

Year 6 Home Learning Grid: Week Beginning 11/01/21

Year/Class: Greenwich Meridian / Royal Greenwich

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

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	Monday	Tuesday	Wednesday	Thursday	Friday
<p>English</p> <p>Key vocab:</p> <p>Perseverance, inspirational, wonder, transcendent, divine, courageous, determined, romantic, motivation, uplifting, yearning, critical, flair, beauty, dreams</p> <p>Grammar focus:</p> <p>Prefixes and suffixes,</p> <p>Formal tone</p>	<p>What we are learning (LO):</p> <p><u>L.O. To present key facts using formal language and tone</u></p> <p>Steps to Success:</p> <p>Should: use facts to write an introductory paragraph.</p> <p>Could: use facts to write an introductory paragraph while editing and making improvements as you go.</p> <p>Mastery: evaluate the use of formality and writing for purpose.</p> <p>Activity:</p> <p>Write a short sentence explaining what it is about this person that inspires you.</p> <p>What qualities do you admire?</p> <p>What has this person achieved that makes you look up to them?</p>	<p>What we are learning (LO):</p> <p><u>L.O. To identify the features of a biographical text</u></p> <p>Steps to Success:</p> <p>Should: identify tense, 3rd person and time conjunctions</p> <p>Could: also identify adverbials and technical language</p> <p>Mastery: identify formal (and informal) language.</p> <p>Activity: use the biography of David Beckham to begin thinking about what is included in a biographical writing. Then choose either the biography of (should) Mae Jemson or (Could/Mastery) Robert Falcon Scott to annotate (or give examples of) the expected features.</p> <p>Resources: 2 examples of biographies, features of a biography checklists (should/could/mastery)</p>			<p>Reading for Pleasure!</p> <p>20 minutes.</p>

	<p>https://www.youtube.com/watch?v=DGmzw3wXbwk</p> <p>You will write a short introductory paragraph describing Jacqueline.</p> <p>Should – write a draft introduction with an adult.</p> <p>Could – use a range of ambitious vocabulary, conjunctions and a formal tone.</p> <p>Mastery – continually assess your writing, making improvements where necessary, and include aspects of her life that are inspirational.</p> <p>Resources: Extracts</p>				
<p>Guided Reading</p> <p>Key vocab:</p> <p>Constellations, surged, nuclear furnace, indistinct, slithering, halt, alcove, truncheons, flailed, frenzied, mournful, melodious, reverberating, grimacing, menacing,</p>			<p>What we are learning (LO):</p> <p><u>LO: To use knowledge of a text to make predictions.</u></p> <p>Activity: This week, we will be looking at a series of extracts from novels.</p> <p>Do you know what a novel is?</p> <p>What did Lucky always dream of?</p> <p>Where was he when he woke up from his dream?</p> <p>What did he see on his top sheet that was unusual?</p>	<p>What we are learning (LO):</p> <p><u>LO: To explore author intent.</u></p> <p>Activity:</p> <p><i>What had they done with his wife? How long did he have before they came looking for him? Would he have time to get the baby to safety?</i></p> <p>What impact do these questions have on the reader?</p> <p>What information are we given through them?</p>	<p>What we are learning (LO):</p> <p>Standalone reading assessment</p>

serrated.			<p>What was Lucky trying to hid from his mother?</p> <p>What did Lucky assume his mother was doing in the kitchen?</p>		
<p>Maths</p> <p>Key vocab:</p> <p>share, decimal point, decimal place, divide, divisor, dividend, quotient, integer, thousandths, hundredths, tenths</p>	<p><u>LO: Divide decimal numbers with integers.</u></p> <p>Must: Divide numbers with up to three decimal places.</p> <p>Should: Explain whether an answer is true or false after the division of decimal numbers. Includes numbers with up to three decimal places.</p> <p>Could: Calculate a missing digit when dividing decimals. Includes numbers with up to three decimal places (including zero).</p> <p>Mastery: Explain why a decimal division statement is correct or incorrect. Includes numbers with up to three decimal places (including zero).</p> <p>Activity:</p> <p>See above</p>	<p><u>LO: Solve word problems using division.</u></p> <p>Must: Use division to solve problems where the divisor may be any 2-digit number.</p> <p>Should: Find multiple numbers which divide to give answers with two decimal places. The divisor is any number up to and including 12 and dividend is within known times tables.</p> <p>Could: Identify and explain errors in three comparison statements where the answer has up to three decimal places.</p> <p>Mastery: Choose the correct digits to complete the number sentence where the divisor is not provided. The solution has two decimal places.</p> <p>Activity</p> <p>See above</p>	<p><u>LO: Calculate decimal fraction equivalents.</u></p> <p>Must: Convert decimals to fractions (includes up to 2 decimal places).</p> <p>Should: Convert decimals to fractions (includes up to 2 decimal places and mixed numbers).</p> <p>Could: Explain which is closest to 1 by converting the decimal into a fraction. Includes tenths and hundredths and decimals up to 2 decimal places.</p> <p>Mastery: Use knowledge of decimals, fractions and place value to explain why an answer is incorrect Includes up to 3 decimal places and mixed numbers.</p> <p>Activity: See above</p>	<p><u>LO: Converting fractions to decimals.</u></p> <p>Must: Convert fractions to decimals (includes up to 2 decimal places).</p> <p>Should: Decide which statement is correct when comparing fractions and decimals of common fractions and fractions where the denominator is a multiple or factor of 10.</p> <p>Could: Convert fractions to decimals with different denominators and order correctly.</p> <p>Mastery: Decide which statement is correct and justify answer when converting fractions to decimals using knowledge of common fractions.</p> <p>Activity: See above</p>	<p>Times Table Rock Stars</p> <p>20 minutes.</p>

