

Year 6 Home Learning Grid: Week Beginning 18/01/21

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>Quivering, bleak, bitter, polar-white, blinding blizzard, whistling wind</p> <p>Grammar focus:</p> <p>Suffixes and prefixes</p>			<p>What we are learning (LO):</p> <p><u>L.O. To use inference to write character description</u></p> <p>Steps to Success:</p> <p>Should: make careful and descriptive vocabulary choices.</p> <p>Could: extend sentences using conjunctions and expanded noun phrases.</p> <p>Mastery: include a range of clauses and advanced punctuation.</p> <p>Activity:</p> <p>Complete the character analysis and then write a description of the character.</p> <p>Resources: short film at https://vimeo.com/29573040</p>	<p>What we are learning (LO):</p> <p><u>L.O. build tension and suspense using a range of writing methods.</u></p> <p>Steps to Success:</p> <p>Should: include short sentences to create suspense.</p> <p>Could: use symbolism, onomatopoeia and repetition.</p> <p>Mastery: also use punctuation to create suspense.</p> <p>Activity:</p> <p>Write a short, suspenseful narrative from the perspective of the shadow in the clip.</p> <p>Resources: thesaurus</p>	<p>Reading for Pleasure!</p> <p>20 minutes.</p>

<p>Guided Reading</p> <p>Key vocab:</p> <p>Flailed, frenzied, mournful, melodious, reverberating, grimacing, menacing, serrated.</p>	<p>What we are learning (LO):</p> <p><u>LO: To make inferences from a text and justify inferences with evidence.</u></p> <p>Activity:</p> <p><i>What does inference mean?</i></p> <p>The 'Tick It' question.</p> <p>The '5W's and H' question.</p> <p>The 'Multiple Answer' question.</p> <p>The 'Fact or Opinion' question.</p> <p>The 'Extended Response' question.</p> <p>The 'Giving Both Sides' question.</p> <p>Inference questions based on 'An Unexpected Guest'.</p>	<p>What we are learning (LO):</p> <p><u>LO: To identify how meaning is enhanced through choice of words and phrases.</u></p> <p>Activity:</p> <p>What is an Author Choice question?</p> <p>What might be an example of an Author Choice question?</p> <p>The 'Find and Copy' question</p> <p>The 'Picture it' question</p> <p>The 'Multiple Impressions' question.</p> <p>What might an Author Choice question ask?</p> <p>Extract with author choice questions to answer.</p>			<p>What we are learning (LO):</p> <p>Standalone reading assessment</p>
<p>Maths</p> <p>Key vocab:</p> <p>percentages, per cent (for every hundred), fractions, multiply, divide, denominator, numerator, equivalent</p>	<p><u>LO: Decimals End of Block Assessment.</u></p> <p>Must:</p> <p>Should</p> <p>Could:</p> <p>Mastery: Activity:</p> <p>See above</p>	<p><u>LO: Convert fractions to percentages.</u></p> <p>Must: Change fractions into percentages, where the denominator is 10, 20, 25 or 50.</p> <p>Should: Change fractions into percentages, where the denominator is 2, 4, 5, 10, 20, 25 or 50.</p> <p>Could: Identify fractions greater than 50% where the denominator is 10, 20, 25 or 50.</p>	<p><u>LO: Calculate fraction, decimal and percentage equivalents.</u></p> <p>Must: Find equivalent fractions, decimals and percentages. Fractions may need to be simplified.</p> <p>Should: Explain why a statement is correct or incorrect. Using fifths, eighths, tenths, hundredths, quarters and halves. Fractions may need to be simplified.</p> <p>Could: State which is the largest</p>	<p><u>LO: To find percentages of amounts.</u></p> <p>Must: Find 10% and 50% of any number.</p> <p>Should: Find 1%, 10%, 25% and 50% of any number.</p> <p>Could: Change the percentage or the amount in a calculation to reach the target answer.</p> <p>Mastery: Give a pair of examples which show a statement about percentages</p>	<p>Times Table Rock Stars</p> <p>20 minutes.</p>

