

Hello Everyone,

UPPER KEY STAGE HOMEWORK

Maths:

In Year 6, we are working to consolidate our learning in preparation for SATs using the CGP SATs preparation books. Each week we will allocate certain pages for your child to complete that will tie with class work or work previously covered. We will be going through the homework in class which gives us the opportunity to address any misconceptions.

Please complete the following pages this week- Written multiplication and Written division (Pages 13-16)

SPAG: Year 6 only – this will also consist of SATs consolidation with use of the CGP SATs preparation books. Again, work will be relevant to work we are currently doing in class or work we have previously covered.

Please complete the following pages this week- Set A: Grammar & Punctuation Test 4 (Pages 14-17)

Maths and SPAG homework will be sent out on a Friday and due in the following Thursday.

Spellings: Weekly spellings are available on this learning plan below. During the week, children will complete activities using these spellings in class.

Reading: We will be issuing reading books over the coming weeks based on our recent reading assessments. In the meantime, the children are welcome to read reading books from the class library.

Thank you so much for your support. Please do come and see us if you have questions

Kind regards,
Mr Brennan and Miss Chick



OLC WEEKLY LEARNING PLAN

Teachers:

Mr Brennan
Miss Chick

Year:

Year 6

Date:

23.10.2023

MONDAY

Month of the Rosary



RE



To begin our week in celebration of Mary. We will join as a class for a short worship of the Rosary: praying to Mary for a good week and to help us live as Jesus taught us.

TUESDAY

LO:

Activity

Sacraments of Initiation or Belonging which are Baptism, Confirmation and the Eucharist.

Sacraments of Healing which are the Anointing of the Sick and Reconciliation.

Sacraments of Commitment which are Marriage and Holy Orders.

- Explain to the Children that Catholics believe these are seven powerful signs through which Jesus Christ continues his work today.
- Show the children photographs and pictures of the Sacrament of the Sick being administered.
- Explore the gestures of laying on of hands and anointing with the Oil of

WEDNESDAY

Saint Focus

<https://mycatholic.life/saints/saints-of-the-liturgical-year/october-28--sts-simon-and-jude>

This week's saints focus brings us to the life and work of Saints Simon and Jude. Read through the life of the Saints and pray together:

Saint Simon and Jude, you were both privileged to learn from Jesus Himself. After His Ascension, you were among the first to receive the Holy Spirit and ordination as bishops. God used you to then go forth and fulfil His command to share the Gospel to the ends of the earth. Please pray for me, that I will more fully understand my mission within the Body of Christ and will fulfil my

THURSDAY

Rosary Activity

Because it is the Holy Month of the Rosary, to end our week, we will celebrate the week with decade of the Rosary.



FRIDAY

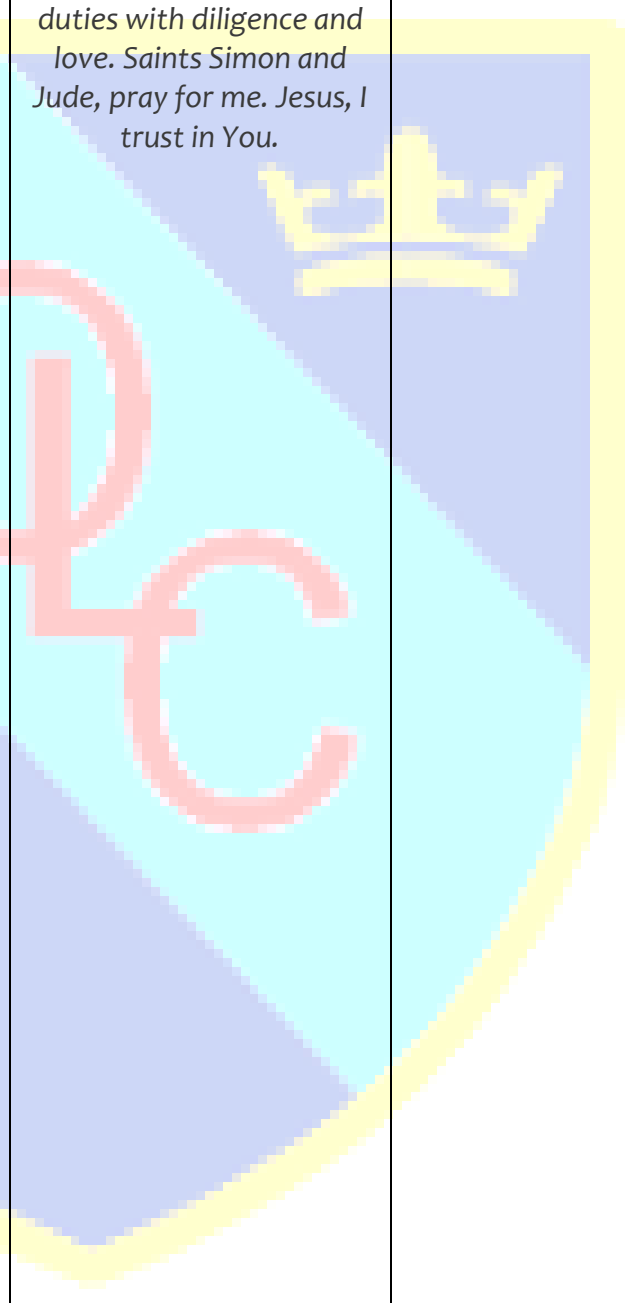
the Sick. Why do you think these gestures might be performed?

