

Year 6 Home Learning Grid: Week Beginning 25/01/21

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><b>English</b></p> <p><b>Key vocab:</b></p> <p>compassionate foreboding park</p> <p>spring sinister wrought iron fence</p> <p>tranquil pursued</p> <p>serene silhouette</p> <p>butterfly</p> <p>raven</p> <p><b>Grammar focus:</b></p> <p>Punctuating speech.</p>	<p><b>What we are learning (LO):</b></p> <p><b><u>L.O. To use dialogue to convey a character's feelings and advance the action.</u></b></p> <p><b>Steps to Success:</b></p> <p><b>Should:</b> correctly punctuate speech.</p> <p><b>Could:</b> use dialogue to reveal things about the characters that the reader does not know and direct the reader towards something that is about to happen.</p> <p><b>Mastery:</b> make some use of colloquialisms and features of informal speech.</p> <p><b>Activity:</b> Continue the narrative to include a short conversation between the playful shadow and the young girl.</p> <p><b>Resources:</b> <a href="https://vimeo.com/29573040">https://vimeo.com/29573040</a></p> <p>Punctuating speech guide.</p>	<p><b>What we are learning (LO):</b></p> <p><b><u>L.O. To use previous drafts to edit, extend and create cohesion.</u></b></p> <p><b>Steps to Success:</b></p> <p><b>Should:</b> create cohesion and correctly punctuate speech.</p> <p><b>Could:</b> carefully consider how your speech shows character and edit where necessary.</p> <p><b>Mastery:</b> include the full range of year 6 greater depth writing features.</p> <p><b>Activity:</b></p> <p>The children use all of their writing from previous lessons based on the short film to help them draft their own telling of the story. Cohesion will need to be created across the different pieces of work.</p> <p><b>Resources:</b> previous writing from the unit of work. Vocabulary support sheet.</p>	<p><b>What we are learning (LO):</b></p> <p><b><u>L.O. To edit and publish our writing</u></b></p> <p><b>Steps to Success:</b></p> <p><b>Should:</b> use a variety of sentence lengths.</p> <p><b>Could:</b> use expanded noun phrases to describe settings and characters.</p> <p><b>Mastery:</b> include a variety of sentence lengths and descriptive language devices.</p> <p><b>Activity:</b></p> <p>Continue to edit and improve the draft from yesterday ensuring it tells the story of the two characters meeting. This can then be published/written in best as a final piece.</p> <p><b>Resources:</b> previous writing from the unit of work. Year 6 writing standards assessment grid.</p>	<p><b>What we are learning (LO):</b></p> <p><b><u>L.O. To identify question types when reading</u></b></p> <p><b>Activity:</b></p> <p>Read through the extract taken from The Railway Children. Children identify the different types of question in a reading comprehension and how best to respond.</p> <p>After identifying the question types, children then answer further questions</p> <p><b>Resources:</b> Lesson slides.</p>	<p>Reading Assessment (The Blitz)</p> <p>Reading for Pleasure!</p> <p>20 minutes.</p>

<p>Maths</p> <p>Key vocab: percentages, per cent (for every hundred), fractions, multiply, divide, denominator, numerator, equivalent</p>	<p><b>LO: Calculate percentages of amounts.</b></p> <p><b>Must:</b> Find the percentage of an amount: 10% and 15%.</p> <p><b>Should:</b> Find any percentage of an amount which includes 1%.</p> <p><b>Could:</b> Explain whether or not a method for working out the percentage of an amount is correct. Includes any multiple of 5%.</p> <p><b>Mastery:</b> Create questions to find a path through the maze. Includes any percentage where you have to find 1%. Conversions included.</p> <p><b>Activity:</b> See above</p>	<p><b>LO: Find the missing values in a percentage calculation.</b></p> <p><b>Must:</b> Find percentages of amounts using a variety of strategies.</p> <p><b>Should:</b> Find any percentage or amount. Solutions may have one decimal place.</p> <p><b>Could:</b> Compare two statements finding percentages and explain why one is correct. Solutions may have one decimal place.</p> <p><b>Mastery:</b> Solve a multi-step word problem by finding the missing values.</p> <p><b>Activity:</b> See above</p>	<p><b>LO: To calculate percentage increase and decrease.</b></p> <p><b>Must:</b> Calculate percentage increases and decreases involving 10%, 25%, 50% and 75%.</p> <p><b>Should:</b> Calculate percentage increases and decreases using multiples of 5% and 10%.</p> <p><b>Could:</b> Explain if a statement is correct using a range of percentages.</p> <p><b>Mastery:</b> Calculate an original price.</p> <p><b>Activity:</b> See above</p>	<p><b>LO: Order fractions, decimals and percentages.</b></p> <p><b>Must:</b> Order fractions, decimals and percentages. Using percentages and decimals that are multiples of 5 and fractions that are halves, thirds, quarters, fifths and tenths.</p> <p><b>Should:</b> Order fractions, decimals and percentages involving any proper fractions, decimals and percentages.</p> <p><b>Could:</b> Explain whether an answer is correct. Using any percentage and decimal numbers and any proper fraction. Complete a calculation. Using any percentage and decimal numbers and any proper fraction.</p> <p><b>Mastery:</b> Explain whether a statement is correct. Using mixed numbers and improper fractions, decimals greater than 1 and percentages more than 100. <b>Activity:</b> See above</p>	<p>Times Table Rock Stars</p> <p>20 minutes.</p> <p>Maths Booster</p>
<p>Science</p>					<p><b>SCIENCE (Light)</b></p> <p><b>What we are learning (LO):</b></p> <p><b><u>L.O. To understand how mirrors reflect light</u></b></p> <p><b>Steps to Success:</b></p> <p><b>Should:</b> measure angles of</p>

