

**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- Order of operations (Pages 20-21)**

**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).**

**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.

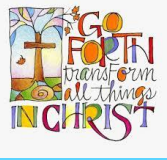

Thank you so much for your support. Please do come and see us if you have questions

Kind regards,  
Mr Brennan and Miss Chick





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

<b>Teachers:</b>	Mr Brennan Miss Chick	<b>Year:</b>	Year 6	<b>Date:</b>	27.11.2023
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>	<p>Month of Remembrance</p>	<p>LO: To explore ideas about the Promised Messiah.</p>	<p>Saints Focus</p>	<p>Gospel Value Focus</p>	<p>LO: To recount the story of the birth of John the Baptist.</p>
	 <p>November is the Month of Remembrance for those who have given their lives so that we can live ours peacefully.</p> <p>At the eleventh hour on the eleventh day of the eleventh month – we will remember them. The Armistice, an agreement to end the fighting of the First World War as a prelude to peace negotiations, began at 11am on 11 November 1918.</p>	<ul style="list-style-type: none"> <li>Children to research the meaning of the title “Messiah”.</li> <li>Explore with the children the belief of the Jewish people at the time of Jesus’ birth that God would send the Messiah to rescue them.</li> <li>Share with the children some Old Testament quotations about the promised Messiah (e.g. Micah 5:2-5, Jeremiah 23:5-6, Ezekiel 34:23-25)</li> <li>Children to create a mind map with a drawn picture of Jesus in the middle containing important ideas from these texts about the promised Messiah.</li> <li>Do the children think that any of these might fit the person of Jesus that they have come to know about?</li> </ul>	<p><a href="https://mycatholic.life/saints/saints-of-the-liturgical-year/november-30-st-andrew-apostle">https://mycatholic.life/saints/saints-of-the-liturgical-year/november-30-st-andrew-apostle</a></p> <p>This week's saints focus brings us to the life and work of St Andrew the Apostle. Read through the life of the Saints and pray together:</p> <p><i>Saint Andrew the Apostle, God called you, and you listened and responded. After responding, the Son of God formed you, taught you, and prepared you for the mission He entrusted to you. Please pray for me, that I will more fully imitate your willing acceptance of Christ in my life, so that I</i></p>	<p><b>ATTENTIVE AND DISCERNING</b></p>	<ul style="list-style-type: none"> <li>Children to read the story of the annunciation of the birth of John the Baptist to Zechariah.</li> <li>Highlight the parts of the text which speak about the type of person John the Baptist was going to be.</li> <li>Why do you think the news of the birth of this child was so surprising?</li> <li>Brainstorm words to express the thoughts and feelings of Zechariah.</li> <li>Write a letter in the person of Zechariah to tell the story to Mary his wife’s cousin.</li> </ul>

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			<p><i>will be able to be more fully formed by Him and used by Him to be an instrument of His saving Cross to the world. Saint Andrew, pray for me. Jesus, I trust in You</i></p>		
 <p><b>Maths</b></p>	<p><b>Problem solving- Add and subtract Fractions</b> Pages 120-122</p>	<p><b>Multiply fractions by integers</b> Pages 126-128</p>	<p><b>Multiply fractions by fractions (1)</b> Pages 129-131</p>	<p><b>Multiply fractions by fractions (2)</b> Pages 132-134</p>	<p><b>One Life Advent Live Stream</b></p>
 <p><b>English</b></p>	<p><b>LO:</b> To use metaphors to write a poem.</p> <p>Talk generally about poetry and look at examples of Shakespeare's rhyming couplets and explain that these often give a sense of finality or harmony. Play the video of the poet Joseph Coelho. He uses the acronym MORERAPS: Metaphor,</p>	<p><b>LO:</b> To use present perfect tense to write a diary entry in role.</p> <p>Simply the best! Give pairs of children adjective cards. Children change adjectives into superlatives. Children then sort superlatives into two piles according to grammatical rules. Is it beautiful? Is it gorgeousest or most</p>	<p><b>LO:</b> To use prepositional phrases to describe a scene.</p> <p>Show children a picture of the balcony scene and ask them to note down as many prepositions as they can to describe the scene. Recap on what we have read so far. Read Act 2, Scene 1 and Scene 2 note the famous lines during the reading. Explain to children that</p>	<p><b>LO:</b> To use a range of parenthesis to write an action scene.</p> <p>Act 3 Scene 1 and Scene 2. Watch the 1968 version of this scene and note how the actors perform the scene. How Mercutio and Tybalt seem to respectfully tease each other yet don't really want to cause each other physical harm. Did Tybalt mean</p>	<p><b>LO:</b> To use a range of abstract nouns to describe a character.</p> <p>Abstract nouns: Show children a range of suffixes (-ness, -tion, -ment) and ask them to create a bank of abstract nouns. Read Act 3, Scene 4 Focus on the way Romeo behaves here and how Friar Lawrence tries to talk to him. What do you think of Romeo's</p>

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Onomatopoeia, Rhyme, Emotion, Repetition, Alliteration, Personification, Simile  
 Introduce Mercutio and read Mercutio's Queen Mab speech. Full versions of the speech can be found online. What do children think of Mercutio's personality? Elicit that Mercutio is an exuberant character full of hyperbole. Encourage children to think of the role of dreams in our lives. What do some people believe about dreams? Why is this particular night magical? Children write their own versions of the Queen Mab poem using Joseph Coelho's MORERAPS. Children focus on the role of dreams in life and describe the imaginary Queen Mab. You could use the painting of Queen Mab driving her chariot into a sleeping man's nose. as possible stimulus.


gorgeous? Tallest or most tall? Discuss about spelling rules. Have poster for Capulet's Royal party on the board/ wall. Allow children to act out the scene with music in the background to create a party atmosphere in the classroom. What do you think Juliet wrote in her diary that night? How about Romeo? Explain they are going to write in role as either Romeo or Juliet focusing on the present perfect tense. Shared writing: Model the following: Dear diary, today my world has been turned upside down. I have just seen the most gorgeous.... Children use a word bank and a picture of the party to help them write their diary entry in role. Children can choose whether they will be Romeo or Juliet.

