

Year 6 Home Learning Grid: Week Beginning 08/02/21

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
<p>English</p> <p>Cross curricular link to PSHE</p> <p>Key vocab: Alliteration, Fact, Opinion, Rhetorical, Emotive, Statistics, Triples</p> <p>Grammar focus: sentence openers, conditional sentences, adjectives, contractions for speech</p>	<p>What we are learning (LO):</p> <p><u>L.O. To write a persuasive speech (1)</u></p> <p>Steps to Success:</p> <p>Should: use at least 2 AFOREST persuasive features in each paragraph and use the example text for support.</p> <p>Could: begin to use all of the persuasive features (AFORESTPIE) and at least two of the slow write features in each paragraph.</p> <p>Mastery: begin to use all of the persuasive features, at least two slow write features and a range of punctuation.</p> <p>Activity: write the next two paragraphs of your persuasive speech.</p> <p>Resources: 'slow write' steps in the lesson PDF, persuasive sentence scaffolds.</p>	<p>What we are learning (LO):</p> <p><u>L.O. To write a persuasive speech (2)</u></p> <p>Steps to Success:</p> <p>Should: use at least 2 AFOREST persuasive features in each of the final two paragraphs and use the example text for support.</p> <p>Could: use all of the persuasive features (AFORESTPIE) throughout your text and at least two of the slow write features in the final two paragraphs.</p> <p>Mastery: include persuasive features, a variety of the slow write features and counterarguments.</p> <p>Activity: write the next two paragraphs (including a powerful conclusion.)</p> <p>Resources: 'slow write' steps in the lesson PDF, persuasive sentence scaffolds.</p>	<p>What we are learning (LO):</p> <p><u>L.O. To edit and perform a persuasive speech</u></p> <p>Steps to Success:</p> <p>Should: edit punctuation including commas, full stops, capital letters and spelling.</p> <p>Could: in addition to the above, evaluate vocabulary choices and use of persuasion and edit where needed.</p> <p>Mastery: see should, could and also evaluate against expected and greater depth year 6 writing assessment grid.</p> <p>Activity: edit persuasive text and begin to practise reading aloud using the persuasive speaker checklist.</p> <p>Resources: persuasive speaker checklist (for reading aloud)</p>	<p>What we are learning (LO):</p> <p><u>L.O. To publish a persuasive speech or to write a persuasive speech on a topic of your choice.</u></p> <p>Steps to Success:</p> <p>Should: use AFOREST techniques for a topic of your choice.</p> <p>Could: use AFORESTPIE techniques for a topic of your choice.</p> <p>Mastery: use AFORESTPIE techniques and counterarguments for a topic of your choice.</p> <p>Activity: write a persuasive speech on a topic of your choice or publish your persuasive speech on keeping animals in zoos.</p> <p>Resources: use all of the resources from this week to help you persuade an audience on a topic of your choice.</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>attached</i></p> <p><i>available</i></p> <p><i>average</i></p> <p><i>awkward</i></p> <p><i>bargain</i></p> <p><i>bruise</i></p> <p><i>category</i></p> <p><i>cemetery</i></p> <p><i>committee</i></p>

<p>Guided Reading</p> <p>Key vocab:</p> <p>Poetry, structure, synonym, response</p>	<p>What we are learning (LO):</p> <p><u>To learn about John Lyons</u></p> <p>https://teachers.thenational.academy/lessons/to-learn-about-john-lyons-6wv62t</p> <p>Activity:</p> <p>Learn about John Lyons, the context of his poetry and create a fact file.</p>	<p>What we are learning (LO):</p> <p><u>To explore and respond to John Lyons' poetry: Dancing in the rain</u></p> <p>https://teachers.thenational.academy/lessons/to-explore-and-respond-to-john-lyons-poetry-dancing-in-the-rain-c8u32c</p> <p>Activity:</p> <p>Draw an illustration to represent each of the poems discussed.</p>	<p>What we are learning (LO):</p> <p><u>To explore and respond to John Lyons' poetry: Dancing in the rain (Part 2)</u></p> <p>https://classroom.thenational.academy/lessons/to-explore-and-respond-to-john-lyons-poetry-dancing-in-the-rain-part-2-6xgkec</p> <p>Activity:</p> <p>Draw an image to represent how you feel about the poem of an image to represent what the poem means.</p>	<p>What we are learning (LO):</p> <p><u>To perform a poem</u></p> <p>https://teachers.thenational.academy/lessons/to-perform-a-poem-70tp4t</p> <p>Activity:</p> <p>Choose a poem to rehearse and perform. Consider: voice, facial expression and body movements.</p>	<p>What we are learning (LO):</p> <p>Standalone reading assessment</p>
<p>Maths</p> <p>Key vocab:</p> <p>Equations, substitution, values, terms</p>	<p><u>LO: Solve simple algebraic problems.</u></p> <p>Must: understand the idea of simple algebra.</p> <p>Should: solve simple problems involving algebra.</p> <p>Could: Calculate the addition and subtraction</p>	<p><u>LO: Use simple formulae.</u></p> <p>Must: Answer questions using simple formulae involving all 4 operations with whole numbers</p> <p>Should: Answer questions using simple formulae involving all 4 operations with fractions, whole, decimal or negative numbers.</p> <p>Could: Write and use a formula to find the perimeter, area or volume of a shape.</p> <p>Use a formula to explain whether a given statement is correct.</p> <p>Mastery: Explain which two formulae are correct from a choice of three. Using all 4 operations and some decimals</p> <p>Activity: See above</p>	<p><u>LO: To start to draw and describe sequences.</u></p> <p>Should: work out the rule for a sequence.</p> <p>Could: work out the rule for a sequence (with n).</p> <p>Mastery: find the nth term rule for a sequence.</p> <p>Activity: See above</p>	<p><u>LO: To find the nth term of a sequence.</u></p> <p>Should: work out the rule for a sequence.</p> <p>Could: find the nth term of a sequence.</p> <p>Mastery: write a sequence from the rule in terms of n.</p> <p>Activity: See above</p>	<p>Algebra Booster lesson: Secondary transition.</p>