Science					<p>SCIENCE (Light)</p> <p>What we are learning (LO):</p> <p><u>L.O: To recognise light travels in straight lines and explain how we see things.</u></p> <p>Steps to Success:</p> <p>Should: demonstrate that light travels in straight lines.</p> <p>Could: explain that objects are seen because they give out or reflect light into the eye.</p> <p>Mastery: demonstrate and explain how mirrors reflect light.</p> <p>Vocabulary: straight, reflect, travels, light source, bioluminescence, particles, electromagnetic radiation, photons, vacuum, rays, beams</p> <p>Activity:</p> <p>Should – Write an explanation of your diagram showing how light helps us to see. Use the explanation below to help you.</p> <p>Could – Write an explanation of your diagram showing how light helps us to see. Use the key</p>

					<p>words to help you.</p> <p>Mastery – Write an explanation of your diagram showing how light helps us to see. Include an explanation of other possible light sources, as well as how we know light travels in a straight line. Use the key words and any other scientific vocabulary you know.</p>
<p>Foundation subjects</p>	<p>Arithmetic /Spellings</p> <p>Arithmetic Test 9</p>	<p>Art</p> <p><u>LO: To understand the influences that lead to Cubism.</u></p> <p>Recognise the paintings of Paul Cézanne and sculptures created by non-European artists and how they influenced the cubist movement.</p> <p>Create a portrait using sculptures from non-European cultures as your inspiration. This can be a self-portrait or a portrait of someone else.</p> <p>Use your notes about the sculpture you chose from the slideshow above to help you with approach and technique</p> <p>How has the sculptor simplified and exaggerated the forms. What effect does this have on your response to the work?</p>	<p>Music</p> <p><u>LO: To understand and describe the effect of duration and tempo in music.</u></p> <p>https://www.bbc.co.uk/bitesize/topics/zcbkci6/articles/z3yfn-g8</p> <p>Listen to two songs of your choice and write about how the duration and tempo changed the pace and feel of the music you listened to. Which did you prefer? What were the differences between the two songs? Explain.</p>	<p>Geography</p> <p>Note: <i>The following lesson was sent out to a minority of pupils who did not attend school during the final week from Tuesday 15th December. This lesson was not taught during that week at school so that is why it has been included.</i></p> <p><u>LO: To find out about rivers and how they erode, transport and deposit materials</u></p> <p>Must: Explain what a river is.</p> <p>Should: Know some of the geographical physical features of a river.</p> <p>Could: Explain the process of erosion.</p> <p>Task:</p>	<p>PE</p> <p>https://onedrive.live.com/?authkey=%21AHSP9zEH30DqJiU&cid=EA547CF83102EC96&id=EA547CF83102EC96%213288&parId=EA547CF83102EC96%212654&o=OneUp</p> <p>Daily fitness challenges</p> <p>Spell out your first names / surname / road name / school name / parent name / sibling name etc. How many words can you do in a day?</p> <p>A – 10 Star jumps B – 5 burpees C – Jog for 30 seconds D – Plank for 30 seconds E – 20 Jumping Jacks F – Dance for 1 minute G – Hop for 30 seconds H – Jog for 1 minute I – Dance for 30 seconds</p>

		<p>Can you create a similar effect in your portrait?</p>		<p>MUST: Read the fact-file on rivers. Write the questions in your book and answer the questions.</p> <p>SHOULD: Read the fact-file on rivers. Write the even more challenging questions in your book and answer them.</p> <p>COULD: Draw and label a picture of a river, beginning at its source at the top of a mountain and ending at the mouth of the river in a sea or ocean. You are to label your picture with the correct geographical vocabulary provided.</p> <p>CHALLENGE: In writing, describe the journey from the top to the bottom of the river including as many geographical words as you can.</p>	<p>J – 5 press ups K – 10 lunges L – 10 star jumps M – Hop for 1 minute N – Balance for 20 seconds O – Floss for 30 seconds P – Plank for 20 seconds Q – 10 sit ups R – 10 jumping jacks S – 10 burpees T – 20 sit ups U – 10 press ups V – Floss for 1 minute W – 5 lunges X – Jog for 30 seconds Y – 20 jumping jacks Z – 10 star jumps</p>
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