to develop your vocabulary.</p> <p><i>If you've forgotten what expanded noun phrases are – here's a refresher:</i> <a href="#">What is an expanded noun phrase? - BBC Bitesize</a>)</p>	<p><b>Home learning-</b> 30 minutes of reading.</p> <p><b>Music</b> <b>L.I. To appreciate and understand music from great composers.</b></p> <p>Task Introduction – when you listened to “A New year Carol” last week, what sort of aspects of the music did you consider. Write a list.</p> <p>AT SCHOOL Now look at the musical elements definition cards – discuss/think about them and try to match the words to your list. <a href="https://www.twinkl.co.uk/resource/T-CR-29525-music-elements-ks2">https://www.twinkl.co.uk/resource/T-CR-29525-music-elements-ks2</a></p> <p>REMOTE LEARNING – look at these clips to learn about the elements of music. Make a set of definition cards or a poster to explain what they mean. <a href="https://www.youtube.com/watch?v=q-aolcJ2_yw">https://www.youtube.com/watch?v=q-aolcJ2_yw</a> <a href="https://www.youtube.com/watch?v=aNZ-Vt0IaZY">https://www.youtube.com/watch?v=aNZ-Vt0IaZY</a></p> <p>These are the elements of music which we consider when we listen to any type of music or song. (You can try them out with your favourite piece of music at home.)</p> <p>Listen to Benjamin Britten's “ A Simple Symphony” and follow the discussion by the narrator.  <a href="https://beta.prx.org/stories/296741">https://beta.prx.org/stories/296741</a></p> <p>Discuss/think about the piece using the musical element terms.</p>

			<p>Now watch an orchestra performing the piece – what instruments can you see?  <a href="https://www.youtube.com/watch?v=OhKcPg4GCus">https://www.youtube.com/watch?v=OhKcPg4GCus</a></p> <p>Think about whether you liked the music and justify your answer using the appropriate vocabulary. There is no right or wrong answer – it is personal preference!</p> <p><b>PSHE</b>  <b>L.I. To understand how to stay safe online.</b>  Last term, we spent a lot of time in Computing lessons discussing various ways of keeping safe online.  You can look at <a href="#">Staying safe online   Childline</a> to refresh your memory.  Create a poster demonstrating ways to keep safe online that will be suitable to display in the Computing Suite on the Year 6 display board when we return to school.  If you would like to share your poster with your teacher, please email it to us:  <a href="mailto:class13@fairways.southend.sch.uk">class13@fairways.southend.sch.uk</a>  <a href="mailto:class14@fairways.southend.sch.uk">class14@fairways.southend.sch.uk</a></p>
<p>Day 2 –</p>	<p>To use co-ordinates in all four quadrants.  <b>The introduction to this lesson will be a Zoom lesson. You'll need to complete the questions independently at the end of the call.</b></p> <p>Numeracy Ninjas:  Week 11 Session 2</p> <p>Complete the True/False slide – prove your answer!  <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/01/T-or-F-Year-6-S1-The-">https://resources.whiterosemaths.com/wp-content/uploads/2020/01/T-or-F-Year-6-S1-The-</a></p>	<p>To write a descriptive piece</p> <p>Warm Task – Write a descriptive piece of writing linked with Act 1 Scene 1 of Macbeth – <b>A description of The Witches on the heath.</b>  Read again the <b>original play script</b> - Your writing needs to have the same atmosphere. Have your <b>drawing of the witches, adjectives sheets, practise complex sentences, dictionaries and thesauruses all available to you.</b></p> <p><b>Use S.C to support:</b>  Powerful adjectives  Similes</p>	<p><b>Home learning-</b> 30 minutes of reading.</p> <p><b>French-</b>  <b>I. To listen to a variety of forms of spoken language to obtain information and respond accordingly. To use and manipulate a variety of key grammatical structures.</b></p> <p>Watch the clip below and respond to the chant. What does the question mean? What is the response?</p>

