



Fairways Primary School - Year 6 Remote Learning.



Year 6 – Week Commencing 24/01/22

| Day | Maths | English | Other |
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| Monday 24th January | <p>LI: To find coordinates in the first quadrant.</p> <p>Watch the video to learn how to find coordinates in the first quadrant: https://vimeo.com/481214525</p> <p>Task: Complete Q1-4 progressing to the rest of the questions if you can. Worksheet: https://assets.whiterosemaths.com/fixed/res/2019/10/Y6-Autumn-Block-4-WO2-Four-quadrants-2019.pdf</p> <p>Click here for the answers: https://assets.whiterosemaths.com/fixed/res/2019/10/Y6-Autumn-Block-4-ANS1-The-first-quadrant-2019.pdf</p> | <p>Key Skills;</p> <p>Spellings: adding 'ed' shrugged, skimmed, sobbed, slammed, throbbed, stunned, grinned, planned, trimmed, drummed.</p> <p>Main Lesson;</p> <p>LI; To understand developments in character.</p> <p>Recap what has happened in the play so far.</p> <p>Read Act 3 Scene 1 by using this website, No Fear;</p> | <p>Music;</p> <p>Do some research about the ukulele. What is it? Where does it originate from? What are the notes for each string?</p> <p>https://en.wikipedia.org/wiki/Ukulele</p> |

<https://www.sparknotes.com/shakespeare/macbeth/section5/>

What is Macbeth planning to do? Why is he so scared of Banquo? How has his demeanour changed?

Use a thesaurus or the internet to find and write down vocabulary to describe Macbeth's character.

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| <p>Tuesday 25th January</p> | <p>LI: To understand coordinates using four quadrants.</p> <p>Use the ppt/video to learn how to use coordinates in four quadrants:</p> <p>https://vimeo.com/481215270</p> <p>Task: Complete Q1-4 progressing to the remaining questions if you can. Worksheet: https://assets.whiterosemaths.com/fixed/res/2019/10/Y6-Autumn-Block-4-WO2-Four-quadrants-2019.pdf</p> <p>Click here for the answers:</p> <p>https://assets.whiterosemaths.com/fixed/res/2019/10/Y6-Autumn-Block-4-ANS2-Four-quadrants-2019.pdf</p> | <p>Key Skills;</p> <p>Spellings. adding 'ed' shrugged, skimmed, sobbed, slammed, throbbed, stunned, grinned, planned, trimmed, drummed.</p> <p>Look up the words in a dictionary and find their definitions.</p> <p>Main Activity;</p> <p>LI: To understand the inference of a text.</p> <p>Read Act 3 Scene 2 from the No Fears website.</p> <p>Does Lady (Queen) Macbeth know what Macbeth is going to do? How do you know?</p> <p>Now do you think you could produce the next parts of the timeline;</p> <ol style="list-style-type: none"> 1. Macbeth being persuaded by his wife to murder Duncan. 2. Lady Macbeth is unable to do the deed so Macbeth does. 3. Macbeth's reaction after the murder. | <p>Science; (Class 13 2-3pm Class 14 1:30-2:30pm)</p> <p>LI: to understand that light either travels from light sources or reflects off objects and into our eyes</p> <p><u>Quick bit of fun:</u> Can you find out which eye colour is the rarest?</p> <p>Your research today is about the human eye. Here are some websites you could use;</p> <p>https://www.bbc.co.uk/bitesize/clips/zf9c87h</p> <p>https://www.youtube.com/watch?v=NTZkyntqHCA</p> <p>Questions:</p> <p>Why do you think we see things upside down? Why do we then think it the right way up? Find a diagram of the human eye and then write a short summary under each part to explain its job.</p> <p><u>Plenary fun</u></p> <p>How do you think our eyes work differently to these animals?</p> <p>Owl, bee, chameleon, spider?</p> |
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4. Macbeth (as King) plotting against Banquo.

