

Year 6 – Week Commencing 18/1/21									
Day	Maths	English	Other						
Day 1	<p>This will be the focus of today’s Zoom call. Please print out the worksheet ready to go through together or have some paper so you can work from the questions shared on the screen.</p> <p>LI: To understand the place value of decimals.</p> <p>Numeracy Ninjas: Week 12 Session. We are having difficulty uploading the next booklet on to our website as it is such a large document. Here is a link which may enable you to access it directly yourself: Microsoft Word - Wk 11 Series A Numeracy Ninjas Skill Book 5 Sessions.docx</p> <p>True/False? https://resources.whiterosemaths.com/wp-content/uploads/2020/01/T-or-F-Year-5-Spring-B3-S1-Decimals-up-to-2-d.p .pdf</p> <p>What do you think? Explain your answer.</p> <p>Watch the video to recap decimals up to 2 decimal places: https://vimeo.com/485432781</p> <p>Complete the worksheet: https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y5-Spring-Block-3-WO1-Decimals-up-to-2-dp-2019.pdf</p> <p>(You will need to draw your own place value grid to answer some of the questions, if you want to use squared paper you can print some from the following link: http://www.mathsphere.co.uk/resources/MathSphereFreeGraphPaper.htm)</p>	<p>LI: To justify reasons for your opinion.</p> <p>Watch this cartoon version of Macbeth which covers the scenes we read together last week in our Zoom calls. Just watch part 3, if you really enjoy it you can watch part 1 and 2 but please don’t go ahead! KS2 English: Macbeth. 3: Daggers for King Duncan - BBC Teach</p> <p>Watching this and thinking of our English lessons last week, try to decide who you think is to blame for King Duncan’s death.</p> <p>Is it – the witches who gave the prophesy? Lady Macbeth who came up with the murder plot? Or is Macbeth to blame?</p> <p>Prepare your answer and reasons for your opinion for discussion in tomorrow’s Zoom lesson.</p> <p>You could use a table like this to help you:</p> <table><tr><th>Character</th><th>My opinion</th><th>Evidence from the text/video</th></tr><tr><td>Lady Macbeth</td><td>If she didn’t tell him to</td><td>Macbeth says he loves his King.</td></tr></table>	Character	My opinion	Evidence from the text/video	Lady Macbeth	If she didn’t tell him to	Macbeth says he loves his King.	<p>Home learning- 30 minutes of reading.</p> <p>Music</p> <p>L.I. To listen and appraise music using the elements of music. (To complete this lesson you will need to look at the detailed lesson plan and the lyrics sheet which is attached to the Year 6 Remote Learning.)</p> <p>Last week we learned the Elements of Music- words to describe what you can hear when you listen to a piece of music or a song. Today you will use these elements to appraise another song by Benjamin Britten. It’s called, “I mun be married on Sunday.”</p> <p>Listen to this version sung by a children’s choir: https://www.youtube.com/watch?v=3xjzTJ8bUgA</p> <p>Now compare it with this version which is accompanied by instruments. https://www.youtube.com/watch?v=C-HOdW2aL9k</p> <p>Now follow the steps to appraise the song using the detailed lesson plan referred to above.</p> <p>PSHE</p> <p>L.I. To explore secrets and trust in friendships.</p> <p>Have a think about secrets: when is OK to keep a secret and when is it not OK to keep a secret? Make a list of examples for both.</p> <p>Consider this scenario: <i>Yasmine is talking to her friend Emily. She is asking if Emily wants to come to her house that weekend but has asked her not to tell anyone because her mum has said she can only have one friend, and she doesn’t want to upset anyone. However, Emily does tell other girls that Yasmine has invited her over and not them. Yasmine is really upset.</i> What is Yasmine upset about? What could the repercussions be</p>
Character	My opinion	Evidence from the text/video							
Lady Macbeth	If she didn’t tell him to	Macbeth says he loves his King.							

