

Year 6 Home Learning Grid: Week Beginning 01/02/21

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
English  Cross curricular link to History	<p><b>What we are learning (LO):</b></p> <p><b><u>L.O. To identify features of persuasive speech</u></b></p> <p><b>Steps to Success:</b></p> <p><b>Should:</b> identify effective use of alliteration, fact, opinion and emotive language.</p> <p><b>Could:</b> also identify rhetorical questions, statistics and triples.</p> <p><b>Mastery:</b> also discuss the effectiveness of how the techniques are used.</p> <p><b>Activity:</b> listen to and read the example of persuasive speech by Duncan Harris and then identify the features he has used.</p> <p><b>Resources:</b> Duncan Harrison speech. <a href="http://www.youtube.com/watch?v=9slukta138o">www.youtube.com/watch?v=9slukta138o</a></p>	<p><b>What we are learning (LO):</b></p> <p><b><u>L.O. Compare and contrast persuasive speeches.</u></b></p> <p><b>Steps to Success:</b></p> <p><b>Should:</b> compare the use of alliteration, fact, opinion and emotive language.</p> <p><b>Could:</b> compare the use of rhetorical questions, statistics and triples.</p> <p><b>Mastery:</b> compare the effectiveness of how the techniques are used.</p> <p><b>Activity:</b> complete the table to compare the two speeches.</p> <p><b>Resources:</b><a href="http://www.youtube.com/watch?v=lvvKUthIDK8">www.youtube.com/watch?v=lvvKUthIDK8</a> (from 11.20) <a href="http://www.youtube.com/watch?v=Fe751kMBwms">www.youtube.com/watch?v=Fe751kMBwms</a> (from 9.50)</p>	<p><b>What we are learning (LO):</b></p> <p><b><u>L.O. To plan a persuasive speech</u></b></p> <p><b>Steps to Success:</b></p> <p><b>Should:</b> plan using bullet points for key ideas.</p> <p><b>Could:</b> plan the key points and the persuasive techniques you might use.</p> <p><b>Mastery:</b> also plan to use counter arguments.</p> <p><b>Activity:</b> list reasons for and against keeping animals in zoos and organise them into a plan.</p> <p><b>Resources:</b> you may wish to use the bbc for additional ideas <a href="http://www.bbc.co.uk/ethics/animals/using/entertainment_1.shtml">http://www.bbc.co.uk/ethics/animals/using/entertainment_1.shtml</a></p>	<p><b>What we are learning (LO):</b></p> <p><b><u>L.O. To write the introduction to a persuasive speech</u></b></p> <p><b>Steps to Success:</b></p> <p><b>Should:</b> begin to use at least 2 slow write features in an introduction to a persuasive speech.</p> <p><b>Could:</b> begin to use all of the slow write features to write your persuasive speech to persuade animal lovers of your opinion.</p> <p><b>Mastery:</b> Use all of the slow write features and a range of other literary features appropriate to the speech (advanced punctuation, passive tense, ambitious vocabulary, expanded noun phrases...)</p> <p><b>Activity:</b> write an introduction to your persuasive speech.</p> <p><b>Resources:</b> 'slow write' steps in the lesson PDF</p>	<p>We are now going to include a spelling list and test for each week. This spelling list will be sent out to you on Monday for a 'live' 9.10am Friday spelling test. The expectation will be for your child/ren to use a dictionary to find out the meaning/s of each word and then to accurately write an appropriate sentence for each word using Nelson font joined-up handwriting as shown in the spelling list below:</p> <p><i>accommodate</i> <i>accompany</i> <i>according</i> <i>achieve</i> <i>aggressive</i> <i>amateur</i> <i>ancient</i> <i>apparent</i> <i>appreciate</i></p>

