

Year 6 – Week Commencing 4/1/21			
Day	Maths	English	Other
Day 1	<p>To solve problems using fractions.</p> <p>Numeracy Ninjas: Week 10 Session 1</p> <p>Watch the video to practise the four rules in problems. https://vimeo.com/480708159</p> <p>Solve the fraction problems using the worksheet: https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y6-Autumn-Block-3-D14-Four-rules-with-fractions-2019.pdf</p>	<p>To expand vocabulary</p> <p>The next text we will read will be Macbeth and which begins in the setting of a 'Heath' – are children familiar with what a heathland is? Discussion - Children to select from images of heathland</p> <p>Task – write as many adjectives as you can to link with the picture as possible.</p> <p>To describe settings and atmosphere</p> <p>Cold task – write a piece of descriptive writing linked with the heath setting.</p> <p>Give children 30-40mins to write. After completed... discuss S.C</p> <p>Success criteria discussion: what do you think descriptive writing needs? High level vocabulary Similes Metaphors Personification Reference to all 5 senses Complex sentence structures (sentences with more than one clause – could link clauses with a hyphen, semi-colon, colon or use parenthesis)</p>	<p>Home learning- 30 minutes of reading.</p> <p>Music L.I. To appreciate and understand music from great composers. Task: Listen to “A New Year Carol” by Benjamin Britten. (Lesson 1)</p> <p>https://www.fridayafternoonsmusic.co.uk/events2013/wno-c%C3%B4r-caia-choir</p> <p>Think about the mood of the song and music. How does it make you feel? What instruments can you hear?</p> <p>Find out about the story of the song and the life of Benjamin Britten: https://fridayafternoons.charanga.com/pdfs/Planning%20-%20Flexible%20Pathway/Listen%20And%20Appraise/F-A-Unit3-Listen-And-Appraise-A-New-Year-Carol-by-Benjamin-Britten.pdf</p> <p>PSHE L.I. To understand the need to be safe when chatting online. Follow Yasmine and Tom lesson on Online and Offline Friendships. Task: Chatting online worksheet – Complete using red and green pencils.</p>
Day 2	<p>To find fractions of amounts.</p> <p>Numeracy Ninjas: Week 10 Session 2</p>	<p>To use powerful adjectives.</p> <p>Picture of Macbeths castle is on the board – teacher writes up 3 words: impregnable, ominous, somber – children have to use these words in their description of the castle</p>	<p>Home learning- 30 minutes of reading.</p> <p>French- L.I. To broaden vocabulary; learning words associated with my town. (In school, look at picture cards first and discuss then</p>

	<p>Watch the video to practise finding fractions of amounts: https://vimeo.com/475425864</p> <p>Practise these skills using the worksheet: https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y6-Autumn-Block-3-WO15-Fractions-of-an-amount-2019.pdf</p>	<p>(step one they'll have to use dictionaries if they don't know the words!) Share them.</p> <p>To understand what they are reading. Start Reading/acting out Scene 1 Act 1 Macbeth – read until end of Act 4</p> <p>At home use the modern/old text on the school Year 6 page to follow.</p>	<p>try to match words and pictures.)</p> <p>Look at the Power Point to learn some vocabulary relating to places around a town. Which words are easy to learn and why? (Cognates/near-cognates) Can you think of strategies to help you learn the others? Look at the pictures – what is the same/different about where you live?</p> <p>https://www.twinkl.co.uk/resource/tp2-l-064-planit-french-year-4-all-around-town-lesson-2-in-my-town-lesson-pack</p> <p>Complete the first sheet from the activity pack – matching the words and pictures then write the correct word under the appropriate picture.</p> <p>If you have trouble accessing the link above, use the You Tube clip below to learn the vocabulary and use website below to see the vocabulary and create your own mini dictionary. https://www.youtube.com/watch?v=43xVTICut7E</p> <p>https://www.lightbulblanguages.co.uk/resources/PrimaryFrench/town-mat.pdf</p> <p>PE- Scottish Dancing L.I. Perform dances using a range of movement patterns. Watch video clip of Scottish dancers. What are the traditional costumes worn by dancers? What does this style remind us of? Watch some techniques and try them out. At school, we will have the opportunity to perform our work. If working at home, you could film some of your attempts and watch them back.</p>
Day 3	To find fractions of amounts.	Use complex sentence structures. Correctly use a colon.	Home learning- 30 minutes of reading.