	<p>Click here for the answers: https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y5-Spring-Block-3-ANS1-Decimals-up-to-2-dp-2019.pdf</p>	<table><tr><td></td><td>do it, he would n't have.</td><td>"This Duncan hath been so clear in his great Office."</td></tr><tr><td>The Witches</td><td></td><td>"All Hail Macbeth , Thane of Glamis, All Hail Macbeth Thane of Cawdor, All hail Macbeth King hereafter."</td></tr></table> <p>Be ready to talk about your opinions in tomorrow's Zoom call. If you're nervous about speaking in the call, email your thoughts to your teacher for them to share on your behalf. Class13@fairways.southend.sch.uk Class14@fairways.southend.sch.uk</p>		do it, he would n't have.	"This Duncan hath been so clear in his great Office."	The Witches		"All Hail Macbeth , Thane of Glamis, All Hail Macbeth Thane of Cawdor, All hail Macbeth King hereafter."	<p>on her friendships? Is it OK for Yasmine to be upset about this? Has Emily betrayed her trust? Could Yasmine have done anything differently? Is this a 'secret' that Emily should have kept?</p> <p>Look at the secrets cards and sort them into three sections: safe secrets, unsafe secrets and not sure. When you have sorted them, look at the information sheet- do you want to change any of your cards around? How did you decide between a safe and an unsafe secret? A 'safe secret' is usually something we keep for a limited time, such as a surprise party or surprise present, but when the secret is revealed all or most people will be happy. Sometimes friends also ask us to keep personal things confidential, in this case we must think about whether it is safe to keep this to ourselves. An 'unsafe secret' is when we are asked to keep the secret for a long time or to never tell anyone. We may be threatened that bad things will happen if we tell. We must not keep these secrets. The key message is 'problems should not be secret'.</p> <p>Think again about Yasmine and Emily. What could Emily do to repair the harm done or make this situation better? What could Yasmine do, if anything, to feel better about the situation?</p>
	do it, he would n't have.	"This Duncan hath been so clear in his great Office."							
The Witches		"All Hail Macbeth , Thane of Glamis, All Hail Macbeth Thane of Cawdor, All hail Macbeth King hereafter."							
Day 2 –	<p>LI: To understand thousandths.</p> <p>Numeracy Ninjas: Week 12 Session 2</p>	<p>This will be the focus of our Zoom call today – a debate over who is to blame for King Duncan's death. Be ready to share your opinion. Have</p>	<p>Home learning- 30 minutes of reading.</p> <p>French- LI. To describe places in writing using new and familiar phrases/vocabulary.</p>						

<p>True or false? Use a place value grid to explain your answer. https://resources.whiterosemaths.com/wp-content/uploads/2020/01/T-or-F-Year-5-Spring-B3-S4-Understand-thousandths.pdf</p> <p>Watch the video to practise using thousandths: https://vimeo.com/485550430</p> <p>Complete the worksheet: https://resources.whiterosemaths.com/wp-content/uploads/2020/03/Y5-Spring-Block-3-WO4-Understand-thousandths-2019.pdf</p> <p>Click here for the answers: https://resources.whiterosemaths.com/wp-content/uploads/2020/03/Y5-Spring-Block-3-ANS4-Understand-thousandths-2019.pdf</p>	<p>some paper and a pen handy! To justify your opinions Who is to blame for King Duncan's death? Is it... Macbeth? Lady Macbeth or The Witches? Is anyone else to blame? We will discuss viewpoints and use the text to help us justify our answers.</p>	<p>Last week you practised describing your town using the phrases, "il ya" and "il n'y a pas"</p> <p>This week you will learn to describe a journey to school.</p> <p>These are some phrases/vocabulary to help you. (It is a good idea to write them on a piece of paper to create a word bank or make a mini-dictionary.)