<p><b>Guided Reading</b></p> <p><b>Key vocab:</b></p> <p>empathy, genre</p>	<p><b>What we are learning (LO):</b></p> <p><b><u>To develop reading for pleasure through discussion of favourite characters</u></b></p> <p><a href="https://classroom.thenational.academy/lessons/to-develop-reading-for-pleasure-through-discussion-of-favourite-characters-c8u68d">https://classroom.thenational.academy/lessons/to-develop-reading-for-pleasure-through-discussion-of-favourite-characters-c8u68d</a></p> <p><b>Activity:</b></p> <p>Describe a favourite character.</p> <p>It could be a character you admire, love, hate, find humorous or a character who you have learnt something from.</p>	<p><b>What we are learning (LO):</b></p> <p><b><u>To develop reading for pleasure through book recommendations</u></b></p> <p><a href="https://classroom.thenational.academy/lessons/to-develop-reading-for-pleasure-through-book-recommendations-68u3cr">https://classroom.thenational.academy/lessons/to-develop-reading-for-pleasure-through-book-recommendations-68u3cr</a></p> <p><b>Activity:</b></p> <p><b>Write a book recommendation</b></p> <p>You might be recommending to a friend, family member, parent or carer.</p> <p>You might also recommend a book to your teacher because you want to create as much excitement and anticipation about the book with your class.</p>	<p><b>What we are learning (LO):</b></p> <p><b><u>To learn about a poet and engage with the poem for first impressions</u></b></p> <p><a href="https://classroom.thenational.academy/lessons/to-learn-about-a-poet-and-engage-with-the-poem-for-first-impressions-6hhk0t">https://classroom.thenational.academy/lessons/to-learn-about-a-poet-and-engage-with-the-poem-for-first-impressions-6hhk0t</a></p> <p><b>Activity:</b></p> <p>Divide your page into four parts, and write about these four different sections in relation to the poem: what your likes are, what your dislikes are, whether you have any questions, and whether it reminds you of anything.</p>	<p><b>What we are learning (LO):</b></p> <p><b><u>To learn about a poet and engage with the poem for first impressions</u></b></p> <p><a href="https://classroom.thenational.academy/lessons/to-use-strategies-to-identify-key-vocabulary-and-begin-to-understand-the-poem-further-6cw38t">https://classroom.thenational.academy/lessons/to-use-strategies-to-identify-key-vocabulary-and-begin-to-understand-the-poem-further-6cw38t</a></p> <p><b>Activity:</b></p> <p>Further discuss the poem from yesterday to gain a greater depth of understanding then write a summary of the poem. You could try to summarise it in 5 steps as an extra challenge!</p>	<p><b>What we are learning (LO):</b></p> <p>Standalone reading assessment</p>
<p>Maths</p> <p><b>Key vocab:</b></p> <p>Equations, substitution, values, terms, functions, rules, negative, algebra</p>	<p><b><u>LO: Find an algebraic rule involving one step.</u></b></p> <p><b>Must:</b> Write one step functions as simple algebraic equations and solve one step functions with whole numbers involving +, - and x.</p> <p><b>Should:</b> Write one step functions as simple algebraic equations and solve one step functions with whole numbers involving all four number operations and decimals.</p> <p><b>Could:</b> Write an algebraic equation to describe the</p>	<p><b><u>LO: Find an algebraic rule involving two steps.</u></b></p> <p><b>Must:</b> Find an algebraic rule with 2 steps using addition, subtraction and multiplication.</p> <p><b>Should:</b> Find an algebraic rule involving all four number operations and decimals.</p> <p><b>Could:</b> Calculate an output with no steps of the function given using all 4 number operations progressing from whole numbers to decimal numbers.</p> <p><b>Mastery:</b> Calculate the original number using the clues and</p>	<p><b><u>LO: Use an algebraic rule.</u></b></p> <p><b>Must:</b> Use an algebraic rule using 2 steps, involving addition, subtraction and multiplication.</p> <p><b>Should:</b> Use an algebraic rule using 2 steps, involving all 4 operations where answers may include decimals and negative numbers.</p> <p><b>Could:</b> Explain whether a statement is correct using all 4 operations where some answers may be decimals or negative numbers.</p>	<p><b><u>LO: Calculate a substituted value.</u></b></p> <p><b>Must:</b> Calculate substitutions in simple equations.</p> <p><b>Should:</b> Calculate substitutions in simple equations using whole numbers, decimals, fractions and all 4 operations.</p> <p><b>Could:</b> Explain whether a statement is correct where 2 or more substitutions are involved</p> <p><b>Mastery:</b> Calculate a missing value with 3 or 4</p>	<p><b>Maths Booster</b> ‘Live’ session at <b>9.30am</b> – this will also be sent out as a PDF.</p> <p>It will contain a variety of different mathematical topics each week.</p> <p>Times Table Rock Stars</p> <p>20 minutes.</p>