					<p>incidence and reflection.</p> <p><b>Could:</b> also identify misconceptions about incidence and reflection.</p> <p><b>Mastery:</b> explain or demonstrate practical uses of incidence and reflection.</p> <p><b>Vocabulary:</b> straight, reflect, incidence, travels, light source, bioluminescence, particles, electromagnetic radiation, photons, vacuum, rays, beams, refraction, direction</p> <p><b>Activity:</b></p> <ol style="list-style-type: none"><li>1. True and False - Explain why the false statements might be false.</li><li>2. Prove the law of reflection using a mirror, card and a small light source (e.g. torch, phone torch...)</li><li>3. Complete the angle of reflection diagrams (mastery – include two mirrors)</li><li>4. Explain how a periscope work or (optionally) build a home periscope.</li></ol>
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<p><b>Foundation subjects</b></p>	<p><b>Arithmetic /Spellings</b></p> <p>Arithmetic Test 10</p>	<p><b>Art</b></p> <p><b><u>LO: To understand the surrealist style of Rene Magritte.</u></b></p> <p>Recognise the works of surrealist painter Rene Magritte and how he made a combination of ordinary things to create strange imagery.</p> <p>Children take two ordinary objects of their choice and combine them to create a Rene Magritte inspired piece of art.</p> <p>Use the imagery from the slideshow above to help you with approach and technique.</p> <p>How has the size of objects been changed?</p> <p>How has the position of objects given it a 'surreal' appearance?</p> <p>What else is unusual about Rene Magritte's art?</p>	<p><b>Music</b></p> <p><b><u>LO: To understand and describe the effect of melody and pitch in music.</u></b></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zcbkci6/articles/zp99cj6">https://www.bbc.co.uk/bitesize/topics/zcbkci6/articles/zp99cj6</a></p> <p>Melody is the <b>tune</b>. It's the part of the music that you often find yourself singing along with.</p> <p>Pitch is how <b>high or low a note sounds</b>. A melody is made up of high and low pitched notes played one after the other. Catchy melodies often repeat the same series of notes over and over.</p> <p>Listen to two songs of your choice and write about how the melody and pitch changed the feel of the music you listened to. Which did you prefer? What were the differences between the two songs? Explain.</p> <p><b>PSHE</b> 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>This weeks video is about: <b>Determination &amp; Resilience</b></p> <p><b>Tasks for pupils include:</b> Story</p>	<p><b>Geography: Rivers</b></p> <p><b><u>LO: To find out and explain the ways rivers are used.</u></b></p> <p><b>Must:</b> describe some river uses and sort the ways rivers are used into categories.</p> <p><b>Should:</b> list some advantages and disadvantages for different uses of the river.</p> <p><b>Could:</b> identify possible future impacts of river use.</p> <p><b>Task:</b></p> <p>For each group of river users, identify the positive effects their presence might have on a river environment.</p> <p>What negative effects could there be?</p> <p><b>Challenge:</b></p> <p>Write an explanation as to why you feel that rivers are important.</p>	<p><b>PE</b></p> <p>'CHAMPIONS LEAGUE HIIT' - <a href="https://www.youtube.com/watch?v=ofqPdsr3zuk&amp;t=51s">https://www.youtube.com/watch?v=ofqPdsr3zuk&amp;t=51s</a></p> <p>PE Hub – Stop Ready <a href="https://pehubportal.co.uk/game-5/">https://pehubportal.co.uk/game-5/</a></p> <p>PE Hub – Unison <a href="https://pehubportal.co.uk/game-6/">https://pehubportal.co.uk/game-6/</a></p> <p>PE Hub – Bear Game <a href="https://pehubportal.co.uk/game-7/">https://pehubportal.co.uk/game-7/</a></p>
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			writing, group discussions and planning goals. <b>Video link:</b> <a href="#">Youtube</a> or <a href="#">Vimeo</a>		
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