

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- Multiples and Factors (Pages 23-24)

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 3 (Pages 10-13)

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





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

Teachers:	Mr Brennan Miss Chick	Year:	Year 6	Date:	16.10.2023
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>	<p>Month of the Rosary</p>	<p>LO: To Celebrate the Gospel of St Luke on his Feast Day.</p>	<p>Saint Focus</p>	<p>One Life Music Catholic Retreat Day</p>	<p>Rosary Activity</p>
	 <p>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.</p>	<p>Activity</p> <p>Thursday is the feast day of St Luke.</p> <p>St Luke is very important to Christians because he wrote one of the four Gospels. Luke's Gospel is important to us because it is extremely detailed.</p> <p>This week, your task is to read through the gospel of Luke and create a book cover and blurb for the gospel. Remember to quote the Gospel in your blurb. A blurb is supposed to entice the reader to pick it up and read it so make sure you really</p>	<p>https://mycatholic.life/saints/saints-of-the-liturgical-year/october-18--st-luke</p> <p>This week's saints focus brings us to the life and work of St Luke the Evangelist:</p> <p><i>Saint Luke, you were a faithful servant of Saint Paul and a devout worshiper of Jesus, your Lord. You placed before God all your natural gifts, your education, time, and energy so that He could use you for the fulfilment of His holy will and the proclamation of the Gospel. Please pray for me, that I will always devote myself without hesitation to the fulfilment of God's will, so that God can use me as He will to draw many to Christ.</i></p>		<p>Because it is the Holy Month of the Rosary, to end our week, we will celebrate the week with decade of the Rosary.</p> 

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		drive home how important a read it is.	<i>Saint Luke, pray for me. Jesus, I trust in You</i>		
 <p>Maths</p>	<p>Short division</p> <p>Pages 64-66</p>	<p>Division using factors</p> <p>Pages 67-69</p>	<p>Divide a 3-digit number by a 2-digit number (long division)</p> <p>Pages 70-72</p>	<p>One life music retreat</p>	<p>Divide a 4-digit number by a 2-digit number (long division)</p> <p>Pages 73-75</p>
 <p>English</p>	<p>Black History Month</p> <p>Mary Seacole</p> <p>Watch the first video on the following website: https://www.bbc.co.uk/teach/school-radio/history-ks2-mary-seacole-video/zbphxyc</p> <p>Go through the PowerPoint on Sharepoint, up until the war.</p> <p>Task: to write a persuasive letter to the british government as Mary Seacole. To say, you have been rejected from the war office and now is your chance to show them why you should be allowed to go and help at war. Include:</p>	<p>LO: To explore and analyse a character through description.</p> <p>Read p121- 127. Children to visualise and draw what Uncle Claude might look like by retrieving information from the text e.g. tiny steel spectacles, blood shot eyes. Allow for inferences e.g. unkept clothes, unshaven face. Remind children that in session 2, we looked at how different camera shots allowed us to find out more about Hugo. We are going to use the same technique to analyse Uncle Claude's character.</p>	<p>LO: To explore a characterisation through drama.</p> <p>Who said what? Give children examples of dialogue from the story. Can children decide who said what? They must be able to justify why they have made that choice e.g. "Pick up your feet boy." (Old Man from toy booth) "Captain. Sorry I'm so late." (Dad) "You should thank me." (Uncle Claude). In writing, we can implicitly convey a character's personality through the things they say: how they speak; their mannerisms; speech patterns; favourite words/phrases; and their dialect. Explain that tomorrow we are going to be writing a 'flashback'- a missing chapter of when Hugo starts to live</p>	<p>One life music retreat</p>	<p>LO: To write a persuasive speech.</p> <p>Read to p150, stop at "Hugo took a deep breath." How can Hugo persuade Papa George to return the notebook to him? Stand up, Hand up, Pair up Pupils stand up and raise their hand in the air. They quickly find a partner and 'high five' them. They then share everything they know about persuasive writing focusing on the audience, purpose and language devices used e.g. emotive language, personal pronouns, factual evidence, noun phrases... How could we</p>

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- Reference to the reason to why you have been declined
- Qualities you possess, e.g.
- Herbel remedies, Fathers role, education,
- Explain your plans to build a hotel so no funding would be needed by the government.

