

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- Angle rules (Pages 68-69), Properties of shapes (pages 71-72), Angles in shapes (Page 73).

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 4 (pages: 33-36)

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: KS2 SATs Grammar Test - Official Sample

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:	6.5.2024
------------------	----------------------------------	--------------	---------------	--------------	-----------------

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>	<p>Catholic Social Teaching</p>	<p>Pentecost</p>	<p>LO: To create a prayer describing the power of the Holy Spirit.</p> <p>Big Question: Which title of the Holy Spirit is the most important to you?</p>	<p>Gospel Values and Virtues</p>	<p>Bible Focus</p>
<p>Catholic Social Teaching:</p> <p>This half terms focus is Human Dignity!</p>  <p>How does the Human Dignity align with our British values?</p>	<p>Pentecost</p>  <p>“And suddenly there came a sound from heaven, as of a rushing mighty wind, and it filled</p>	<p>During his ministry, Jesus spoke about the presence of the Holy Spirit to the disciples in different ways.</p> <p>Read with the children extracts from John 14-16.</p> <p>What are the names that Jesus gives to the Holy Spirit?</p> <p>Find out the meaning of the word “advocate”. What does the word “true” mean?</p>	<p>This half term we are growing to be:</p> <p>Eloquent & Truthful</p> 	<p>Acts 2:1-42</p> <p>When the Day of Pentecost had fully come, they were all with one accord in one place. And suddenly there came a sound from heaven, as of a rushing mighty wind, and it filled the whole house where they were sitting.</p> <p>Then there appeared to them divided tongues, as of fire, and one sat upon each of them. And they were all filled with the Holy Spirit and began to speak with other tongues, as the Spirit gave them utterance. And there were dwelling in Jerusalem Jews, devout men, from every nation under heaven.</p> <p>And when this sound occurred, the multitude</p>	

OLC WEEKLY LEARNING PLAN



the whole house where they were sitting. Then there appeared to them divided tongues, as of fire, and one sat upon each of them."

What do these words tell us about the gift of the Holy Spirit?

Read with the children Acts 1:6-9. What image of the Holy Spirit do we find in these words of Jesus?

Ask the children to recall different types of power that they know about. What can power do? (e.g. *electricity and gas bring light and warmth. Petrol and diesel makes an engine powerful and able to work, etc.*)




If the Holy Spirit is a form of power it will enable people to do many things.

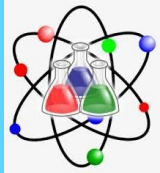
What do you think that these titles tell us about Jesus' idea of the Holy Spirit?

Create a litany style prayer to the Holy Spirit using the different words for power you

came together, and were confused, because everyone heard them speak in his own language. Then they were all amazed and marveled, saying to one another, "Look, are not all these who speak Galileans? And how is it that we hear, each in our own language in which we were born? Parthians and Medes and Elamites, those dwelling in Mesopotamia, Judea and Cappadocia, Pontus and Asia, Phrygia and Pamphylia, Egypt and the parts of Libya adjoining Cyrene, visitors from Rome, both Jews and proselytes, Cretans and Arabs—we hear them speaking in our own tongues the wonderful works of God." So they were all amazed and perplexed, saying to one another, "Whatever could this mean?" Others mocking said, "They are full of new wine." But Peter, standing up with the eleven, raised his voice and said to them, "Men of Judea and all who dwell in Jerusalem, let this be known to you, and heed my words. For these are not drunk, as you suppose, since it is only the third hour of the day.

