

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- Pie charts (Pages 86), The mean (Pages 87), Section 7- mixed practice (Pages 88-89).

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 B: Grammar and punctuation Test 3 (pages: 29-32)

SPAG.com will also be used to monitor children's progress towards their SATs. Please complete the online test following this link:

<https://spag.com/Public/Home>

Task: Terminology – Y6 (C)

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

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




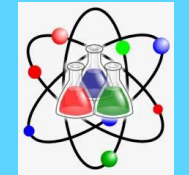


OLC WEEKLY LEARNING PLAN

This Weekly Learning Plan shares the learning that will be taking place this week.

Teachers:	Mr Brennan Miss Chick	Year:	Year 6	Date:	29.04.2024
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>	EASTER	LO: Big Question:		This half term we are growing to be: Eloquent & Truthful	<u>Luke 24: 7</u> “The Son of Man must be handed over to sinners, and be crucified, and on the third day rise again”
	He Is Risen 	From reading the story of the Ascension, why do you think Jesus had to return to God his Father? Do you think that the apostles were sad to see Jesus return to the Father? From the words of the text, what do you think might have helped them to overcome their sadness? Children to write a piece of advice (in the form of a letter of a leaflet) as an apostle apostles after witnessing the Ascension of Jesus into heaven advising them that Jesus had to return to God but the important thing now is to live as Jesus taught them. Extension: Children to quote specific teachings of Jesus in their advice letter/leaflet and the Bible references.			
	Angles in quadrilaterals Pages 57-59	Circles Pages 63-65	Draw shapes accurately Pages 69-71	Nets of 3D shapes (2) Pages 75-77	Read and plot points in four quadrants

 <p>Maths</p>	<p>Angles in Polygons Pages 60-62</p>	<p>Parts of a circle Pages 66-68</p>	<p>Nets of 3D shapes (1) Pages 72-74</p>	<p>The first quadrant Pages 81-83</p>	<p>Pages 84-86 Translations Pages 87-89</p>
 <p>English</p>	<p>SATs revision</p>				
 <p>Spelling & Handwriting</p>	<p><u>Year 6 Spelling words for this week:</u></p>	<p><u>Dictionary Corner:</u> Put the words in context in sentences.</p>		<p><u>Year 6 spelling handwriting focus for this week:</u> Put 5 of these words into sentences in context and spelled correctly.</p>	
 <p>Humanities</p>	<p>Science As chn come in have large sheets of sugar paper, with different titles, out for chn to sit round in gps. Give each gp 1 min to write on the page how each of these strands of science could be used in modern medicine then to move on to the next sheet as a gp and repeat until all chn have</p>	<p>Geography <u>Population</u> Lesson 3: What are the challenges of an ageing population? What is an ageing population?</p>	<p>Computing Bletchley park Lesson 5: Computing Heros Watch teacher video to help understanding. Recap and recall: What can the children remember from last lesson?</p>	<p>French Before the lesson: Watch teacher video – Where in the world? Recap and recall: Display the <i>Presentation: Get your bearings!</i> Ask the children to recall as many of the eight compass points in French as possible. Take feedback, clicking to reveal the</p>	<p>PSHE <u>Relationships</u> <u>Love and Loss</u> Using the Loss or Change cards (on the Jigsaw Portal), try to place the cards along a continuum from very difficult to cope with, to easier to cope with. Your next task is to write a feeling on a post it to describe how the</p>

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had time to add to each sheet. Explain that chn are going to use their knowledge from across the year in a series of medical challenges and see if they can help improve people's lives and the work of our health service. Explain that today they will explore how understanding insect life cycles can help control certain diseases. Show chn the images of the mosquito and ask chn if they think it is a complete/incomplete metamorphosis (*complete*). Watch <https://www.youtube.com/watch?v=AYpFTrVnteg> and look at the life cycle image & information to clarify. Now show the list of diseases that mosquitoes can carry that affect humans, clarifying that the mosquito is the vector and carries the disease (a protozoa parasite), it doesn't cause the disease directly itself. How do chn think we treat these diseases? Drugs are the main way to treat (or

How does an ageing population develop within a country?