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| <p>Wednesday 26th January.</p> | <p>LI: To understand translation.</p> <p>Watch the video to learn how to complete translations: https://vimeo.com/481216178</p> <p>Task: Complete Q 1-4 progressing to complete the rest of the questions if you can.</p> <p>Worksheet: https://assets.whiterosemaths.com/fixed/res/2019/10/Y6-Autumn-Block-4-WO3-Translations-2019.pdf</p> <p>Answers: https://assets.whiterosemaths.com/fixed/res/2019/10/Y6-Autumn-Block-4-ANS3-Translations-2019.pdf</p> | <p>Key Skills; Handwriting.</p> <p>Using the spellings from this week, children write sentences using neatly joined handwriting. Check and edit punctuation and grammar as necessary.</p> <p>Main Activity; LI; To develop a character.</p> <p>Read Scene 3 from No Fears website. Can you understand what has happened? Discuss with someone at home.</p> <p>How do you think Macbeth will react?</p> <p>Watch the Animated tales from 10:22 to 15:33.</p> <p>https://www.youtube.com/watch?v=qfnUq2_OFOY</p> <p>What has happened? Who did Macbeth keep seeing at his banquet table? What do you think</p> | <p>Geography</p> <p>LI: to understand Scottish agriculture.</p> <p>What can you find out about the land use in Scotland?</p> <p>What land-use do you think is most popular in Scotland?</p> <p>Research different types of farming and what they are. Livestock, Arable, Crofting for example.</p> <p>What sort of land is used to farm livestock (pigs, cows, sheep etc)?</p> <p>What type of land do you think is needed for crops and cereals to be farmed?</p> <p>History</p> <p>LI: To understand the origins of the Scottish parliament.</p> <p>Remind yourself about the Act of Union from last week.</p> <p>Have a look at the time line cards on this website; https://www.twinkl.co.uk/resource/cfe2-t-</p> |
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| | <p>the guests think? What is Macbeth going to do next?</p> | <p><u>2545632-scottish-parliament-timeline-display-posters</u></p> <p>Devolution: the transfer or delegation of power to a lower level, especially by central government to local or regional administration.</p> <p>Scotland sometimes has different rules to England. Why?</p> <p>Some Scottish people think Scotland should be allowed to make all its own rules and laws and not be ruled by England so a referendum has been held in Scotland in the past.</p> <p>Read through the BBC bitesize summary of the referendum, noting the questions that Scottish people have about independence.</p> <p><u>https://www.bbc.co.uk/bitesize/guides/zj37hyc/revision/4</u></p> |
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| <p>Thursday 27th January</p> | <p>LI: To understand reflection.</p> <p>Watch the video to learn how to reflect shapes on a mirror line: https://vimeo.com/481620188</p> <p>Task: Complete Q1-4 and then progress on to the rest of the questions if you can.</p> <p>https://assets.whiterosemaths.com/fixed/res/2019/10/Y6-Autumn-Block-4-WO4-Reflections-2019.pdf</p> <p>Click here for the answers: https://assets.whiterosemaths.com/fixed/res/2019/10/Y6-Autumn-Block-4-ANS4-Reflections-2019.pdf</p> | <p>Key Skills;</p> <p>Spelling, Punctuation and Grammar.</p> <p>Grammar Focus;</p> <p>Subjunctive form Verbs;</p> <p>Watch this short clip;</p> <p>https://www.bbc.co.uk/programmes/p07ghs4n</p> <p>Can you write some examples of using the subjunctive form?</p> <p>Main Task;</p> <p>LI; To create a storyboard.</p> <p>Thinking about what has happened so far in this play, can you summarise the story so far by creating a cartoon/storyboard?</p> <p>Imagine that you are creating the storyboard for a film production company aimed at children learning about Macbeth. It needs to be clear and accompanied by explanations of what is happening and who is in each scene.</p> <p>If a stranger picked up your storyboard, would they</p> | <p>PSHE;</p> <p>LI: to judge moral dilemmas</p> <p>Philosophy 4 Children.</p> <p>What does philosophy mean?</p> <p>Watch part of this video up to 3:42 minutes https://criminologyweb.com/jeremy-bentham-panopticon/</p> <p>Think about what you have just seen.</p> <p>Read the letter on the 3rd page of this link; P4C LESSON ON Panopticon.pdf</p> <p>What are your initial thoughts on this Government Project.</p> <p>Some possible questions could be:</p> <ul style="list-style-type: none"> • How important is your privacy? • Should Primary school children be given any privacy at school? What would they need it for? • Who may this project help? • What positives may come from it? • What negatives? • How much are we watched in real life? • Why are we watched? Safety? Control? Money making? |
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| | <p>understand exactly what is going on?</p> | |
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| <p>Friday 28th January</p> | <p>LI: To revise coordinates, translations and reflections.</p> <p>Task: Complete half arithmetic practice paper - 15 mins allowed. (Test 2a)</p> <p>https://www.twinkl.co.uk/resource/t2-m-1161-key-stage-2-new-curriculum-arithmetic-half-practice-tests</p> <p>Recap anything that you have found tricky this week.</p> | <p>Key Skills;</p> <p>Ask someone at home to test you on this week's spellings.</p> <p>Comprehension;</p> <p>To rehearse comprehension skills.</p> <p>Have a look at this interactive reading comprehension and try answering the questions;</p> <p>https://continuingstudies.uvic.ca/elc/studyzone/330/reading/the-tongue-cut-sparrow1</p> <p>There are many other texts you can access on this site if you want to practise more.</p> | <p>French;</p> <p>LI; To understand and use phrases in French.</p> <p>Recap the vocabulary for directions by watching this BBC clip;</p> <p>https://www.bbc.co.uk/teach/class-clips-video/french-ks2-following-directions/z6r3cqt</p> <p>Watch it several times, listening to the directions and practising saying them out loud yourself.</p> |
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