

Year 6 – Week Commencing 15/03/21

Resources that you need are highlighted in yellow throughout the plan so that you can make sure you are organised before beginning a lesson.

Day	Maths	English	Other
Day 1	<p>LI: To understand metric measures, Numeracy Ninjas: Week 19 Session 1</p> <p>Look at the True/False slide- do you agree with Jack? Explain your answer.</p> <p>https://resources.whiterosemaths.com/wp-content/uploads/2020/02/T-or-F-Year-6-Spring-B4-S1-Metric-measures.pdf</p> <p>Watch the video to learn about metric measures.</p> <p>https://vimeo.com/504804646</p> <p>At home/school – look for examples of items in your kitchen to learn what different quantities look like.</p> <p>Complete the worksheet:</p> <p>https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y6-Spring-Block-4-WO1-Metric-measures-2019.pdf</p> <p>Click here for the answers</p> <p>https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y6-Spring-Block-4-ANS1-Metric-measures-2019.pdf</p>	<p>LI: Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas.</p> <p>Read chapter 6 together as a class. Discuss the punishments set by the King – Do we agree with them? What about the challenge set? What predictions can we make for the ending of the book...</p>	<p>In school- Focused reading groups: teacher-led reading, Pobble activity, independent reading or comprehension activity.</p> <p>Home learning- 30 minutes of reading</p> <p>Music- LI. To appraise and perform songs. Click the link below to access Lesson 3 of the opera “Hansel and Gretel.” https://learning-platform.roh.org.uk/module/explorer-lesson-3-a-starry-night-2</p> <p>These are the main areas to focus on;</p> <ul style="list-style-type: none">. Clap Together. A Starry Night. As We Close Our Sleepy Eyes <p>Think about the dramatic performance as the songs tell the story.</p> <p>If you have time, you could re-visit “Little Brother Dance With Me” at the end of the lesson.</p> <p>RE- L.I. To find out about religious teachings on charity and ways of expressing generosity Task: Last week, you learnt about Christian and Muslim views on charity and thought about who you would help and how you would help them if you were to give money to charity.</p> <p>This week, we are going to look at an example of a Christian charity and a Muslim charity to see how these religions put their beliefs into practice.</p> <p>Christian Aid is a Christian charity. Watch this video to learn about how it was formed and what they do to help others: Exploring Christian Aid at school - Christian Aid</p>

			<p>The video mentions the story of the Good Samaritan, which is from the Bible (Luke 10:25-37). Read the summary of the story in learning partners. What do you think of this story? What questions would you like to ask the Samaritan? Make a list of questions on mini whiteboards. Teacher to be hotseated in the role of the Good Samaritan and children ask their questions.</p> <p>Muslim Aid is a Muslim charity, which was established in 1985. Read the information on this link to find out about what they do: What we do Muslim Aid</p> <p>The webpage says that responding to emergencies is one of their major priorities but they also help with ongoing projects, one of which is the provision of clean water. Look at the information and watch the video (an appeal from Muslim Aid to donate) on their webpage about their work with providing water: Water for All Muslim Aid</p> <p>We are going to do a quick class demonstration of why clean water is so important, not only for drinking and cooking, but for clean toilets and for washing our hands. Choose 10 children to come to the front of the class and ask them to hold out their palms. Using a brush and paint, paint the palms of the children's hands ensuring that each hand has a different colour. Tell the children that they are going to walk around in silence, giving a high five the other children in the class. The paint on their hands represents germs. All children go and wash the paint from their hands. What will happen to the children in those communities that don't have clean running water?</p> <p>Both Christian Aid and Muslim Aid demonstrate the values of their religions and prioritise helping others.</p> <p>At home: Complete the lesson as above but without the</p>
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			group activity of hot seating the teacher and painting your hands. Instead, write your list of questions for the Samaritan.
Day 2	<p>LI: To convert using metric measures.</p> <p>Numeracy Ninjas: Week 19 Session 2</p> <p>Watch the video to learn how to convert metric measures.</p> <p>https://vimeo.com/504805400</p> <p>Complete the worksheet</p> <p>https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y6-Spring-Block-4-WO2-Convert-metric-measures-2019.pdf</p> <p>(In school –create flip chart for reminder of how to convert also see additional cm/m worksheet.)</p> <p>Click here for the answers;</p> <p>https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y6-Spring-Block-4-ANS2-Convert-metric-measures-2019.pdf</p>	<p>LI: Scan for key words and text mark to locate key information. Use text to inspire own imaginative work.</p> <p>Watch together a firework display:</p> <p>Watch London's 2021 New Year fireworks display Highlights - Bing video There are several here.</p> <p>Discuss together your experiences of fireworks. Do you like them? What are your favourites?</p> <p>Make up a firework design – What will it look like? Do? Sound like? What is it made from?</p> <p>You could use the names or descriptions of fireworks from the text so far to inspire you.</p> <p>Draw/paint the firework on large paper and label it. Describe what it does.</p> <p>Display all the designs on the classroom washing line around the room.</p>	<p>In school- Focused reading groups: teacher-led reading, Pobble activity, independent reading or comprehension activity.</p> <p>Home learning- 30 minutes of reading</p> <p>French-</p> <p>LI. To broaden vocabulary.</p> <p>At home you will need the Easter Board game which is saved as a document on this week's remote learning.</p> <p>In School- go through Easter ppt to collect vocabulary associated with Easter.</p> <p>Complete a word bank on lined paper to collect vocabulary.</p> <p>Home and In School</p> <p>Play the "Easter Board Game" using the vocabulary you have collected.</p> <p>What vocabulary do the pictures represent?</p> <p>Can you translate the instructions?</p> <p>PE- Co-operation games with Mrs Brierley</p> <p>LI. To understand and follow rules of a game.</p> <p>At home, do activities to get your heart rate up. You could do a Hiit session, go for a run, bounce on a trampoline. Play football. Play your favourite sport. etc.</p>
Day 3	<p>LI: To calculate with metric measures.</p> <p>Numeracy Ninjas: Week 19 Session 3</p>	<p>LI: Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas.</p>	<p>In school- Focused reading groups: teacher-led reading, Pobble activity, independent reading or comprehension activity.</p> <p>Home learning- 30 minutes of reading</p>

