

Year 6 Home Learning Grid: Week Beginning 22/02/21 Spring term 2 Week 1

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>Key vocab: Formal, informal, narrative, metaphor, Onomatopoeia, simile, personification, alliteration, non-chronological.</p> <p>Grammar focus: Figurative language, multi-clause sentences, openers.</p>	<p>What we are learning (LO):</p> <p><u>L.O. To demonstrate an understanding of a text</u></p> <p>Steps to Success:</p> <p>Should: Begin to think about descriptive language that could be used to create an image of a setting in a reader's mind;</p> <p>Could: answer a range of comprehension questions to show I have understood what I have read ;</p> <p>Mastery: Draw inferences and consider author intent and the impact it has.</p> <p>Activity: Begin to explore descriptive devices to write about a setting. Introduction to 'Holes' and comprehension questions to assess understanding.</p> <p>Resources: extracts of the</p>	<p>What we are learning (LO):</p> <p><u>L.O. To describe the setting of a story effectively.</u></p> <p>Steps to Success:</p> <p>Should: use the text to analyse and create a word bank to describe a setting from the story;</p> <p>Could: Design a map of Camp Green Lake from the story and annotate with rich description based on what you have read;</p> <p>Mastery: Write a descriptive paragraph using a variety of sentence openers, prepositional phrases and expanded noun phrases for effect</p> <p>Activity: After revising descriptive devices and applying them in writing, create a map of Camp Green Lake complete with annotations and sentences to describe the setting.</p> <p>Resources: Chapter 1, descriptive techniques checklist, prepositions word bank</p>	<p>What we are learning (LO):</p> <p><u>L.O. To use precise vocabulary and expanded noun phrases to create a narrative integrating description.</u></p> <p>Steps to Success:</p> <p>Should: collate evidence and extract vocabulary and noun phrases which describe a yellow spotted lizard from the text;</p> <p>Could: use an example of a first person narrative encounter with a dangerous creature and analyse the effectiveness of descriptive techniques used;</p> <p>Mastery: include multi clause sentences and explore how to manipulate sentence structure for effect.</p> <p>Activity: analyse the text to spot any information that is provided about yellow spotted lizards. Write a first person narrative describing an encounter with a yellow</p>	<p>What we are learning (LO):</p> <p><u>L.O. To select vocabulary and grammatical structures that reflect the level of formality required in a non-chronological report.</u></p> <p>Steps to Success:</p> <p>Should: compare formal and informal writing;</p> <p>Could: highlight and write my own examples of key formal features in a text;</p> <p>Mastery: redraft a piece of informal writing, incorporating the correct formal features of report and thinking about sentence structure and cohesion.</p> <p>Activity: explore the features of formal writing. Compare to a report written informally and edit or redraft to include the formal features and constructions.</p> <p>Resources: list of formal</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> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;">  <p style="text-align: right;">Words to practise</p> <p style="text-align: center;"> <i>communicate</i> <i>community</i> <i>competition</i> <i>conscience</i> <i>conscious</i> <i>controversy</i> <i>convenience</i> <i>correspond</i> <i>criticise</i> </p> </div>

	text to read along and ‘think aloud’.		spotted lizard Resources: descriptive phrases table, example of narrative to pick ideas from.	features of writing, informally written report to edit and redraft.	
Guided Reading Key vocab: Light, atom, rods, cones, iris, lens, vision		What we are learning (LO): <u>LO: To use knowledge of a text to make inferences</u> Activity: Watch the video of the story of Albert Einstein – On a Beam of Light by Jennifer Berne https://www.youtube.com/watch?v=PJn-9abfhDA Answer the related comprehension questions	What we are learning (LO): <u>LO: To demonstrate understanding and summarise a text</u> Activity: Re-watch the video of the story of Albert Einstein – On a Beam of Light by Jennifer Berne and answer the comprehension questions. https://www.youtube.com/watch?v=PJn-9abfhDA	What we are learning (LO): <u>LO: To use a nonfiction text to explain functions of the eye</u> https://kidshealth.org/en/kids/eyes.html Activity: After reading the extract, check understanding and answer the related comprehension questions including a detailed diagram of the eye.	What we are learning (LO): Standalone reading assessment
Maths Key vocab: Ratio, share, parts, equivalent, total, sum.	<u>LO: Use fractions and multiples to understand ratio.</u> Must: Match a variety of ratio images (objects no greater than 12) to the correct fraction. 3 options to choose from. Should: Match a variety of ratio images (objects no greater than 30) to the correct fraction.	<u>LO: To simplify ratio.</u> Must: Represent simple ratios pictorially. Should: Simplify given ratios. Could: Simplify given ratios and find equivalent ratios. Mastery: Solve reasoning and problem-solving questions involving simplifying ratios and equivalent ratios.	<u>LO: To calculate ratio.</u> Must: Solve a simple ratio word problem. Should: Identify the errors in simple ratio word problems. Could: Simplify given ratios and find equivalent ratios where neither number is 1. Mastery: Identify errors in multi-step ratio word problems.	<u>LO: To calculate ratio (Part 2)</u> Must: Solve a simple ratio word problem. Should: Identify the errors in simple ratio word problems. Could: Simplify given ratios and find equivalent ratios where neither number is 1. Mastery: Identify errors in multi-step ratio word problems.	Algebra Booster lesson: Secondary transition.

