

Year 6 – Week Commencing 22/03/21

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 imperial measures.</p> <p>Numeracy Ninjas: Week 20 Session 1</p> <p>Watch the video to learn how to use imperial measures:</p> <p>https://vimeo.com/506026189</p> <p>Complete the worksheet;</p> <p>https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y6-Spring-Block-4-WO5-Imperial-measures-2019.pdf</p> <p>Click here for the answers; https://resources.whiterosemaths.com/wp-content/uploads/2020/08/Y6-Spring-Block-4-ANS5-Imperial-measures-2019.pdf</p>	<p>Key Skills: Sevens – Children to answer 7 questions about the learning across the last couple of weeks with their Learning Partner: What can you remember? Link to memory demonstrating learning.</p> <p>LI: Ask relevant questions to extend their understanding and knowledge. Participate in discussions.</p> <p>Finish The Firework Maker’s Daughter and discuss our satisfaction with the ending and the book as a whole.</p> <p>If working from home, record your comments and send them to your teacher. You can continue to contact your class teacher through the school office email.</p>	<p>In school- Focused reading groups: teacher-led reading ‘Boy,’ Free reading from autobiography selection, reading comprehension autobiography, spelling practice – Look, Cover, Write, Check and put into sentences. Home learning- 30 minutes of reading</p> <p>Music- LI. To understand how a story can be told through opera.</p> <p>Use the link below to work through Lesson 4 which is about the character of the witch; https://learning-platform.roh.org.uk/course/create-and-sing-hansel-and-gretel-explorer/</p> <p>Focus on : The warm up Learning and staging the song “Hop! Hop! Hop!”</p> <p>If there is time – recap on previous songs.</p> <p>French LI: To read carefully and show understanding of words, phrases and simple writing. You will need the instructions for the rabbit dice game – you will also a dice.</p> <p>Watch the clip of a traditional Easter themed story “La legend des cloches” on the link below (you will need to scroll through the link to find the clip.) http://madamebirtwistle.blogspot.com/2016/03/les-cloches-volantes.html</p> <p>Play Jaques a dit to revise the body parts used in the sentences for the game.</p> <p>Read the instructions for the game “le dessin de Pâques.</p>

			<p>Play the game in pairs – each partner completing their own picture. (There is a vocabulary sheet to help you as well as the word list you made last week.)</p> <p>Extension – you could make a French Easter card using the theme of Easter bells; there is a template included in the link.)</p>
<p>Day 2</p>	<p>KS2 SATs 2019 Arithmetic Paper (take place between play and lunch)</p>	<p>Key Skills English – Children to share anecdotes about themselves with learning partners. A funny story, a sad story, an embarrassing story perhaps? Then independently fill in Notes about Me sheet and stick into Writing Books.</p> <p>LI: Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Teacher explains that the word autobiography comes from the Greek language and is a compound of autos (self) + bios (life) + graphe (write). It is an account of a person's life written by that person.</p> <p>Read the extract together and discuss the following questions.</p> <ul style="list-style-type: none"> • Is this a work of fiction or non-fiction? • Why do you think Roald Dahl wrote this book? • Have you read any other autobiographies? • Whose autobiography would you like to 	<p>Children to complete a Reading Comprehension for Diagnostic Assessment. 12.30 -1.30pm</p> <p>PE- Year 6 Capture the Flag Tournament LI. To develop team work skills and work together on agreed tactics for the game.</p> <p>Play 'Capture the Flag' tournament – Year groups organised into groups of 10. Four teams involved at a time on two different pitches. Final against winning teams with others watching and discussing tactics.</p>

		<p>read?</p> <p>Confusingly, Roald Dahl describes ‘Boy’ as not being an autobiography as he says that these books are usually ‘full of all sorts of boring details.’ He goes on to say that this is not a history of himself but a number of things that happened to him that made a tremendous impression on him. However, others would describe the book as an autobiography, an individual’s account of his life, written in chronological order. Reinforce that chronology is the passing of time in the order that events happen. Some of Dahl’s tales are exciting and strange, some are frightening and others are funny – but they were all true!</p> <p>Roald Dahl used the resources he had access to before 1984 (the year the book was published) to write it. Why does Dahl write that he was lucky to receive all his letters back from his mother? Which other sources of information might he have used to help him to write his autobiography so many years later? Children should work in pairs to note down their ideas using SOURCES OF INFORMATION sheet. Ask each pair to feedback their ideas to the rest of the class and record their ideas on a central spider diagram on a flipchart or IWB. Children to stick in sources of information sheet into Writing Books.</p>	
Day 3	LI: Reasoning Paper 1 (KS2 SATs 2019)	Key Skills – English – Children to summarise one of their anecdotes (see previous work this week) on an anonymous post it note and stick it	In school- Focused reading groups: teacher-led reading ‘Boy,’ Free reading from autobiography selection, reading comprehension autobiography, spelling practice – Look, Cover,