	<p>relationship between two whole items.</p> <p><b>Mastery:</b> Find the odd one out between three algebraic equations that relate to a function machine. Involves decimals, fractions, negative numbers and the 4 operations.</p> <p><b>Activity:</b> See above</p>	<p>functions using all 4 operations.</p> <p><b>Activity:</b> See above</p>	<p><b>Mastery:</b> Create different algebraic expressions.</p> <p>Explain whether a statement is true or false.</p> <p><b>Activity:</b> See above</p>	<p>substitutions.</p> <p>Explain if a statement is true or false. 3 or 4 substitutions involved.</p> <p><b>Activity:</b> See above</p>	
PSHE					<p><b>PSHE (Well-being) 2pm</b></p> <p>An opportunity for children to share their week's learning and to talk to their class mates</p>
Foundation subjects	<p><b>Arithmetic /Spellings</b></p> <p>Arithmetic Test 12</p>	<p><b>RE</b></p> <p><b><u>LO: To learn about the Four Noble truths and the Eightfold Path.</u></b></p> <p><b>Must:</b> understand what the Four Noble truths are.</p> <p><b>Should:</b> know what the Eightfold Path is.</p> <p><b>Could:</b> Use your own words to explain Buddhist terms.</p> <p><b>Activity</b></p> <p><b>Must:</b> To write one of the steps of the Eightfold Path on each of the sections of the wheel.</p> <p><b>Should:</b> To write the four Noble Truths and each step of the</p>	<p><b>Computing: How we communicate.</b></p> <p><b><u>LO: To recognise how we communicate using technology.</u></b></p> <p><b>Vocabulary:</b> communication, exchange, information, medium, technology, gestures,</p> <p><b>Must:</b> explain the different ways in which people communicate.</p> <p><b>Should:</b> identify that there are a variety of ways of communicating over the internet.</p> <p><b>Could:</b> choose methods of communication to suit</p>	<p><b>History WW2 Propaganda</b></p> <p><b><u>LO: To create a propaganda poster to persuade the public to do something towards the war effort.</u></b></p> <p><b>Must:</b> explain what propaganda is and why it was important during WW2.</p> <p><b>Should:</b> use a propaganda slogan from WW2 and design a poster using this slogan.</p> <p><b>Could:</b> use planning effectively to create interesting poster designs.</p> <p><b>Task:</b> Provided with example statements of how the public were encouraged to support</p>	<p><b>Art</b></p> <p><b>Introduction to TakeOne Painting:</b></p> <p><b><u>LO: To understand and demonstrate composition</u></b></p> <p><b><u>Steps to Success:</u></b></p> <p><b>Should:</b> create a collage</p> <p><b>Could:</b> collage from the top down and explain the effect.</p> <p>Mastery: further discuss composition and explain the placement of your building.</p> <p><b>Activity:</b> Create a collage inspired by Paul Citroen's Metropolis.</p>