Conclude lesson by continuing to find out about Mary's life after war until her death. How is she remembered today?

Camera Shots: Long shot: shows the whole length of body from feet to top of head. Shows character in relation to background. Medium shot: shows body from waist upwards. Used for facial expressions and hand gestures. Close up: focuses on a character's face and zooms in on specific features. Description: detail Model using the vocabulary generated to create a description: detail sentence. Uncle Claude looked as though he had not slept for days: his eyes were bloodshot and vacant. Uncle Claude was clearly intoxicated: his speech was slurred, and he could not walk in a straight line. Model correct use of colon to separate the 2 independent clauses.

with his uncle in the station. We will be exploring the key events through drama, focusing particularly on the characterisation of Uncle Claude. Possible key events

- Hugo being forced to sleep on the floor
- Hugo sneaking off to repair the clocks
- Uncle Claude scolding Hugo
- Claude returning home drunk
- Hugo learning to steal food
- Hugo crying himself to sleep


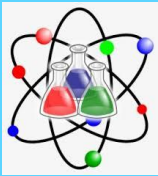
Photos for books.

flatter Papa George to gain his trust? Create a list of compound adjective that could be used to describe him e.g., well-respected, well-dressed, good-looking, openminded, well-educated, level-headed, strong-minded, well-known...

Shared Writing: Teacher to model writing a persuasive speech to convince Papa George using compound adjectives, and persuasive devices. Note the formal tone used.

Monsieur George, I believe that you have possession of a notebook which is very dear to me. It belonged to my late father who tragically lost his life in a blazing fire. Although it may seem an old-fashioned, battered notebook to you, the illustrations inside were hand drawn by my beloved Papa. I know you are a well-respected toy maker and

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					<p>would not want to appear mean spirited. I therefore respectfully ask that you return the notebook unless you want to leave a young orphan broken-hearted. Continued Monday</p>
 <p>Spelling & Handwriting</p>	<p>Year 6 Spelling words for this week: Confer, defer, differ, infer, prefer, refer, suffer, transfer</p>	<p>REVIEW LESSON: Words with the /ei/ sound spelt ei, eigh, oey</p>	<p>Dictionary Corner: Put the words in context in sentences.</p>	<p>MASTERY LESSON: Words containing the letter-string ough</p>	<p>Year 6 spelling handwriting focus for this week: Confer, defer, differ, infer, prefer, refer, suffer, transfer Put these words into sentences in context and spelled correctly.</p>
 <p>Wider Curriculum</p>	<p>SCIENCE Take a look at Sam's letter this week (Hamilton). She is struggling to sleep because somebody in her family has developed a bit of a snoring habit. Can you help Sam by creating some ear plugs/defenders to let her sleep at night? Begin by thinking about some suggested properties needed for this e.g. soft and absorbs sound. You will need to test out a range of materials that combine</p>	<p>MUSIC Pitch Pyramids As a class, perform the song, 'Gift of the Nile' with vocals and instruments. Show presentation: Note Chart. Discuss how the notes move up the stave as the pitch of the note gets higher. Draw the children's</p>	<p>Geography Lesson 6: Unit check out (Planning) FRENCH Describing people in French Before the lesson: Watch teacher video – Describing people in French Presentation: Key vocabulary and pronunciation. Play the audio files to hear the words spoken in French and then children repeat the word after the audio.</p>	<p>Computing: Session 5: In this session, pupils test one another's games against the success criteria created in Session 1. They then improve their games in response to the feedback.</p>	<p>PSHE Our Learning Charter and Owing Our Learning Charter Take a look at the Anti-social Behaviour Scenario card (Jigsaw Portal). Think about the scenario and answer the following prompt questions: • What rights have been broken? (Think beyond the right to learn).</p>

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comfort with soundproofing e.g. cotton wool, a tea towel, bubble wrap etc.

You will investigate soundproofing by covering the sound source e.g. an alarm clock with various materials and then measure the resulting sound (download a mobile sound app to help with this).

Once you have a result of the best material to use, you can now draw an annotated diagram of your possible design and explain why you have used that specific material for specific parts.

