

Year 6 Home Learning Grid: Week Beginning 04/01/21

Year/Class: Greenwich Meridian / Royal Greenwich

Please email your completed work to the following teachers on your following class emails:

Teacher: Mrs Leathem/Mr Kinsella Miss Liane Stowell - greenwichmeridianclass@montbelle.org.uk

Mr Hoyte/Mrs Kimble - royalgreenwichclass@montbelle.org.uk

	Monday	Tuesday	Wednesday	Thursday	Friday
<p>English</p> <p>Cross curricular link to History</p> <p>Key vocab:</p> <p>Grammar focus:</p> <p>Parts of a sentence</p> <p>Tense</p> <p>Colons/semicolons</p>	<p>What we are learning (LO):</p> <p><u>L.O. To assess writing and edit for clarity</u></p> <p>Steps to Success:</p> <p>Should: identify errors in punctuation and make corrections</p> <p>Could: correct punctuation and run-on mistakes.</p> <p>Mastery: also identify fragmentation mistakes and where semi-colons and colons might be used.</p> <p>Activity: correct and redraft extract about Polar bear or extract from Alice in wonderland.</p> <p>Resources: Extracts</p>	<p>What we are learning (LO):</p> <p><u>L.O. To assess writing and edit for clarity</u></p> <p>Steps to Success:</p> <p>Should: identify errors and make corrections to punctuation and tense.</p> <p>Could: identify errors, make improvements to clarity and word choices.</p> <p>Mastery: in addition to the above, assess the impact of figurative language and where advanced punctuation might be used.</p> <p>Activity: Edit own ballet review and publish.</p> <p>Resources: Ballet writing, editing checklist</p>			<p>Reading for Pleasure!</p> <p>20 minutes.</p>

<p>Guided Reading</p> <p>Key vocab:</p> <p>Wasteland, shrivelled, forbidden, Warden, flexed, limbs, torso, honed, insinuated, treacherous</p>			<p>What we are learning (LO):</p> <p><u>LO: To decipher the meaning of unknown or tricky words.</u></p> <p><u>Time Machine H.G Wells</u></p> <p>Activity:</p> <p>Guess the meaning of words from context.</p> <p>Practise spelling of the vocabulary and use them to create ambitious sentences.</p>	<p>What we are learning (LO):</p> <p><u>LO: To justify answers using evidence from the text.</u></p> <p>Activity: Answer a series of comprehension questions linked to the text.</p>	<p>What we are learning (LO):</p> <p>Standalone reading assessment</p>
<p>Maths</p> <p>Key vocab:</p> <p>axis, horizontal, vertical, plotting, coordinates, negative, quadrilaterals ,polygons</p>	<p><u>LO: To multiply decimal numbers by 10, 100 and 1,000.</u></p> <p>Must: Understand place value in numbers with up to 3 decimal places, describing columns in words and digits.</p> <p>Should: Sort given numbers into a Carroll diagram. Explain empty values. Numbers with 3 decimal places.</p> <p>Could: Answer a riddle finding multiple possible answers. Numbers with 3 decimal places.</p> <p>Mastery: Find the odd one out from four to six numbers presented in word or digit form.</p>	<p><u>LO: To multiply decimal numbers by 10, 100 and 1,000.</u></p> <p>Must: Multiply up to a 3-digit number with up to 3 decimal places by 10, 100 and 1,000.</p> <p>Should: Identify and replicate a sequence by multiplying up to 3 digit numbers with up to 3 decimal places.</p> <p>Could: Explain why a statement regarding a 3-digit number with up to 3 decimal places being multiplied by 10, 100 or 1,000 is incorrect (including zeros).</p> <p>Mastery: Predict and prove which calculation has the highest value based on multiplying up to 3-digit numbers with up to 3 decimal places by 10, 100 and 1,000</p>	<p><u>LO: To divide decimal numbers by 10, 100 and 1,000.</u></p> <p>Must: Divide up to a 4-digit number with up to 3 decimal places by 10, 100 and 1,000.</p> <p>Should: Find the odd one out when dividing numbers by 10, 100 and 1,00 with up to 6-digits.</p> <p>Could: Identify the correct statement and explain reasoning. Statements involve dividing numbers by 10, 100 and 1,000 (numbers with up to 6-digits and 3 decimal places.</p> <p>Mastery: Solve a riddle with only one possible answer. Riddles involve dividing up to a 5- digit number with up to 3 decimal places by 10, 100 and</p>	<p>LO: <u>Multiply decimal numbers with integers.</u></p> <p>Must: Multiply one-digit numbers with numbers with up to three decimal places.</p> <p>Should: Identify and explain the odd one out of 3 calculations. Includes multiplying one- digit numbers with up to three decimal places by one-digit whole numbers.</p> <p>Could: Arrange the number cards to create a calculation and identify the cards which are not needed.</p> <p>Mastery: Explain the mistake made in a multiplication</p>	<p>Times Table Rock Stars</p> <p>20 minutes.</p>