Look at the true/false slide. Do you agree with Whitney? Explain your answer.

<https://resources.whiterosemaths.com/wp-content/uploads/2020/02/T-or-F-Year-6-Spring-B4-S2-Convert-metric-measures.pdf>

Watch the video to practise calculating using metric measures;

<https://vimeo.com/504806436>

Complete the worksheet;

<https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y6-Spring-Block-4-WO3-Calculate-with-metric-measures-2019.pdf>

Click here for the answers;

<https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y6-Spring-Block-4-ANS3-Calculate-with-metric-measures-2019.pdf>

Read Chapter 7 – p.107 (finish at ‘They began their display’)

Discuss the firework displays so far – what were the positives and negatives of each display. Who do we think are Lila and Lalchand’s greatest competition? What do we think will happen next?

Science

L.I. To plan a persuasive letter using your knowledge of renewable energy sources.

Task: Last week, you worked in groups to decide which renewable energy source you were going to recommend to Mr Pinchback to invest in for Fairways. You thought about how your chosen source would work, where it would go on the school site, the advantages and any disadvantages there may be.

Today, you are going to think about writing your letter of recommendation to Mr Pinchback.

In your groups, discuss how can you make your letter persuasive? Which techniques are you going to use to make sure that Mr Pinchback chooses your energy source? After you have talked about your ideas as a class, look at this webpage to see if it contains any ideas that you didn’t get: [How to persuade a reader - BBC Bitesize](#)

In your groups, can you plan your letter? You will need to have an introduction, paragraphs with information in about your chosen source and how it will work at Fairways and a conclusion. For example, if you have chosen solar power, you may explain how it works in your first paragraph, explain the advantages in your second paragraph and explain why you think it would work well at Fairways in your third paragraph.

Next week, you will be writing your letter to Mr Pinchback so try to get all of the hard work done today so that your letter writing will be simpler next week! If you have time, you could even try to write your introduction as a group.