	<p><a href="https://vimeo.com/481215270">first-quadrant.pdf</a></p> <p>Learn how to use co-ordinates using all four quadrants:  <a href="https://vimeo.com/481215270">https://vimeo.com/481215270</a></p> <p>Complete the worksheet:  <a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y6-Autumn-Block-4-WO2-Four-quadrants-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y6-Autumn-Block-4-WO2-Four-quadrants-2019.pdf</a></p>	<p>Metaphors  Personification  Complex sentence structures – sentences with more than one clause  Hyphen – colon : semi colon ;  Parenthesis  Reference to all five senses</p> <p><b><i>If you write by hand, purple pen any additions of your work following checklist of S.C. and photograph your work. Or you could work on a typed version in Word and try some of the review buttons to help you edit.</i></b></p> <p>Email a version to your teacher to read:  <a href="mailto:class13@fairways.southend.sch.uk">class13@fairways.southend.sch.uk</a>  <a href="mailto:class14@fairways.southend.sch.uk">class14@fairways.southend.sch.uk</a></p>	<p>Practise asking and answering the question with your Learning Partner.  (J’habite à Leigh on Sea, en Angleterre.</p> <p><a href="https://www.youtube.com/watch?v=MCTlwFBgguQ">https://www.youtube.com/watch?v=MCTlwFBgguQ</a></p> <p>Now look back at the vocabulary we learned last week.  In your previous learning we have used the phrases; “Il y a...” and “Il n’y pas .” (There is/there is not)  Look at this clip to remind you how to read, write and pronounce the phrase.  <a href="https://www.youtube.com/watch?v=QQOF19WI8gl">https://www.youtube.com/watch?v=QQOF19WI8gl</a></p> <p>Now write a paragraph describing where you live and what is and what isn’t in your town.  The first sentence should begin;  Je m’appelle ...  J’habite à ....  En Leigh on Sea, il y a ....  En Leigh on Sea, il n’y a ....pas.  Use the slides for guidance.</p> <p>When you have finished, practise reading your sentences aloud.</p> <p><b>PE-</b> Scottish Dancing  <b>L.I.</b> Perform dances using a range of movement patterns.  Watch video: <a href="#">Learn about Highland Dancing with Iona Black - YouTube</a>  These are some very skilled dancers!  Once you’ve watched, go back to the first move they demonstrate and give it a try. Can you master it on one leg and then another. Show someone else and then teach them how to do it.</p>
Day 3	To translate shapes using all four quadrants.	To develop understanding of a shared text This will be a Zoom lesson:	<b>Home learning-</b> 30 minutes of reading.

Numeracy Ninjas:  
Week 11 Session 3

Complete the true/false slide – prove your answer!

<https://resources.whiterosemaths.com/wp-content/uploads/2020/01/T-or-F-Year-6-S2-Four-quadrants.pdf>

Use WRM ppt

Watch the video to learn how to translate shapes:

<https://vimeo.com/481216178>

Practise translation using the worksheet:

<https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y6-Autumn-Block-4-WO3-Translations-2019.pdf>

Read **Macbeth – Act 1 Scene 7** – Macbeth deciding not to do this deed and then being coerced by Lady Macbeth. Read together as a class with teacher supporting language. Re-write the scene in your own words. *What is Lady Macbeth's role in this?*

**Sum up the relationship between Macbeth and LM with a freeze frame.**

## Science

**L.I. To know that objects are seen because they give out or reflect light into the eye**

What do you think is a source of light? Make a list.

Was the moon on your list? The moon is **NOT** a light source; it reflects light. Also, the sun **IS** a star, it only looks different because it is the closest one to our planet.

Watch:

<https://www.youtube.com/watch?v=1PsHHKwtXQU>

We see things because light comes from a light source, shines on an object, reflects off of the object and then enters eyes. The light enters through the black dot in the centre of the eye called the pupil.

Look at the **worksheet**- sort the pictures into three sections- natural light source, manmade light source and not a light source.

How do you see things in a darkened (not completely black) room? When you first look in a dark room, it's hard to see anything but after a while objects seem clearer and it becomes easier to see. When light enters our eyes, it goes in through the pupil. When it is dark, the pupil gets bigger to let more light in to help us see better. When there is lots of light (in a very bright room), the pupil gets smaller so that the light isn't too bright.

If you can, work with someone in your house. One person should open their eyes but put their hands over them to make it dark. The other person needs to be staring at their partner. After 30 seconds, the partners should count to 3 and the take their hands away from their eyes. They should be able to watch their partners pupils shrink to cope with the extra