<p>Numeracy Ninjas: Week 20 Session 2</p> <p>When finished, with a Learning Partner, complete the Easter Algebra challenge cards.</p>	<p>onto the whiteboard. Teacher or pupils to come and read the anecdotes aloud and class have to guess who it is about. Staff to join in.</p> <p>LI: Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Explain that children will be planning an autobiography of their own life and experiences in school. Most authors start their work with a draft – an initial attempt at writing down the basic ideas for their writing – and they will be doing the same. Refer back to their Notes about Me sheet in their Writing Books. Remind the children to use events that actually happened and that would be interesting to a reader. Ask the children:</p> <ul style="list-style-type: none"> • What might interest the readers of their autobiography? • Should they include humorous events, and why? • Should they include sad or challenging events? • What are their biggest achievements? E.g. learning to read, acting in a play, organising an event or playing sport. 3. <p>Ask the children to sort those memories and events into chronological order using Notes about me Sheet 2</p> <p><i>Discuss: What other sources of information could you use to add further details to your notes about your life?</i></p> <p>Explain that tomorrow they will be writing their own autobiography.</p>	<p>Write, Check and put into sentences. Home learning- 30 minutes of reading</p> <p>Science</p> <p>L.I. To write a persuasive letter using your knowledge of renewable energy sources.</p> <p>Task: It may be useful before this lesson to photocopy the group letter plans so that each child has a copy of their group's letter plan that they can refer to.</p> <p>Last week, in groups, you looked at persuasive techniques and wrote your plans for your persuasive letters to Mr Pinchback, where you were persuading him to invest in a renewable energy source at Fairways.</p> <p>This week, you are going to be writing your letter. You planned as a group and you may have written your introduction as a group, but you are going to write your letter independently. Teacher and children to 'shared write' an introduction and beginning of the first paragraph together to support the class in writing their letter.</p> <p>Children write their letters.</p> <p>Is it possible to ask Mr Pinchback for a Zoom chat before afternoon break so that he can hear some of their ideas and respond? The children will need to walk up to the computer if they want to share their ideas so that he can hear them clearly. Let children know that we will pass their letters onto Mr Pinchback and he will read and consider their arguments.</p> <p>At home: Same task but write your letter independently.</p> <p>GPS (Grammar, Punctuation and Spelling)</p> <p>L.I. To begin to use commas to avoid ambiguity and to mark clauses</p> <p>Task: Last week, you revised punctuation that you need to be using to work towards Year 6 standards in writing. This week, we are going to think about using commas in other ways, rather than just for lists. This video explains how commas can be used to avoid ambiguity (or change the meaning of a sentence) and how they can be used to mark clauses: How to use commas in</p>
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			<p>sentences - BBC Bitesize</p> <p>A common mistake in writing is to place a comma where in fact a full stop is needed. This misuse of the comma creates what is called a 'comma splice'.</p> <p>For example: <i>The room filled with smoke, I froze in panic.</i></p> <p>This is an example of a comma splice. The comma in the middle should not be there because each half is a complete sentence in its own right. So in fact the writer should have used two full sentences, each ending with a full stop. This would make for two short, lively sentences: <i>The room filled with smoke. I froze in panic.</i></p> <p>Alternatively - a connective could connect these two sentences: <i>The room filled with smoke and I froze in panic.</i></p> <p>Or, as these two sentences are closely linked, a semi-colon would also work: <i>The room filled with smoke; I froze in panic.</i></p> <p>Teacher model two sentences using commas accurately to avoid ambiguity and to mark a clause e.g. <i>Despite finding it difficult, Julian always perseveres at sport. The beaver, which was wiped out 400 years ago, has been reintroduced to the UK. Hatti is a pretty tall girl VS Hatti is a pretty, tall girl.</i></p> <p>In LPs, can you develop two sentences on your MWBs? One sentence needs to use a comma to make the meaning of a sentence clear and the other sentence needs to use a comma to mark a clause. Share sentences as a clause and discuss our success.</p> <p>Independently, children complete pages 41 and 42 of their Grammar books. Mark as a class.</p> <p>At home: Same lesson and task but working independently. If your Grammar book is at school, complete the activities at the bottom of this webpage: https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zc773k7</p>
Day	Reasoning Paper 2 (KS2 SATs 2019)	Key Skills:	In school- Focused reading groups: teacher-led reading 'Boy,'