</p> <p>quand je vais à l'école (when I go to school) je traverse la rue (I cross the road) je passe devant (I pass in front of)</p> <p>extension phrases: trois minutes plus tard (three minutes later) au passage piéton (pedestrian crossing) finalement j'arrive à l'école (finally, I arrive at school)</p> <p>Look at the Powerpoint below which includes a map of a journey to school and a description of the journey. Using the phrases above, can you translate the sentences? (Remember, it is ok to get "the gist of it" you are not expected to translate every word.) https://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm (from this page on the above link go to Unit 11 Lesson 47, Resource 47.1)</p> <p>Now have a go at writing your own description. You can use the map included in the link below – or draw your own. https://www.lightbulblanguages.co.uk/resources/PrimaryFrench/new/5unit10-48townplan.pdf</p> <p>PE- At school we would have studied Scottish Dancing for longer and had some experience in performing. As we are working from home, we're going to move onto a tour of Traditional Dancing</p>
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			<p>from around the World. Watch and try this week's style – Bhangra dancing. Find out about it's origins...</p> <p>L.I. To perform moves associated with a traditional dance.</p> <p>Learn Bhangra Dance Steps - Single Dhamaal Tutorial Beginner 1 of 14 - YouTube</p>
Day 3	<p>To understand decimals up to 3 decimal places.</p> <p>Numeracy Ninjas: Week 12 Session 3</p> <p>True or false? (remember to look closely at the number lines and work out the value of the intervals –spaces- between each number.) https://resources.whiterosemaths.com/wp-content/uploads/2020/01/T-or-F-Year-6-Spring-B1-S1-Three-decimal-places.pdf</p> <p>Watch the video to practise working with decimals up to 3 decimal places: https://vimeo.com/487196408</p> <p>Complete the worksheet: https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y6-Spring-Block-1-WO1-Three-decimal-places-2019.pdf (You will not have place value counters at home, but you can complete the tasks by drawing them.)</p> <p>Click here for the answers: https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y6-Spring-Block-1-ANS1-Three-decimal-places-2019.pdf</p>	<p>This will be the focus of today's Zoom lesson. We will read the text together and discuss:</p> <p>To summarise what they have read.</p> <p>Together, using the translation script to support, we will read Macbeth – Act 2, Scene 3. The murder is discovered. How will Macbeth and Lady Macbeth try to cover their actions? <i>Extension task: Summarise what has happened in your own words. Tell someone else the story of Macbeth so far.</i></p>	<p>Home learning- 30 minutes of reading.</p> <p>Science</p> <p>L.I. To know how the human eye works</p> <p>We describe light by saying 'ray of light'. How they think a ray of light travels? In a straight or a wavy line? Prove to yourself that light travels in straight lines by shining a torch from one side of the room you are in to the other The light is travelling in a straight line and that this is true of all light from any light source. When light is reflected into our eye, we are able to see images. Today we are going to be exploring how the human eye works to let light in and help us to see.</p> <p>Read the information and watch the video on BBC Bitesize: How does the human eye work? - BBC Bitesize These videos are also useful to watch: A Journey Through the Human Eye: How We See - YouTube and Bill Nye The Science Guy on The Eyeball (Full Clip) - YouTube</p> <p>Draw and annotate a diagram of the eye, using labels to explain the role of the: pupil, lens, iris, optic nerve, retina and tear film. There is an example diagram of the eye that you can annotate if you are struggling to draw it.</p> <p>GPS (Grammar, Punctuation and Spelling)</p> <p>L.I. To find synonyms of words.</p> <p>Synonyms are words with the same or similar meanings. Antonyms are words with opposite meanings. Watch this video: https://www.bbc.co.uk/bitesize/articles/z6q48xs and then read the information below. Today, we are going to focus on synonyms. Read the pages from</p>

			<p>the notebook of a wildlife photographer. Underneath, there are synonyms for words in the notebook. Find the words in the notebook that mean the same as the words in the table.</p>