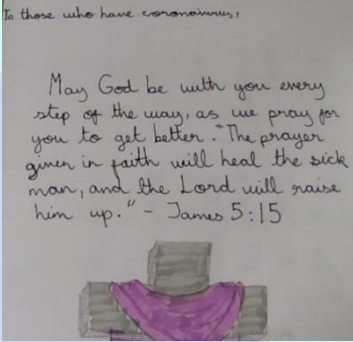


- Hear the words that are said to the sick person as they are anointed with the oil on their forehead and hands: “Through this holy anointing may the Lord in his love and mercy strengthen you by the grace of the Holy Spirit. May the Lord who frees you from sin, save you and raise you up.”
- Explore the meaning of these words with the children.
Recall St James Letter:

“Are any of you ill? Let him call for the elders of the church, and let them pray over him, anointing him with oil in the name of the Lord. And the prayer of faith will save the one who is sick, and the Lord will raise him up. And if he has committed sins, he will be forgiven.”

Based on James 5: 14-15
Create a ‘Get Well Soon’ card for those who may be suffering in the community.

duties with diligence and love. Saints Simon and Jude, pray for me. Jesus, I trust in You.

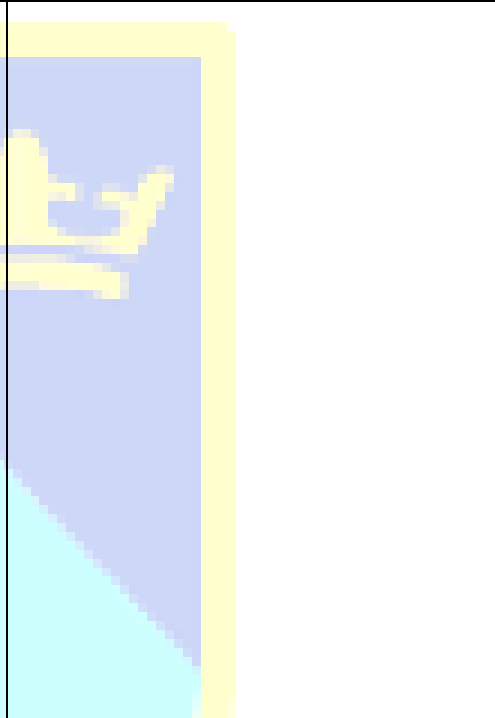


		<p>In your card you should use the scripture from James' letter to encourage and give hope to those who are sick or who are suffering from stress and worry due to illness.</p> 		
 <p>Maths</p>	<p>Divide using a 3-digit number by a 2-digit number (long division) Pages 70-72</p>	<p>Divide using a 4-digit number by a 2-digit number (long division) Pages 73-75</p>	<p>Long division with remainders Pages 76-78</p>	<p>Order of operations Pages 79-81</p>
 <p>English</p>	<p>LO: To write a persuasive speech.</p> <p>Continued Finish writing, edit and big read. How can hyphens be used to avoid ambiguity? Compare the meaning of the following:</p>	<p>LO: To discuss key themes and form a written response to an open-ended question using adverbials.</p> <p>Zone of Relevance What are the key themes in the book? Children to place the themes according how relevant they are e.g. secrets, friendship, loss, magic, film. Are there any words which do not fit on the zone of relevance? e.g. Hugo, Paris, automaton. Explain how these are characters and settings. A theme is a 'big idea'- an underlying message the author wants to communicate with the audience.</p>	<p>Big read</p> <p>Lesson 11: Read to p354</p>	

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A man-eating shark.
 A man eating shark
 He had twenty-pound notes.
 He had twenty pound notes
Read to p190 and stop at, "He wished that Isabelle would just go away."

Class Discussion:
 • Can our parent's dreams become our dreams?
 Recap adverbials
 Children to write a written response to this question using adverbials.
 Shared Writing:
 On one hand, I agree that our parent's dreams can become our dreams. By living in the same household, we consequently adopt similar values, beliefs and aspirations which our effect our future. Furthermore, scientific evidence shows that we inherit key characteristics from our parents which therefore may influence our interests.
 On the other hand, it can be argued that we are all individuals and have the right to make our decisions. In addition, we spend a large amount of time outside the house and can be positively influenced by teacher and peers.
 Note- balanced argument
Read up to page 249



Spelling & Handwriting

Year 6 Spelling words for this week:
 Bought, brought, fought, nought, ought, (after/fore)thought, wrought, enough, rough, tough, cough, slough, trough, although, (sour)dough(nut), furlough, though, (break)through, borough, thorough(bred/fare,) bough, drought, plough

Dictionary Corner:
 Put the words in context in sentences.