4	<p>Numeracy Ninjas: Week 20 Session 4</p> <p>Complete Easter egg fractions activity</p>	<p>L1: Write an autobiography.</p> <p>Using the notes from their Writing Books – Pupils to write their own autobiographies.</p> <p>Work in Purple Books.</p>	<p>Free reading from autobiography selection, reading comprehension autobiography, spelling practice – Look, Cover, Write, Check and put into sentences.</p> <p>Home learning- 30 minutes of reading</p> <p>Art</p> <p>L.I. To create your own version of the Willow pattern.</p> <p>In school: taught by Mrs Shaw</p> <p>Task: Following on from last week’s lesson, complete 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>At home: Same lesson and task.</p> <p>P.E.</p> <p>L.I:</p> <p>In school: taught by Mr Barker</p> <p>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: Dynamic warming up, and introducing the heave throwing action (thenational.academy)</p>
Day 5	<p>Specialist activity morning</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</p>		<p>In school- Focused reading groups: teacher-led reading ‘Boy,’ Free reading from autobiography selection, reading comprehension autobiography, spelling practice – Look, Cover, Write, Check and put into sentences.</p> <p>Home learning- 30 minutes of reading</p> <p>History</p> <p>L.I. To consider and analyse a range of artefacts to find out about life in the Shang dynasty</p>

Mrs Brierley: Cooking

Task: At school, follow **the PPT**, which shows and explains a number of different Shang artefacts. Children complete **Artefact description sheet** as each new item shows on PPT- they will use this for their task later. The PPT moves on to how the Shang craftsmen worked with jade, pottery and bronze.

Independently, children are going to create a fact file about one of the artefacts that they've learnt about. Draw the artefact in detail and label it with:

- What it is
- Which material it was made from
- What it was used for
- Where it was found
- How it was found
- Any other interesting information about the artefact

At home: Same lesson and task but working independently.

Computing/ PSHE

L.I. To discuss the ways in which I can have my say and also consider opinions and choices which may be different from mine

Task:

Discuss the census that took place last Sunday. Did any children see it? Did they help their parents to fill it out? What did they think of the questions asked?

In LPs, think about what it means to have your say. Can you come up with all the ways you can have their say and who you can talk to? Discuss as a class.

In LPs again- Can you think of times when you have had your say, at home or in school, and something has changed. This might link to school council. Discuss as a class.

In LPs again, what would you like to have your say about but have not yet been asked about. What matters to you? Why does it matter? Discuss as a class.

Look at the **Census PPT**. It covers some of the questions that you have already discussed as a class.

Slide 9 shows Article 12 from the UN Convention on the Rights of the Child. In LPs, what do you think of this statement? Why do you think the UN has listed children's rights? If the children would like to see more of the articles about children's rights set out in the convention, this is the link: [UNCRC summary-1.pdf \(unicef.org.uk\)](https://www.unicef.org.uk/uncrc-summary-1) (warning: article 34 mentions sexual exploitation).

Children are now going to create a persuasive poster to campaign for a change they believe should happen in their local area or at school. Have a talk in LPs and as a class: what do the children think that the school or their local area really needs? For example, Mrs Sligo's local area could do with a closer play-park with swings, climbing frame etc- the nearest one to her is a 35 minute walk away. This is something that the census may pick up; in the last census, Mrs Sligo lived in a different local area and didn't have any children so a play-park may not have been necessary 10 years ago in her local area! The children can work independently or in pairs at their teacher's discretion! Can they share their posters at the end of the lesson by leaving them on their desks and creating a 'class gallery', where they can walk around and view each other's work?

At home: Same lesson and task but working independently.