		<p>Eightfold Path on the sections of het wheel.</p> <p><b>Could:</b> To write the four Noble Truths and each step of the Eightfold Path on the sections of the wheel. Then explain in your own words what each of the sections mean.</p> <p><b>Extension:</b> To use words or pictures to describe the meaning of each of the steps. Children to decorate appropriately.</p>	<p>particular purposes.</p> <p><b>Activity:</b></p> <p>For each scenario, choose which method of <b>internet</b> communication you would use, and explain why.</p> <p><b>Additional task:</b></p> <p>Pick a time this week, such as an evening or part of the weekend, to note down when people in your home communicate with other people outside your home. This could be any communication, not just communication over the internet. Record your findings in the table below.</p> <p><b>PSHE</b></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: <b>Exploration &amp; Adventure</b>  <b>Watch this on <a href="#">YOUTUBE HERE</a></b>  <b>Watch this on <a href="#">VIMEO HERE</a></b>  <b>Take Care - Stay Safe !!</b></p>	<p>the war effort.</p> <p>Provided with examples of real-life WW2 propaganda posters.</p> <p><b>Extension Challenge</b></p> <p>Create a propaganda poster with slogan on it to encourage the general public to abide by the rules during this latest Covid19 lockdown.</p> <p><b>Or</b></p> <p>Create a propaganda poster to discourage the general public from disobeying the current Covid19 lockdown measures/restrictions.</p>	
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**In addition to the above, you might like to try one of the following non-screen activities each day. These are optional but highly recommended if you would like further work or have completed the day's learning and still have time. Children should also be reading for pleasure for at least 30 minutes a day and practising their times tables on TTRS for at least 20 minutes each day.**

<b>Additional</b>	Explore the free audio books at Amazon.	Have a debate or discussion with your	Imagine you run a Healthy Lifestyles	Make a comic book version of a	Look at this week's spellings. Make up as many silly
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<p><b>activities</b></p>	<p><a href="https://stories.audible.com/discovery/enterprise-discovery-21103929011?ref=adbl_ent_a_non_ds_ds_dbb_0-0">https://stories.audible.com/discovery/enterprise-discovery-21103929011?ref=adbl_ent_a_non_ds_ds_dbb_0-0</a></p> <p>Look under the Elementary and Tween sections (or you might like to explore the other languages). Choose a story you will finish listening to. This can link well with our Guided Reading this week.</p>	<p>family:</p> <p><b><i>Children should not be allowed to eat chocolate.</i></b></p> <p>You may need to do some research about this first! Write some of the 'for' and 'against' arguments down before deciding.</p>	<p>Weekend Retreat Spa!</p> <p>Design a pamphlet detailing all the healthy activities there are for people to do. You might want to include some other information about the relaxing accommodation and delicious (but healthy) food on offer. Make your pamphlet as persuasive and tempting as you can!</p>	<p>favourite scene from the book you are reading at the moment. Don't forget to add captions, dialogue bubbles, sound effects, thought bubbles etc.</p>	<p>sentences as you can using the words from the list. You can even add some words of your own if they match the spelling patterns! Here's an example if it was 'ch' words:</p> <p><i>The <b>mischievous</b> man with the <b>mechanical</b> <b>moustache</b> <b>munched</b> on the <b>machinery</b>.</i></p> <p>As an extra challenge, You could try writing them as tongue twisters!</p>
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For **Monday** PE and **Friday** Golden Time

PE Hub – Gorilla Walk <https://www.youtube.com/watch?v=gpcncf8cauU>

PE Hub – Camel Walk <https://www.youtube.com/watch?v=8R0sskAb9PY>

PE Hub – Burpees <https://www.youtube.com/watch?v=bwSg2bv-ueM>

PE Hub – Heel Balance [https://www.youtube.com/watch?v=nvGOdWyY\\_xw](https://www.youtube.com/watch?v=nvGOdWyY_xw)

PE Hub – Heel Kicks <https://www.youtube.com/watch?v=c9OucwpPXgs>