		<p>Mastery: Change fractions into percentages where the denominator is 2, 4, 5, 10, 20, 25 or 50.</p> <p>Order them to sort and compare.</p> <p>Activity: See above</p>	<p>value. Using fifths, eighths, tenths, hundredths, quarters and halves. Fractions may need to be simplified.</p> <p>Mastery: Explain which statement is correct. Using fifths, eighths, tenths, twentieths, quarters and halves. Fractions need to be simplified.</p> <p>Activity: See above</p>	<p>can sometimes be true and sometimes be false.</p> <p>Activity: See above</p>	
Science					<p>SCIENCE (Light)</p> <p>What we are learning (LO):</p> <p><u>L.O: To investigate how refraction changes the direction in which light travels.</u></p> <p>Steps to Success:</p> <p>Should: understand how light is refracted.</p> <p>Could: investigate the effects of refraction.</p> <p>Mastery: explain the way refraction alters the direction of light.</p> <p>Vocabulary: straight, reflect, travels, light source, bioluminescence, particles, electromagnetic radiation, photons, vacuum, rays, beams, refraction, direction</p> <p>Activity: You are going to set up two investigations to explore</p>

					<p>refraction.</p> <p>Have a look at each investigation and predict what you think will happen. Try to explain your prediction using your scientific knowledge and understanding.</p> <p>Follow the instructions to set up each investigation.</p> <p>Record what happens and say whether your prediction was accurate or not.</p> <p>Come to a conclusion for each investigation, explaining what happened and why.</p> <p>Investigation 1: Amazing Arrow</p> <p>Investigation 2: Incredible Images</p> <p>How would you explain refraction to someone who has never heard of it before?</p>
<p>Foundation subjects</p>	<p>Arithmetic /Spellings</p> <p>Arithmetic Test 10</p>	<p>RE</p> <p><u>LO: To find out about the life of Buddha and explore how he tried to be happy and stay happy.</u></p> <p>Must: talk about what makes me happy and think about why some people may not be happy.</p> <p>Should: begin to show an understanding of what being</p>	<p>Computing</p> <p><u>LO: To explore reliability in the online world.</u></p> <p>Vocabulary: advert, profit, motive, unboxing, giveaway, 'merch', 'collab', affiliate link</p> <p>Must: Describe and recognise some methods used to encourage people to buy things online.</p> <p>Should: Give examples of when</p>	<p>History WW2 Propaganda</p> <p><u>LO: To understand the importance of Historical Enquiry and how to apply this skill.</u></p> <p>Must: explain the importance of asking questions of primary and secondary sources.</p> <p>Should: ask questions which I can answer from the sources and my prior knowledge.</p>	<p>PE</p> <p>Marvel Avengers – https://www.youtube.com/watch?v=xb0bRUbfJTU</p> <p>Premiership Football – https://www.youtube.com/watch?v=AHk-Ej_zHho</p>

		<p>happy means to Buddhists.</p> <p>Could: Give my opinion on whether trying to live by the 8-fold path could help Buddhists be happy.</p> <p>Activity</p> <p>You now need to sequence the order of the story using the cards provided.</p> <p>You need to design a story board to include the key moments.</p> <p>Draw a scene from Siddhartha's life story that made him feel unhappy.</p> <p>Continue the sentence: This made him happy because...</p>	<p>and why it is important to understand the motive behind online content.</p> <p>Could: Use questions to help decide what can and cannot be trusted online.</p> <p>PSHE</p> <p>Every Wednesday we will be sending a short piece of motivation in the form of a 15-minute video that you can play to your class, there will be a task to do for the children at the end of each talk and we plan to deliver the last one live into your school.</p> <p>Today's video is about: Exploration & Adventure Watch this on YOUTUBE HERE Watch this on VIMEO HERE Take Care - Stay Safe !!</p>	<p>Could: Explain why I might not have all the answers; recognize why I might need other sources of information.</p> <p>Task:</p> <p>Create a short caption for each poster explaining how it is propaganda.</p> <p>Who or what is it trying to encourage or discourage?</p> <p>Who is the target audience? Why?</p> <p>How do you know?</p>	
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