Sound Meter:

<https://youlean.co/online-loudness-meter/>

attention to the fact that the notes are on lines or in spaces.

Hand out the Activity: *Pitch pyramids sheet*.

Task 1: There are three lines of note sequences. The children need to fill in the missing notes in each sequence and then play the melody.

Task 2: The children play the next set of melodies, where the note sequences are not in alphabetical order.

Task 3: The children write their own melody and notate it using stave notation. Listen out for good examples of melodies, and ask the pupils who composed the melody to play it to the rest of the class, giving the

Attention grabber: get the children to walk around the classroom and when you call out a colour, the children find and touch an object of that colour.

Main event: Give each child a copy of the Activity: *Faces template*, which comprises a sheet with six blank faces. Describe in French four different combinations of hair and eye colour. After each description, give the children time to colour in the hair and eyes so the face matches the description you gave.
For example,

Elle a les cheveux verts et les yeux roses – She has green hair and pink eyes

Il a les cheveux bleus et les yeux jaunes – He has blue hair and yellow eyes


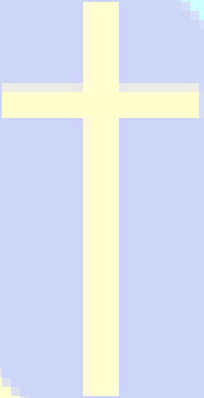
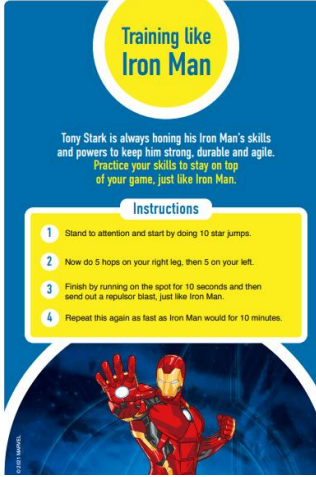

Elle a les cheveux jaunes et les yeux violets – She has yellow hair and violet eyes

Il a les cheveux orange et les yeux rouges – He has orange hair and red eyes

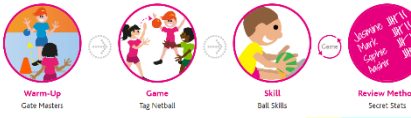
Keep the last two faces free for the children to create their own. If doing in pairs, Pupil A of the pair colours a face with hair and eyes

- Have the two children in the scenario behaved responsibly?
- Were there things that might have made responsible choices more difficult for the two children?
Take a look at the Consequences List (Jigsaw Portal). Your final task is to decide on the appropriate consequence or consequences for the two children in the scenario, choosing from those listed. Make sure you write an explanation that justifies your choice.

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		<p>opportunity for feedback.</p>	<p>and then describes it to their partner, who listens carefully and colours their sheet accordingly. Then they swap roles so that Pupil B colours and describes what they have drawn and Pupil A listens and colours.</p>		
 <p>Daily PE Activity</p>	<p>REAL PE: UNIT 1 – Lesson 5</p> <p>Consistently Try to Improve</p> <p>I know where I am with my learning, and I have begun to challenge myself. I cope well and react positively when things become difficult. I can accept critical feedback and make changes.</p> <p>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.</p>	<p>Fitness Focus -</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>Your challenge is to do 10 walking laps of the playground at breaktime. Each lap is around 174 steps, and a mile is around 2000 steps.</p> <p>Can you improve on last week's challenge and do 20 laps over the week? That's only 4 a day!</p>	<p>Balance challenge -</p> <p>How long can you balance on one leg for at break time?</p>	 <p>Training like Iron Man</p> <p>Tony Stark is always honing his Iron Man's skills and powers to keep him strong, durable and agile. Practice your skills to stay on top of your game, just like Iron Man.</p> <p>Instructions</p> <ol style="list-style-type: none"> 1 Stand to attention and start by doing 10 star jumps. 2 Now do 5 hops on your right leg, then 5 on your left. 3 Finish by running on the spot for 10 seconds and then send out a repulsor blast, just like Iron Man. 4 Repeat this again as fast as Iron Man would for 10 minutes. 

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Homework:

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Communicating with school

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