OLC WEEKLY LEARNING PLAN

			have found in today's lesson.		
 <p>Maths</p>	<p>Bank Holiday</p>	<p>Reflections Pages 90-92</p> <p>Solve problems with coordinates Pages 93-95</p>	<p>Problem solving- Place value Pages 99-101</p> <p>Problem solving- Negative numbers Pages 102-104</p>	<p>Problem solving- Addition and subtraction (1) Pages 105-107</p> <p>Problem solving- four operations (1) Pages 108-110</p>	<p>Problem solving- four operations (2) Pages 111-113</p> <p>Problem solving- fractions Pages 114-116</p>
 <p>English</p>	<p>Bank Holiday</p>	<p>SATs revision</p>			
 <p>Spelling & Handwriting</p>	<p><u>Year 6 Spelling words for this week:</u> Decency, innocence, magnificence, recent, translucent, consequence, delinquent, eloquent, frequency, sequence, agent, indulgent, intelligence, negligence, urgent, correspondent, independence, proficient, sufficient, efficiency, excellency, existence, obedience.</p>	<p><u>Dictionary Corner:</u> Decency, innocence, magnificence, recent, translucent, consequence, delinquent, eloquent, frequency, sequence, agent, indulgent, intelligence, negligence, urgent, correspondent, independence, proficient, sufficient, efficiency, excellency, existence, obedience.</p> <p>Put the words in context in sentences.</p>	<p><u>Year 6 spelling handwriting focus for this week:</u> Decency, innocence, magnificence, recent, translucent, consequence, delinquent, eloquent, frequency, sequence, agent, indulgent, intelligence, negligence, urgent, correspondent, independence, proficient, sufficient, efficiency, excellency, existence, obedience.</p>		



Humanities

Science

You have got 2 minutes to write down as many different properties of materials as you can! Go! Start with a large collection of materials and ask the chn to suggest different ways of sorting them based on properties. Explain that the medical world is often at the cutting edge of innovative use of materials as well as having very specific material needs. Ask chn to suggest the properties that they think scalpels would need (hard, smooth, easy to sterilise, inflexible etc). Explain that today the chn are going to be challenged to investigate a range of materials for some given materials needs from the Wellfordbury Hospital – note that different year groups will be given

Geography

Population:

Lesson 4: How is a population pyramid created?

What is a population pyramid?

How is a population pyramid used?

How is a population pyramid created?

Art

Lesson 4:

LO: To extend design ideas through research and sketchbook use.

Display the *Presentation: Hundertwasser*. Look at the image on slide 2 of the *Presentation: Hundertwasser*. As

Computing

Assessment

Computing Y6: Bletchley Park

Complete the assessment quiz about Bletchley park.

Put 5 of these words into sentences in context and spelled correctly.

PSHE

Relationships

Power and Control

Use the PowerPoint (on the Jigsaw Portal) to bring up a series of newspaper headlines reflecting different situations in which power and control are being exercised. Who is controlling who, in each case? Which are legitimate or illegitimate control? Is it control exercised through physical force or other kinds of influence? Sometimes people try to gain power or control (without authority) over an individual or group of people.

Look at the scenarios (on the Jigsaw Portal) and decide who is trying to gain power and control and how. Then, suggest ways the central character (s) could stand up for themselves or deal with the situation. What

OLC WEEKLY LEARNING PLAN

different challenges. Today you are going to be using your knowledge of properties of materials and how to work scientifically to carry out your very own investigation. Your challenge is to find the most effective material that the hospital wards can use for special under-sheets for the beds that will protect the mattresses from getting wet (Year 5). **The hospital needs work tops for surgical theatres – they need to be easily cleaned and not scratch (germs could multiply in scratches). They also need to be able to support very heavy equipment on occasions, while being easy to move around. They must also be rust-resistant (Year 6).** You will need to identify the key properties that the best material for the job will need to have, select 4 logical materials to test and come up with