At home: Same lesson and task but you will be working

			<p>independently.</p> <p>GPS (Grammar, Punctuation and Spelling) L.I. To revise basic sentence punctuation Task: We are going to revise basic sentence punctuation today; you need to be able to use full stops, capital letters, commas for lists, apostrophes for contractions and question marks to be working towards Year 6 standard in writing. In LPs, complete the questions in the quiz together. Go through as a class. Now complete pages 38-39 of your Grammar Book independently. Mark as a class.</p> <p>At home: Same lesson and task but you will be working independently.</p>
<p>Day 4</p>	<p>To Numeracy Ninjas: Week 19 Session 4</p> <p>Look at the true/false slide – do you agree? Explain your answer.</p> <p>https://resources.whiterosemaths.com/wp-content/uploads/2020/02/T-or-F-Year-6-Spring-B4-S3-Calculate-with-metric-measures.pdf</p> <p>Watch the video to learn about miles and kilometres;</p> <p>https://vimeo.com/505789895</p> <p>Complete the worksheet; https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y6-Spring-Block-4-WO4-</p>	<p>LI: To write the ending to a story. Scan for key words and text mark to locate key information.</p> <p>Using the firework ideas that we designed earlier in the week (that should hopefully be pinned up around the classroom) children to write a continuation of the text. What happens when it is Lila and Lalchand’s turn to put on their display? Which fireworks do they use? Remember to describe the underwater fuses and items from the text.</p> <p>How do the audience react to the display? Does it run as expected? Do they win the competition?</p>	<p>In school- Focused reading groups: teacher-led reading, Pobble activity, independent reading or comprehension activity. Home learning- 30 minutes of reading</p> <p>Art L.I. To create your own version of the Willow pattern. In school: taught by Mrs Shaw Task: Using your research and the collection of ideas from the previous weeks, you can now create your final piece. Focus on using one main colour. Usually this would be blue, however if there is a colour you feel more suited to your story (if you have adapted it), then feel free to come away from the traditional blue of the Willow pattern. If you are able to do your work on a paper plate, this would be more effective, however if not use the template or draw around a plate at home. For those who want to go all out, you might choose to use a real white plate and a paint or paint pens such acrylic, although this is above and beyond expectations!</p>

	<p>Miles-and-kilometres-2019.pdf</p> <p>Click here for the answers; https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Y6-Spring-Block-4-ANS4-Miles-and-kilometres-2019.pdf</p>		<p>At home: Same lesson and task.</p> <p>P.E. L.I: In school: taught by Mr Barker Home learning: We are continuing our Athletics unit in P.E. by using Oak Academy to complete a sequence of Athletics lessons. This is the link for today’s lesson: An introduction to throwing with a pushing action (thenational.academy)</p>
<p>Day 5</p>	<p style="text-align: center;">Enrichment Activities</p> <p>Focus: collaborative working, team-work, negotiating, taking responsibility, building new relationships and strengthening existing ones.</p> <p>Year 6 split into four groups of fifteen children. Groups to rotate each week.</p> <p>Mrs Gillard: Sporting activity Mrs Young: Computing Mrs Bacon: Gardening Mrs Brierley: Outdoor Learning</p> <p>See separate planning by each adult.</p>	<p>In school- Focused reading groups: teacher-led reading, Pobble activity, independent reading or comprehension activity. Home learning- 30 minutes of reading</p> <p>History L.I. To explain about the discovery, purpose and significance of oracle bones. Task: At school, follow the PPT. There is a link to an 11 minute video on Slide 6 about oracle bones. In LPs, look at the events that took place in a Divination Ceremony. Can you cut out and put in order? Discuss order as a class. Independently, children either use the template provided or draw their own template to create a comic strip of a Divination Ceremony, drawing a picture for each stage of the ceremony.</p> <p>At home: Same lesson and task.</p> <p>Computing L.I. To explore birthplace and ethnicity information for your local area Task: <i>Teacher will need to be familiar with using the Nomis website to research data from the 2001 and 2011 census. This is the link to the user guide and the Nomis website:</i></p>	

[Access local census data from Nomis and use our chart generation tool \(letscount.org.uk\)](#)

Before looking at the PPT, ask children to discuss in LPs what they understand by the words: diversity, equality and representation.

Follow **the PPT**, which shows how the questions that the census asks have developed over time to give a more developed picture of how diverse our population is.

On Slide 8, encourage the children to discuss what they notice about the data and what changes they can see from the questions the census asked in 1991 and 2011. If they have not noticed, point out the differences in the ways in which the birthplace and ethnic group categories are divided. When discussing ethnicity, point out that everyone has ethnicity as part of their identity.

On Slide 9, look at the census information on birthplace and ethnicity in our local area from the Nomis website. As a class, discuss how the data changed in the ten years from 2001 to 2011.

End by reminding children that the 2021 census is taking place this Sunday 21st March. Will they be encouraging their adults to fill it out so that they are represented in their local area's data? Will they have the opportunity to look at it to see what it looks like and which questions it asks?

At home: Same lesson and task.