Day 4	<p>LI: To multiply by 10, 100 and 1000.</p> <p>Numeracy Ninjas: Week 12 Session 4</p> <p>Watch the video to practise multiplying decimals by 10, 100 and 1000.</p> <p>https://vimeo.com/487198038</p> <p>Complete the worksheet:</p> <p>https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y6-Spring-Block-1-WO2-Multiply-by-10-100-and-1000-2019.pdf</p> <p>Click here for the answers:</p> <p>https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y6-Spring-Block-1-ANS2-Multiply-by-10-100-and-1000-2019.pdf</p>	<p>To show an understanding of a text. Develop inference skills.</p> <p>You are a news reporter. Film or act out talking to a camera a report about the Murder of King Duncan. What are the main pieces of information.</p> <p>Who? What? Where? When?</p> <p>If you need some inspiration look at this funny clip from Horrible Histories:</p> <p>Horrible Histories Mary Queen Of Scots Report - YouTube</p> <p>If you'd like you can send your newspaper report to your teacher, use the class emails.</p>	<p>Home learning- 30 minutes of reading.</p> <p>Art</p> <p>L.I. To explore colour</p> <p>In today's lesson, you are going to think about colour in terms of tone, shade, hint and hue. Shade: A shade is created by adding black to a base hue, darkening the colour. This creates a deeper, richer colour.</p> <p>Hue: colour, original colouring.</p> <p>Tint: A tint is created by adding white to a base hue, lightening the colour.</p> <p>Tones: A tone is created by combining black and white—or grey—with a base hue. Like tints, tones are subtler versions of the original colour.</p> <p>Look at the Word document for examples of a colour wheel and key vocabulary.</p> <p>You are going to recap on primary colours and then further explore secondary and tertiary colours. Explore this link, where you will learn about primary, secondary and tertiary colours, cool versus hot colours, neutral colours, accent colours and clashing colours.</p> <p>www.bbc.co.uk/homes/design/colour_wheel.shtml</p> <p>Create your own colour wheels using the blank colour wheel print out provided and paints or colouring pencils at home. You could even try creating a digital colour wheel using ICT at home.</p> <p>P.E. This will be today's focus for our Zoom Call, make sure you have a PE kit on and plenty of space!</p> <p>L.I: Complete a Hiit session</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</p>

			expert, like Joe Wicks... joe wicks hiit for kids - Bing
Day 5	<p>To divide by 10, 100 and 1000. This will be today's focus for our Zoom Call. Please print out the worksheet ready to go through together or have some paper so you can work from the questions shared on the screen.</p> <p>True or false? (Hint: convert the unit of measure into smaller units.)</p> <p>https://resources.whiterosemaths.com/wp-content/uploads/2020/01/T-or-F-Year-6-Spring-B1-S3-Divide-by-10-100-and-1000.pdf</p> <p>Watch the video to practise dividing by 10, 100 and 1000.</p> <p>https://vimeo.com/488186549</p> <p>Complete the worksheet: https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y6-Spring-Block-1-WO3-Divide-by-10-100-and-1000-2019.pdf</p> <p>Click here for the answers: https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y6-Spring-Block-1-ANS3-Divide-by-10-100-and-1000-2019.pdf</p>	<p>To write a newspaper report.</p> <p>We practised this text type last term.</p> <p>Design and write the front cover of a newspaper with a headline and article linking to the death of King Duncan.</p> <p>Use the Success criteria below to help you:</p> <p>SC.</p> <p>Clear headline - you could use a pun, alliteration perhaps.</p> <p>Write in columns</p> <p>Orientation – who? What? Where? When?</p> <p>Past tense</p> <p>3rd person</p> <p>Insert quotes from eyewitnesses</p> <p>Use year 6 punctuation – speech marks, colons, semi-colons</p> <p>Finish with a re-orientation – what might happen next, future tense.</p>	<p>Home learning- 30 minutes of reading.</p> <p>Geography</p> <p>L.I. To understand how to use four-figure grid references</p> <p>Task: Look at the guidance provided on the Year 6 remote learning website for reading a four figure grid reference.</p> <p>Start by looking at the symbols for an OS map- what the symbols on a map are and what they mean.</p> <p>Continue reading the guidance to find out how to write or read a four figure grid reference. There are examples on there to show you.</p> <p>Now test your understanding by completing the independent activity where you will be reading and writing four figure grid references!</p> <p>Computing</p> <p>L.I. To edit or debug an algorithm.</p> <p>Task: 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>