PSHE				<p>Internet Safety Day</p> <p>Breck Foundation Virtual Internet Safety session.</p> <p>Link wilol be provided next week.</p>	<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 13</p>	<p>RE</p> <p><u>LO: To find out where Buddhists worship and the roles of the symbols within worship.</u></p> <p>Must: know where Buddhists worship.</p> <p>Should: explain some of the symbols associated with the Buddha statue.</p> <p>Could: Name some of the other symbols associated with Buddhism.</p> <p>Activity</p> <p>Must: match each part of the Buddha statue to the description of its symbolism.</p> <p>Should: describe what each aspect of the Buddha statue symbolise.</p> <p>Could: design your own Buddhist shrine. Label your pictures with</p>	<p>Computing</p> <p>Internet Safety Competition</p> <p>Design your own Internet Safety Superhero.</p> <p>A PDF link will be attached to your class email and on the Year 6 Teams Cohort.</p>	<p>History:</p> <p>Who was to blame for the Titanic Disaster?</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>Task:</p> <p>Provided with primary and secondary historical sources and the key events of the</p>	<p>Art</p> <p><u>LO: To use continuous line drawing/To use Zentangles to create a cityscape piece of art</u></p> <p><u>Steps to Success:</u></p> <p>Should: create drawn imagery of a cityscape.</p> <p>Could: also carefully consider the composition of the piece.</p> <p>Mastery: create a mixed media piece.</p> <p>Activity: Create a Zentangle cityscape and/or use a continuous line drawing to illustrate a cityscape.</p>

		<p>some of the symbols of Buddhism, explaining what each means.</p> <p>Extension: Do all religions have symbols?</p> <p>Can you name any of the symbols that are important in other religions?</p> <p>Are there any that are the same as the Buddhist symbols?</p>		<p>disaster. Children to write a facts-rich summary of their findings as to who or whom was to blame for the Titanic disaster.</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 20minutes each day.

Additional activities	<p>Finish or choose the next free audio book at Amazon.</p> <p>https://stories.audible.com/discovery/enterprise-discovery-21103929011?ref=adbl_ent_a_non_ds_ds_dbb_0-0</p>	<p>Have a debate or discussion with your family:</p> <p><i>Junk food should be banned.</i></p> <p>You may need to do some research about this first! Write some of the 'for' and 'against' arguments down in your homework book.</p>	<p>Write down five questions that you would like to ask the author about the book you are currently reading. Make your questions interesting!</p>	<p>Make a poster about 'genes' and variation in your family. You might want to call grandparents, uncles and aunts etc to find out their eye colour and other information for this! Include similarities and differences in the following:</p> <ul style="list-style-type: none"> • Eye colour • Hair colour • Hair type/shape such as fine, thick, widow's peak etc. • Ear lobes • Nose shapes. • Foot size etc • Personality traits or talents such as being artistic/ scientific. 	<p>More and more people are working at home these days, and are struggling to find a 'work-life balance'. This is not good for their mental well-being!</p> <p>Produce a leaflet about 'Bringing Back the Balance' for adults working at home, suggesting ways they can reduce stress and have time for themselves. This must be persuasive so make use of all your fantastic writing skills!</p>
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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>