How has Japan attempted to address its ageing population?

Art

Lesson 3:

LO: To apply an understanding of architecture to design a building.

Share slides 1 – 7 of the KAPOW Presentation: *Zaha Hadid* and ask the children if they can find any clues that show the same person designed these buildings.

Use slide 8 to share information about Zaha Hadid's work.

Ask the children to imagine they are architects and have

Attention grabber: Work your way through the Kapow PowerPoint.

Main event: Work through the PowerPoint and, in pairs, children are to create a powerpoint presentation about a historical figure relating to the world of computer science.

(Continued from last lesson)

Music

Before the lesson: Watch teacher video – The White Cliffs of Dover.

Attention grabber: Follow the Activity: Vocal warm-up guide sheet. Can you feel your diaphragm moving if you touch your tummy?

Main event: We are going to learn the song 'The White Cliffs of Dover'. Recap from lesson 1 about the background to the songs of WWII. 'The White Cliffs of Dover' was famously recorded by Vera

answers on the presentation.

Attention grabber: Display the Presentation: *Jumbled letters*, which shows six coloured circles with letters arranged randomly within them. Ask the children to unscramble the letters to work out the French word for each colour. Take feedback, clicking the arrow symbols to reveal the answers.

Main event: Display the Presentation: *Where in the world is French spoken?* Explain to the children that French is the main language in many countries worldwide, not just France. The world map indicates just some of the countries where French is spoken. Open the French pop-up window by clicking the magnifying glass symbol beside the number 2. Listen to the description and work out what it means. Remind the children that in French, countries are either masculine or feminine. France is feminine, so it is **La**

person might feel in that situation and to stick it underneath each of the Loss or Change cards. Take a look at the 'Stages of Grief' on the Jigsaw Portal. Read the scenario cards and imagine how the cycle of grief might have been experienced by the person in their scenario. Your task today is to draw the stages of grief for one scenario and annotate it as if you were the person.

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protect against) these diseases – anti-malarial drugs can prevent and treat malaria. However, ask chn what they think humans could protect themselves from that might stop them getting these diseases (*mosquito bites*) or what could be done to prevent there being mosquitoes that can spread the diseases (*interrupt the life cycle*). Explain that chn will be researching malaria in order to create a public information poster for a travel clinic. The poster needs to show the life cycle of the mosquito and ways in which it can be interrupted, as well as information on preventing bites and treating the disease with anti-malarial drugs. Although anti-malarial drugs are necessary to treat or protect against malaria they do have side effects. Why do they think we take medicines with such horrid side effects (the outcome

been tasked with designing a brand-new building.

Ideas for a design brief could include:

Designing an environmentally friendly house for the future.

Planning and designing their dream home.

Creating a futuristic school inspired by the work of Zaha Hadid.

Planning a community building with futuristic elements to enable it to fulfil its role even more successfully.

Designing a building that links to their work in other topic areas.

The children will need to consider the following:

Lynn and was sung to troops abroad as an anthem to raise morale, as it spoke of the day when the skies above Britain’s iconic cliffs would once more be free.

Vera Lynn herself would sing this to troops abroad, along with other travelling singers and wartime entertainers. Teach the song using the *Teacher video*. Once the song is learnt, sing along with the audio file. If the children are confident, try singing along with the *Audio file: Backing track without melody*. Ask Key questions (Kapow).

Wrapping up: Discuss the feelings and thoughts associated with singing this song.

France. Ask the children to describe the French flag using the description. Click the eye symbol to reveal the French flag. Repeat the exercise with **La Suisse** – Switzerland (country 4) and **L’Algérie** – Algeria (country 13). Hand out the *Activity: Where in the world is French spoken?* As a class, label France, Switzerland and Algeria on the activity sheet. Then, ask the children to use the clues on the second page to locate and label the countries on the map on the first page. When ready, take feedback and click on the magnifying glass symbols to check the children’s answers.