	<p>Numbers with 3 decimal places.</p> <p>Activity: See above</p>	<p>(including zeros).</p> <p>Activity See above</p>	<p>1,000.</p> <p>Activity: See above</p>	<p>calculation and find the correct answer.</p> <p>Activity: See above</p>	
<p>Science</p>					<p>SCIENCE (Living things & their habitats)</p> <p>What we are learning (LO):</p> <p><u>L.O: To form conclusions on characteristics of different types of microorganisms.</u></p> <p>Steps to Success:</p> <p>Should: make conclusions from your results</p> <p>Could: describe the characteristics of different microorganisms</p> <p>Mastery: describe the characteristics of different cells</p> <p>Vocabulary:</p> <p>Microorganisms, microscopic, Bacteria, aerobic respiration, viruses, fungi, mould, variables</p> <p>Activity:</p>

					<p>Observe the images of the two slices of bread.</p> <p>Do you notice anything about the different slices of bread? Did mould appear earlier on one of the slices? Is there more mould growing on one of the slices?</p> <p>Think about what this tells you. Can you use your results to answer your question?</p> <p>Complete the Mould Investigation Conclusions Activity Sheet with your ideas.</p>
Computing			<p>What we are learning (LO):</p> <p>To describe how to use a search engine.</p> <p>Vocabulary: Search engine, web search, websites, world wide web</p> <p>Must: I can complete a web search to find specific information.</p> <p>Should: I can refine my web search.</p> <p>Could: I can compare results from different search engines.</p> <p>Activity:</p> <p>Work with a partner and write down the steps that you would take. The steps should be clear</p>		

			<p>enough for someone else to follow. You should use the correct terms, e.g. World Wide Web, browser. You should work from memory.</p> <p>How would you use a search engine to find out...</p> <p>In what year was Mahatma Gandhi born?</p> <p>Test another pairs instructions.</p> <p>Another pair will test your instructions.</p> <p>Refine a search: search for the following terms and note what you find. Rugby, Sale, Boot</p> <p>L1 Slides – Internet communication slide 1 Year 6 202021 planning A2W5</p>		
Foundation subjects		<p>RE</p> <p><u>LO- To be able to understand who the Buddha is and how he gained his title.</u></p> <p><u>Steps to Success:</u></p> <p>Must: I can understand who the Buddha is.</p> <p>Should: I can explain how he</p>	<p>Music</p> <p>LO: To describe pulse and rhythm.</p> <p>https://www.bbc.co.uk/bitesize/topics/zcbkci6/articles/z2mqw6f</p> <p>Can you now create your own body percussion routine.</p> <p>You may like to send this in to</p>	<p>History</p> <p><u>LO: To match the Home Front mystery objects.</u></p> <p>KEY QUESTION: Which 8 objects would you select for your Home Front display..? without upsetting anyone</p> <p>Task:</p>	

		<p>became enlightened.</p> <p>Could: I can understand why the buddha is significant to Buddhists.</p> <p>Activity:</p> <p>Should: Create a timeline of Buddha's life using captions and pictures.</p> <p>Could: Write a paragraph explaining how this might affect how a Buddhist lives their life.</p> <p>Mastery: "Siddhartha Gautama should have stayed at home and looked after his family."</p> <p>Do you agree? Explain the reasons for your answer. Try to use persuasive language.</p>	<p>share with your class teaching staff!</p>	<p>Can you match the descriptions with the images on the following slides?</p> <p>You have been chosen to help the local museum set up a display of 8 objects which best describe and explain what life was like on the Home Front. Your task is to work out:</p> <p>what each object is;</p> <p>whether it is really helpful in explaining how people coped with war on the Home Front;</p> <p>whether you have been fair to all groups who helped the war effort.</p>	
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