			<p>light.</p> <p><b>GPS (Grammar, Punctuation and Spelling)</b>  <b>L.I. To use apostrophes accurately</b>  What is incorrect about these sentences?</p> <p>Its a rainy day in January.  Toms cat has gone missing- its hiding under a bush from the rain?  Try to re-write them correctly, then follow activities, including video:  <a href="#">Using apostrophes - Year 6 - P7 - English - Catch Up Lessons - Home Learning with BBC Bitesize - BBC Bitesize</a></p> <p><b>Task:</b> Complete pages 52-54 in <b>GPS books</b> if you have them at home. If you don't have your book, then complete the Bee task at the end of the lesson on the link above.</p>
Day 4	<p><b>To reflect shapes using all four quadrants.</b></p> <p>Numeracy Ninjas:  Week 11 Session 4</p> <p>Look at the true/false slide – explain your answer:  <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/01/T-or-F-Year-6-S3-Translations.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/01/T-or-F-Year-6-S3-Translations.pdf</a></p> <p>Watch the video and learn how to reflect shapes.  <a href="https://vimeo.com/481620188">https://vimeo.com/481620188</a></p> <p>Complete the worksheet  <a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y6-Autumn-Block-4-WO4-Reflections-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y6-Autumn-Block-4-WO4-Reflections-2019.pdf</a></p>	<p><b>Reading lesson – Macbeth</b>  <b>Zoom Lesson:</b>  So the murder has been planned... what do you think is going to happen next? Discuss together on Zoom or write down your prediction and share with someone at home or send to us at school by email.  <b>Then read Act 2 Scene 1</b> – Use the translation to support with language. Discuss Macbeth's inner monologue. How would he be feeling 'creeping' around the castle to perform the deed. Read on into <b>Scene 2</b> – stop at the end of Scene 2 – so it's done, was it as they expected? Compare to your prediction.</p>	<p><b>Home learning-</b> 30 minutes of reading.</p> <p><b>Art</b>  <b>L.I. To discuss and explore the artwork of Jim Dunbar</b>  <b>Task:</b> To look at artwork and discuss and compare the work of Jim Dunbar in relation to key words; Landscape, blending, bland, colour, mood, creativity, background, balance, distortion, cool, intensity, shade, tint, perspective.  What do these words mean? Look up/discuss any unfamiliar to you. Record these. Use this website to look at some of the work:  <a href="https://www.jimbunbar.co.uk">https://www.jimbunbar.co.uk</a>  There is also a word attachment in the Year 6 folder on the school website to help you view the work.  <a href="#">Year 6   Fairways Primary School</a>  Discuss and think about. · What can you see? · What colours are used? · What is the story he is telling from his images? · Which ones you like it? Why? · What would you change?</p>

			<p><b>P.E.</b></p> <p><b>L.I: Complete a Hiit session</b></p> <p>Time to put all that knowledge we built last term to work. Either write your own programme – we practised this at school. Add a warm up; 5 activities with 30 seconds on 30 seconds off; Repeat for 3 rounds and then a cool down. Or if you'd prefer, follow an expert, like Joe Wicks...</p> <p><a href="#">joe wicks hiit for kids - Bing</a></p>
Day 5	<p><b>Problem Solving</b></p> <p>Warm up by playing Countdown!</p> <p><a href="https://nrich.maths.org/6499">https://nrich.maths.org/6499</a></p> <p>Try to solve this problem by using the clues provided.</p> <p>If you don't know where to begin, follow the "Get Started" link on the left hand side of the screen.</p> <p>When you finish you can check your answer by clicking on the "Solution" link. <b>Make sure you have a go first!!</b></p> <p><a href="https://nrich.maths.org/2127">https://nrich.maths.org/2127</a></p>	<p><b>Make predictions</b></p> <p>Okay, let's think about what has happened in our play so far... Macbeth has been coerced into committing a murder. The King is dead. What do you think is going to happen next? Why? Try to consider all the characters we have met so far.</p> <p>Write your predictions down and send to your class email address:</p> <p><a href="mailto:class13@fairways.southend.sch.uk">class13@fairways.southend.sch.uk</a>  <a href="mailto:class14@fairways.southend.sch.uk">class14@fairways.southend.sch.uk</a></p>	<p><b>Home learning-</b> 30 minutes of reading.</p> <p>Geography – <b>This will be the focus of today's Zoom lesson:</b></p> <p><b>L.I. To identify locations using the what-three-words system.</b></p> <p><b>Task:</b> Watch the video: <a href="https://vimeo.com/what3words">what3words (vimeo.com)</a> – Select Navigation.</p> <p>Find out about the what3words navigation system. What is it? Why might it be useful? Use the app/website to help you identify the what3words to locate 5 different places of interest of your choice in Scotland.</p> <p>Computing</p> <p><b>L.I. To edit or debug an algorithm.</b></p> <p><b>Task:</b> Continue to investigate the Scratch website. Make a simple animation project linked with Macbeth</p> <p>Spend some time 'playing' with the program. Can you teach yourself 3 new things?</p>