Wrapping up: Display slide 1 of the *Presentation: Sentence builder*. Ask the children to build a sentence from the jumbled words. Take feedback, dragging and dropping the words to reveal the sentence.

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of surviving malaria is worth the temporary side effects)? Ask chn why antibiotics wouldn't help with malaria (it is a protozoa, not bacterial) or Zika, Yellow Fever or Denge Fever (they are viruses, not bacterial).

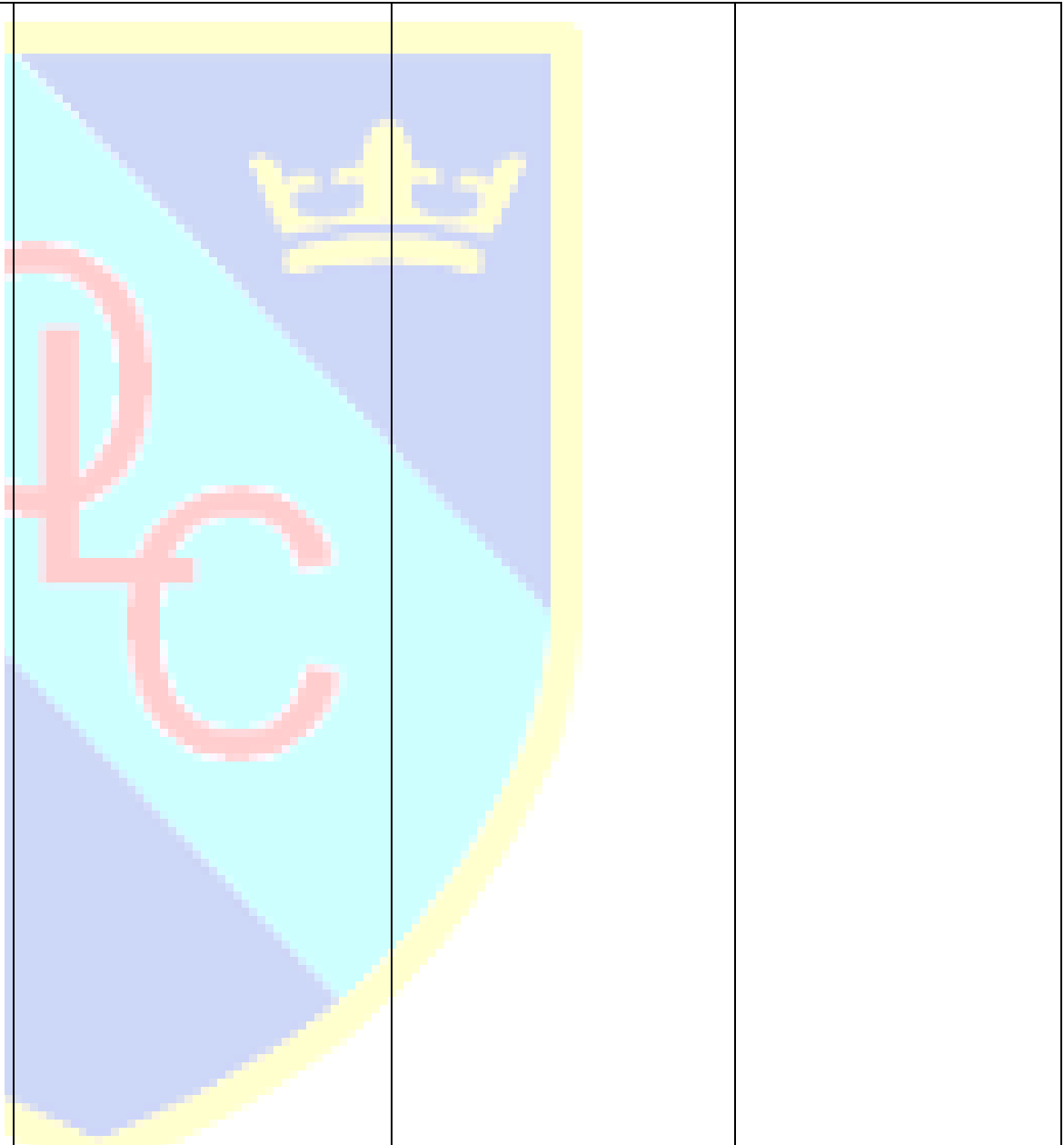
What is the purpose of the building, and how will it be used?