Review lesson
 Words with the /eɪ/ sound spelt ei, eigh, or ey

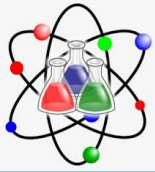
Mastery lesson
 Words containing the letter-string ough

SCIENCE

PSHE

Geography

**Computing:
 Session 6:**



Wider Curriculum

Watch <https://www.youtube.com/watch?v=UVrOsXhG61Q> (until 0:32)

What are the 'ingredients' that created the overall effect of the video?

Define the terms opaque, transparent and translucent. Can you find items that are examples of each of these?

Today you will be investigating how the position of the light source affects the shadow size and definition.

Watch <https://www.bbc.co.uk/programmes/p0117xn1>

Create an enquiry question to investigate shadow size and shape.

You will make your own circle puppet and use a torch to investigate your question but, first you need to make a logical prediction about what will happen to

Am I Normal?

Complete this sentence: 'Being normal is...'

Now, take a look at the statements on the PowerPoint (Jigsaw Portal), and decide if you think each statement is 'normal' or 'not normal.' To conclude, normal is what you are used to/ what you expect. For example, some children abroad in the developing world do work at the age of 10, some children spend less than 2 hours a day on social media etc. Take a look back at the definition you wrote. Do you need to change it?

Sometimes people's perceptions about what is normal can cause them to be prejudiced. Do you know what the terms prejudice and discrimination mean? If not, take some time to look

Lesson 6: Unit check out (Write up)

MUSIC
Egyptian Farewell


Play the audio file from the *Presentation: Funeral march for Queen Mary I – Henry Purcell*, without revealing the title of the piece, and then ask the children for what occasion they think the music was written. Remind the children that the Egyptians made a big fuss of their pharaohs when they died. They built elaborate tombs for them, some of which were gigantic pyramids. The dead pharaoh was buried with all the things the Egyptians believed the pharaohs would need in the afterlife, such as money, treasure and food.

Explain to the children that they are going to use the skills they have developed throughout the unit to write some funeral music for a pharaoh, celebrating their journey into the afterlife.

Split the children into groups of four or five,

In this session, pupils create a splash screen and short set of instructions for their game, before publishing their game online.

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	<p>the shadows (draw a diagram).</p> <p>Conduct your experiment using your circle puppets and then write what you discovered as your results.</p> <p>Evaluate your investigation – Was there anything you could have done to make your results more valid or reliable?</p> <p>Challenge: Can you explain why there are different shades within a shadow? What further possible investigation could you conduct?</p>	<p>them up! Can you think of any examples of prejudice and discrimination?</p> <p>Your activity today is to look at the ‘True or False Quiz’ and answer the quiz questions. Make sure you take the time to carefully read through the answers to each of the questions and explore how perceptions of ‘normal’ have resulted in prejudice and discrimination.</p>	<p>The groups will use:</p> <ul style="list-style-type: none"> • Hieroglyphs to record the structure of their piece, which they will invent and draw themselves, ensuring that the hieroglyphs are simple pictures that will remind them of the different sections of their composition. • Staff notation to record the melody – if a child or group is struggling with stave notation, they may wish to use letter notation as well as, or instead. 		
 <p>Daily PE Activity</p>	<p>REAL PE: UNIT 1 – Lesson 6</p> <p>Consistently Try to Improve</p> <p>I know where I am with my learning, and I have begun to challenge myself.</p> <p>I cope well and react positively when things become difficult.</p> <p>I can accept critical feedback and make changes.</p>	<p>Fitness Focus - Shuttle Run Relay</p> <p>Working in teams of two to three students, provide three bean bags to each team. Each person on the team takes a turn to run where all three bean bags are placed,</p>	<p>Step Challenge -</p> <p>We all hear how important it is to do 10000 steps a day. But at school we always find it challenge because we are sat down a lot.</p>	<p>Balance challenge -</p> <p>How long can you balance on one leg for at break time?</p>	

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In this unit, the children will develop and apply their ball skills and reaction and response through focused skill development sessions, modified/non-traditional games and sports and healthy competition.

picks up one and returns it to their starting point. Once all three bean bags have been collected, students take turns returning them to the original position. The game is over when each player has had a turn and the team is sitting quietly.

Your challenge is to do 20 walking laps of the playground at breaktime throughout the week. Each lap is around 174 steps, and a mile is around 2000 steps.

Homework:

Communicating with school

Please direct all queries to the school office email on: office@olc.solihull.sch.uk