	<p>Numeracy Ninjas: Week 10 Session 3</p> <p>Watch the video to develop your learning from yeaterday: https://vimeo.com/480708847</p> <p>Complete the worksheet: https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y6-Autumn-Block-3-WO16-Fraction-of-an-amount-find-the-whole-2019.pdf</p>	<p>Look at this model sentence</p> <p>The building I found myself standing in was a prison cell: isolating, lonely and bleak.</p> <p>(look at the layout: there's a noun at the beginning and then a metaphor, explained after the colon with 3 powerful adjectives)</p> <p>Can you use copy this structure to create your own sentences? At school, we will be repeatedly practising the model with pictures of different settings on the board – children to practise on whiteboards/paper and pens. Stick with the exact structure.</p> <p>Use the sheet of other picture prompts to stick into their books and write the sentence structure for independently. (Extension: focus on powerful and new adjectives – thesaurus use throughout.) What other options do we have for a complex sentence structure? Could you do a parenthesis or semi-colon example?</p>	<p>Science/RSE L.I. Talk about puberty, emotional and physical changes for boys and girls. Explore the impact of puberty on the body and the importance of personal hygiene. Draw and outline of a boy and a girl on a piece of paper (at school we will do this on large sheets) then through discussion draw on the changes we would expect to happen as the person moves through puberty. (Use the attached list from Yasmine/Tom to help check we've thought of everything.) Discuss the changes in personal hygiene that may be needed: washing more frequently, using deodorants.</p> <p>GPS (Grammar, Punctuation and Spelling) L.I. To use homophones accurately Watch the video clip – pause near beginning to let children attempt the spelling of the sentence on whiteboards 'they're over there with their dad' and then continue to play as it explains correct choices. https://www.bbc.co.uk/teach/class-clips-video/english-ks2-wonderful-words-homophones/z732t39</p> <p>Task: Children complete pages 96-98 in their Grammar books.</p>
<p>Day 4</p>	<p>Review of fractions</p> <p>Numeracy Ninjas: Week 10 Session 4</p> <p>Complete the review of our fraction work Part 1: file:///C:/Users/Carole%20Anderson/AppData/Local/Temp/Temp1_Year-6-Autumn-Block-3-End-of-Block-1.zip/Year-6-Fract</p>	<p>To describe settings. Return back to original heathland setting and uplevel your adjectives. Use a thesaurus.</p> <p>To discuss themes in a text. To add atmosphere into narrative writing. Go through a brilliant example of vocabulary to describe the setting of the heathland and then watch the video up to 5 mins. https://www.awesomestories.com/asset/view/Macbeth-The-Play-and-the-Story-Behind-</p>	<p>Home learning- 30 minutes of reading.</p> <p>Art L.I. To research a great artist in history Choose an artist from the list below. Research their lives and look at examples of their art. Create your own piece of artwork inspired by their work. <i>Banksy</i> <i>Pablo Picasso</i> <i>Vincent Van Gogh</i> <i>Andy Warhol</i> <i>Salvador Dali</i></p>

		<p>It-Part-1</p> <p>Pause and discuss throughout, Why does this feel so different to the list of words that we wrote about the heathland – why is the heathland setting in Macbeth so different to ours? – influence of the witches on the atmosphere and the weather. Quote below In Act 1, Scene 3 Macbeth says ‘So foul and fair a day I have not seen.’</p> <p>– how would our setting change with witches there? Weather, mood – children to write a short description of a bleak heathland setting – use the same structure again in one of the sentences and one other sentence type in another.</p>	<p><i>Leonardo Da Vinci</i></p> <p>P.E.</p> <p>L.I. To demonstrate a skill specific to a sport</p> <p>Choose your favourite sport and film yourself demonstrating and talking through a skill from that sport. Imagine you are teaching the skill to someone watching the video.</p>
<p>Day 5</p>	<p>Review of fractions</p> <p>Complete the review of our fraction work Part 2:</p> <p>file:///C:/Users/Carole%20Anderson/AppData/Local/Temp/Temp1_Year-6-Autumn-Block-3-End-of-Block-1.zip/Year-6-Fraction-1.zip</p>	<p>To enjoy and engage with the text</p> <p>Read and act out together the next scene ‘Act 1 Scene 5 and 6’</p> <p>At home use the modern/old text on the school Year 6 page to follow.</p> <p>Discuss the change of setting to Macbeth’s castle – we don’t get long descriptions of the setting from the playwright. Why? At home, chat to someone else or write us an email with your opinion in it.</p>	<p>Home learning- 30 minutes of reading.</p> <p>Geography</p> <p>L.I. To name and locate counties and cities of the UK</p> <p>Task: Use atlases to help label cities on a map of England. Cut out and attach Scotland with cities labelled. Look at atlases and discuss Scotland compared to England e.g. population and population density, topography, rainfall data etc.</p> <p>Computing:</p> <p>L.I. Computing</p> <p>L.I. To recognise and use simple algorithms.</p> <p>Task: Children to follow instruction cards to revise the coding language first looked at in Year 5.</p> <p>Differentiation:</p> <p>VHA- Can children write a programme to make a sprite move, change size, change colour and make a sound?</p>