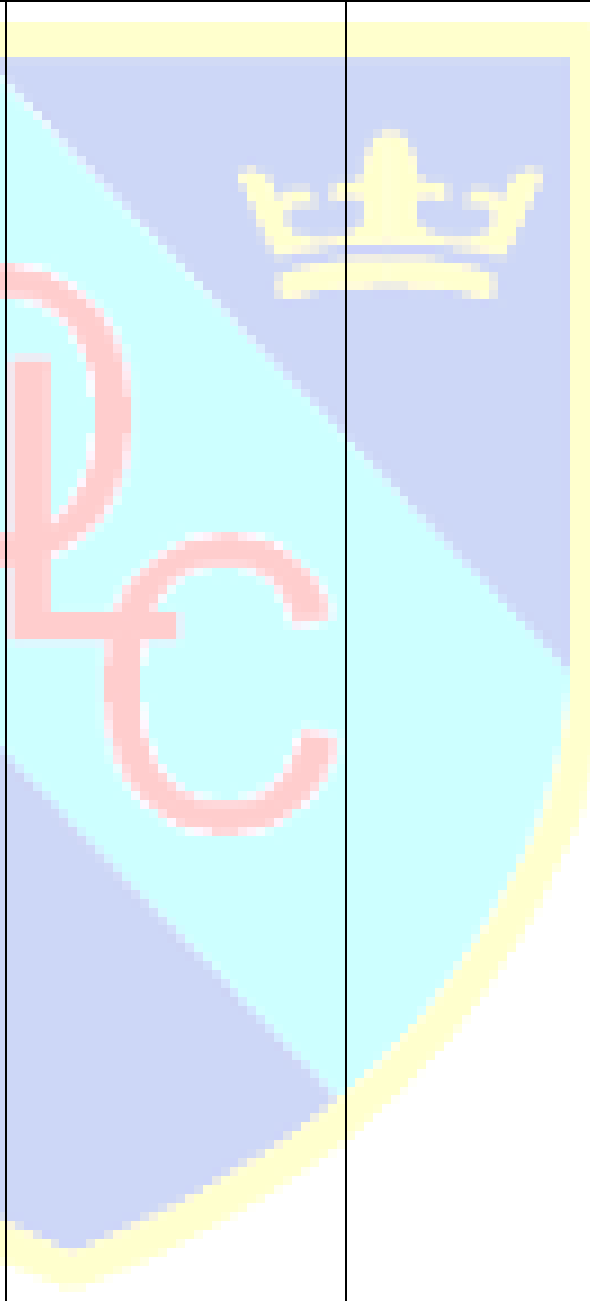
a class, consider and discuss the architect's design choices.

The children research as a class, using the powerpoint, the artist, Friedensreich Hundertwasser by looking at slides 3 to 9 of the *Presentation: Hundertwasser* as a class.

Show the children the *Pupil video: Hundertwasser House* (see Watch) to demonstrate creating colourful patterns inspired by Hundertwasser's style.

The children create a sketchbook response to what they have learned about Hundertwasser and his work. This can be over a double-page and could include:

- Facts about the artist.
- A description of his style and ideas using words and pictures.



advice would you give them?

Divide the class into two halves. One half lines up shoulder to shoulder, with the other half facing them to create a corridor. With the teacher 'in role' as the person or people in the scenario, they walk slowly down the middle of the corridor/alley, with the lines of children on their left and right. As the teacher passes each child, the child speaks their idea. When the teacher reaches the end of the corridor/alley, they should ask the children what they think the most effective solution might be, and why, from all those suggested. Encourage the children to also suggest assertive phrases that could be used e.g. 'I don't want to do that...' or 'I don't feel comfortable with that...' etc. Repeat the exercise with the other scenarios.

OLC WEEKLY LEARNING PLAN

a method for a fair test. You will need an enquiry question, prediction, identify your variables, design your own results table, conclusion (including recommendations) and an evaluation (what would make your results more reliable and valid?).

Designing their own house in his style, annotated to explain the features and design choices.