	<p>4 options to choose from.</p> <p>Could: Match a variety of ratio images (randomly grouped) to the correct simplified fraction.</p> <p>4 options to choose from.</p> <p>Activity: As above</p>	Activity: See above	Activity: See above	Activity: See above	
PSHE					<p>PSHE (Well-being) 2pm</p> <p>An opportunity for children to share their week's learning and to talk to their class mates.</p>
Foundation subjects	<p>Arithmetic /Spellings</p> <p>Arithmetic Test 14</p>	<p>RE</p> <p><u>LO: To identify the important events in the journey of life.</u></p> <p>Must: recall events important in your life.</p> <p>Should: understand what the 'Journey of Life' means.</p> <p>Could: create your own Journey of Life map and consider our choices and influences</p> <p>Activity: Look again at the picture from the beginning of the lesson.</p> <ol style="list-style-type: none"> 1) Create your own 'Journey of Life' map 2) Include at least 3 important milestones or achievements you have experienced in your life so far or may have to experience in 	<p>Computing</p> <p><u>LO: To evaluate different methods of online communication.</u></p> <p>Must: compare different methods of communicating on the internet.</p> <p>Should: decide when I should and should not share.</p> <p>Could: explain that communication on the internet may not be private.</p> <p>List the three most important things that you should consider when choosing how to communicate with someone using the internet.</p>	<p>History:</p> <p>Who was to blame for the Titanic Disaster? Part 2</p> <p><u>LO: To understand the importance of Historical Enquiry and how to apply this skill.</u></p> <p>Must: ask questions which I can answer from the primary and secondary sources and my prior knowledge.</p> <p>Should: Explain why I might not have all the answers; recognize why I might need other sources of information.</p> <p>Could: Factually justify my historical enquiry to identify who or whom was to blame.</p> <p>Activity: Provided with primary and secondary historical</p>	<p>Science</p> <p><u>L.O. To explain the importance of the major discoveries in electricity.</u></p> <p><u>Steps to Success:</u></p> <p>Should: identify how our understanding of electricity has changed over time.</p> <p>Could: explain how major discoveries affected our understanding and use of electricity.</p> <p>Mastery: Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Activity: 1. Complete quiz recapping key concepts from Year 4</p>

		the future as you go through life. 3) Explain your choices; Who or what has influenced you. For example, did you have a choice of which secondary school to attend?	Complete this table: <table border="1"> <thead> <tr> <th>Type</th> <th>Public or private?</th> <th>What is shared?</th> <th>One-to-one or one-to-many?</th> <th>Are there adverts?</th> <th>One-way or two-way?</th> <th>Age limit</th> </tr> </thead> <tbody> <tr> <td>PDF</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Email</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Video call</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Webinar</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Blog post</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>YouTube video</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Twitter</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>BBC Newsround</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Type	Public or private?	What is shared?	One-to-one or one-to-many?	Are there adverts?	One-way or two-way?	Age limit	PDF							Email							Video call							Webinar							Blog post							YouTube video							Twitter							BBC Newsround							sources and the key events of the disaster. Children to write a facts-rich summary of their findings as to who or whom was to blame for the Titanic disaster. From 23 minutes on the video or slide 36 on the PDF.	2. History of Electricity Reading Comprehension 3. Complete the table with electrical and non-electrical appliances and the impact on our lives.
Type	Public or private?	What is shared?	One-to-one or one-to-many?	Are there adverts?	One-way or two-way?	Age limit																																																														
PDF																																																																				
Email																																																																				
Video call																																																																				
Webinar																																																																				
Blog post																																																																				
YouTube video																																																																				
Twitter																																																																				
BBC Newsround																																																																				

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 20minutes each day.

Additional activities	Write a song or rap about your favourite food or about your least favourite food.	Rainbow foods. There are 7 colours in the rainbow. Can you think of a food that's the colour of each one? Draw a picture to show them.	Alphabet food! Can you name something you would find in the kitchen that starts with the letter a, b, c and so on?	Healthy body. Exercise is just as important as eating well. Can you create your own daily workout routine and try it out?	Word search fun! Create your own word search using words on the topic of food or cooking, then ask someone to complete it.
------------------------------	---	---	---	--	---

PE activities for Monday afternoon and Friday Golden Time: Hello from Mrs Helps <https://vimeo.com/508361944> password: pe

This week are going to look at some fitness games, I hope you enjoy!

Session 1 - Alternating Exercises (Part A and B) <https://pehubportal.co.uk/session-1/>

Session 2 - Would You Rather? <https://pehubportal.co.uk/session-2/>

Session 3 - As Many Rounds as Possible - Balance Focus <https://pehubportal.co.uk/session-3/>

Session 4 - Pulse Raising Tabatas (Part 1 and 2) <https://pehubportal.co.uk/session-4/>

Session 5 - Fitness Poker! <https://pehubportal.co.uk/session-5/>

I've loved seeing your photos and videos of you keeping active – keep them coming! Keepinghealthy@montbelle.org.uk

KS1/KS2 - The Gaming 'Work-out' - <https://www.youtube.com/watch?v=miHBUTsKFzs>