Does the building need any special features for the people who will use it?

What will the building look like? Think about its shape, size, how it would fit in its location and details like the surface finish.

From which materials will it be built?

The children will draw a picture of their building as an external plan. This is called a 'front elevation' (as if they were looking at it from the street). They will need to annotate with notes to explain the key features. This can be completed in sketchbooks or on larger paper.

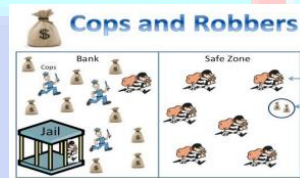


		<p>When the children are happy with their designs, they can add some colour using coloured pencils.</p> <p><i>As an extension task, the children could draw what it might look like on the inside, either as a floor plan, which shows a birds-eye view, or by imagining the building had been sliced in half to see inside.</i></p>			
 <p>Daily PE Activity</p>	<p>REAL PE: UNIT 5 – Lesson 4 Physical Game: Jumpball</p> <p>Purpose: Develop fundamental movement skills and apply them to help develop balance, and jumping and landing skills that are required in a range of games and activities. These are important, for example, to maintain balance when kicking a ball or taking off and landing a jump effectively in games</p>	<p>Fitness Focus - COPS AND ROBBERS</p> <p>The aim of the game is for the robbers to collect all of the money and for the cops to prevent them. Robbers start in the safe zone and cops start in the bank. Cops are not allowed in the safe zone. When robbers enter the bank they are only allowed to take 1 piece of money (bean bags) at a time. Their aim is to return it to the safe zone and put it in the money sack/box. If a robber gets tagged they must go to jail and drop any money they are carrying. Cops can guard money and the jail. To</p>	<p>JUST DANCE – WAKA WAKA</p> <p>https://www.youtube.com/watch?v=gVfgTw_WJY</p>	<p>Fitness Focus - STRATEGICKI</p> <p>Team 1 have to try and get to team 2's Safe Zone without getting caught. Team 2 have to try and get to team 1's Safe Zone without getting caught. If a player gets caught/tagged in the other teams zone, they have to sit down where they were tagged. To get freed, a team player must run to them and touch their hand and walk them back to their team's zone. When walking back, they cannot get tagged. Students who have made it to the</p>	<p>Fitness Focus – TIK TAC TOE</p> <p>Each team has to try and create a line of 3 bibs in the tic-tac-toe square (Diagonally, horizontally or vertically.) One student at a time must run with the bib/pinnie and place it in a hoop. Once they have done this they must return to their line and give the next person a high five. The next person in the line goes until a team has a straight line of 3. If the hoops are filled but neither team has won, players may</p>

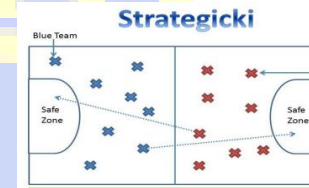
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and activities including basketball, netball, football and rugby.
Perform and repeat longer sequences with controlled movements. Apply a range of skills with consistency, linking actions together so that they flow. Use a combination of skills confidently in specific contexts.

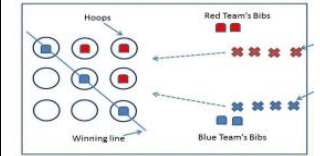
get freed another robber must safely get to the jail without getting tagged and can free the caught robber by holding their hand. They are allowed to walk back to the safe zone without being caught. The game is over once all of the money has been stolen or all of the robbers are in jail.



opposing team's free zone are allowed to leave if they want to free caught players. The team with all (or the highest number) of players in the other team's end zone at the end wins.



continue to swap positions of their bib/pinnie. If no team wins, the game is reset.



Homework:

Communicating with school

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