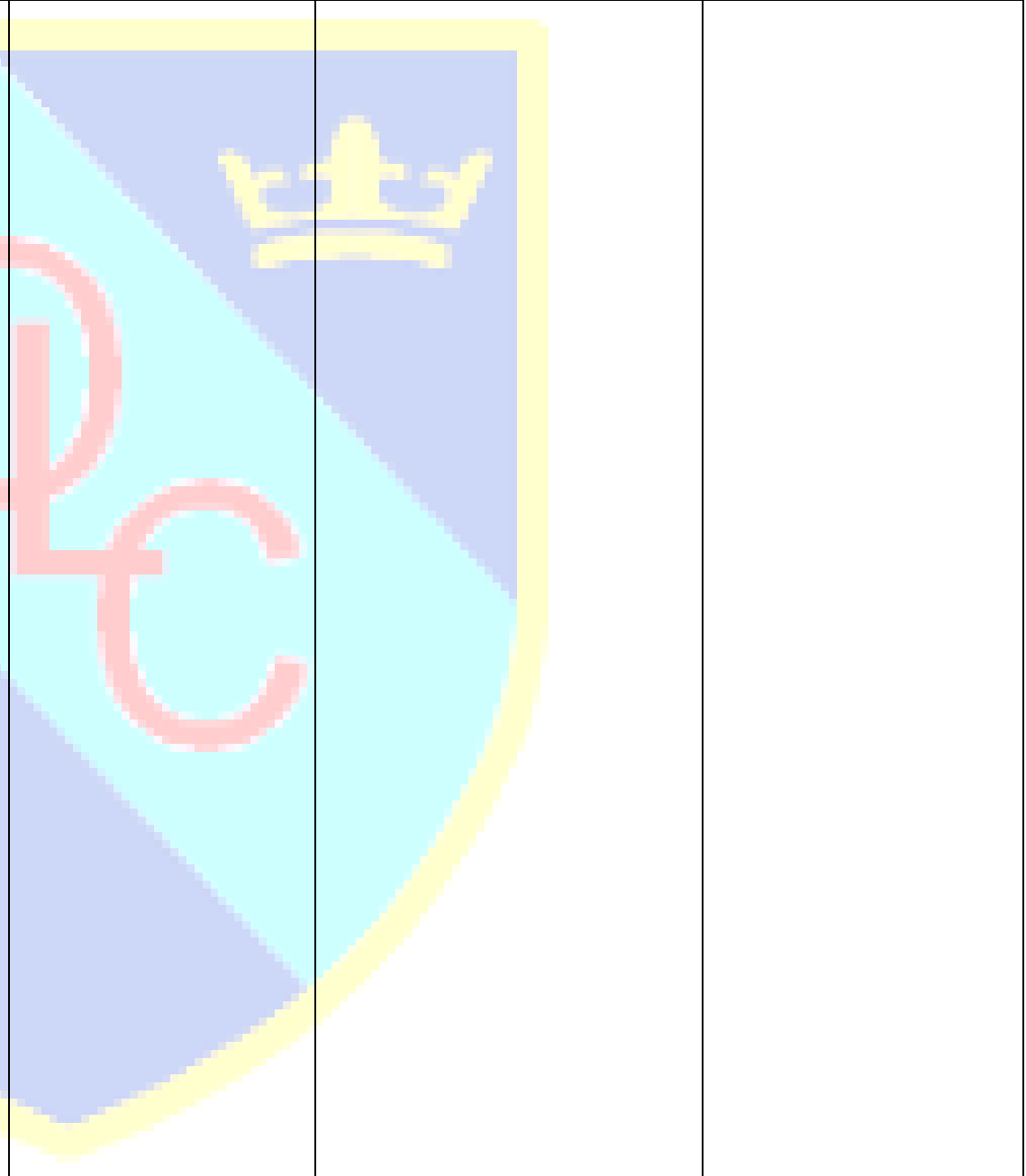
Annotate one of Hundertwasser's designs.

Make an information collage about Hundertwasser.

The children could decorate the pages with coloured papers or the patterns of Hundertwasser as a background to their work and include some printable images from *Activity: Hundertwasser architecture*.

To illustrate what their pages could look like, show the children slides 10 and 11 of the *Presentation: Hundertwasser*.

Remind the children that these images are for ideas and their sketchbooks will look completely different.





Daily PE Activity

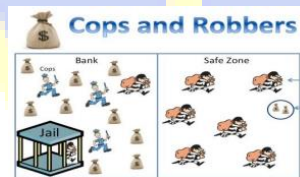
REAL PE: UNIT 5 – Lesson 5 Physical

Game: Jumpball

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 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.

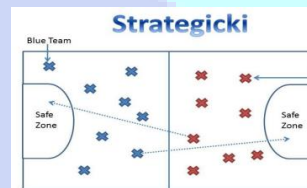
Fitness Focus - COPS AND ROBBERS

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 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.



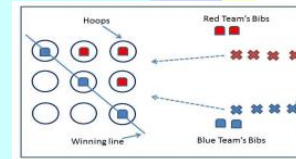
Fitness Focus - STRATEGICKI

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 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.



Fitness Focus – TIK TAC TOE

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



JUST DANCE – WAKA WAKA

https://www.youtube.com/watch?v=gVfgTw_WJY

Homework:

OLC WEEKLY LEARNING PLAN

Communicating with school

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