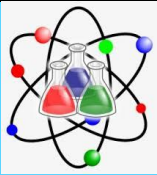
they are going to add descriptive detail in this scene and prepositional phrases will be very useful here. Look at a few different structures either at the end or beginning of a sentence. Also, look at sentences starting with a gerund or conjunction e.g. 'Whilst', 'As'  
 Children write a few paragraphs describing the balcony scene. They can change the setting to a more modern garden/house. Romeo clambered over the wall and fell silently on the grass. He darted between the shrubs and, under the shade of a tree, he spied Juliet who stood over him on her balcony.

to kill Mercutio? Who do you think is to blame here for Mercutio's death? Go over the conventions of a playscript and then focus in on the role of parenthesis e.g. dashes for a reasonably strong interruption; brackets for asides which could be either sneaky or humorous. Brackets also used for stage directions. Give children the following passage and ask them to add their own parenthesis in:  
 (At the back of the stage, Benvolio calls an ambulance).  
 Tybalt: I didn't mean any harm. I'm just kiddin' around, right Mercutio?  
 How many ways can you change the tone?  
 Children write play script for Act 3, Scene 2  
 Children can make the scene more modern using their local dialect, slang

character so far?  
 Brainstorm the conflicting emotions that he must feel and discuss which emotions are helpful and which aren't. Have vocabulary on the board and ask children to change these into abstract nouns focus on the different suffixes. Children use Role on the Wall to show the different internal emotions and how this shows in Romeo's behavior.

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				<p>and setting it in their own area. Children to use the creating conversations scaffold were appropriate to plan and structure their dialogue.</p>	
 <p><b>Spelling &amp; Handwriting</b></p>	<p><b>Year 6 Spelling words for this week:</b></p> <p>co-operate co-operation co-ordinate co-own re-edit re-educate re-elect re-emerge re-employ re-enact re-engage re-enter re-examine</p>	<p><b>REVIEW LESSON:</b></p> <p>Singular and plural possessive apostrophe</p>	<p><b>Dictionary Corner:</b></p> <p>Put the words in context in sentences.</p>	<p><b>MASTERY LESSON:</b></p> <p>Use of the hyphen</p>	<p><b>Year 6 spelling handwriting focus for this week:</b></p> <p>co-operate co-operation co-ordinate co-own re-edit re-educate re-elect re-emerge re-employ re-enact re-engage re-enter re-examine</p> <p><b>Put 5 of these words into sentences in context and spelled correctly.</b></p>
<p><b>WORLD SCIENCE DAY</b></p>		<p><b>Computing:</b></p> <p><b>Mars Rover (1)- Lesson 4:</b></p>	<p><b>Geography:</b></p> <p><b>Lesson 4: What are the features of your favourite biome?</b></p>	<p><b>FRENCH</b></p> <p>Before the lesson: Watch teacher video – What do they like?</p>	<p><b>PSHE</b></p> <p><b>Life to the Full</b> <b>Module 1 Unit 2</b></p>



**Humanities**

Watch [How Light Travels](#) and recap how light beams can be redirected through reflection.

Play [Science Kids Online Game](#) to learn how to position a series of mirrors to redirect the light beam to a given target.

Using this learning, have a go at completing the 'set challenge' which can be found on Hamilton. Can you send a single beam to the following stars on the stage?

You can only use up to 3 mirrors/reflective surfaces, but they can be positioned anywhere. Roughly draw in the light beams with arrows showing their direction.

**An extra challenge for World Science Day! We are going to have a go at making our own periscopes!!**

Recap and recall

Main event: work through powerpoint from kapow.

Complete the worksheet of adding binary.

Conclude lesson with watching the video link about 4-bit binary challenge.

What is your favourite biome?

Where is your favourite biome located?

How are animals or plants adapted to your favourite biome?

**MUSIC**

Before the lesson: Watch teacher video – Blues scale

Attention grabber: Write 'bent note' on the board and ask pupils to discuss what this term means. Illustrate its meaning by playing the children the video: ['String bend style guitar'](#). Display the *Presentation: Moanin' Lisa Blues – Bent notes*.

Using slide 2, play the audio file for Moanin' Lisa Blues, while the children follow the lyrics on the screen. Ask the children to identify the notes and words where there are bent notes (day, zoo, eighteen, rest, town, be, lose). Slide 3 highlights the words where the note is bent. Play the audio file and get the children to sing all or part of

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.

Attention grabber: **Thumbs up, thumbs down**  
**J'aime** – I like (one thumb up)

**J'aime beaucoup** – I really like (two thumbs up)

**J'adore** – I love (two thumbs held high)

**Je n'aime pas** – I don't like (one thumb down)

Show the appropriate number of thumbs up or down while you say each opinion and get the children to copy. Gradually get faster and then try saying just the words and the pupils show their understanding by holding up their thumbs. Finally, hold thumbs behind your back and ask them to guess which opinion is hidden.


Main event: Display the Presentation: Who likes

**Session 1 (Gifts and Talents)**

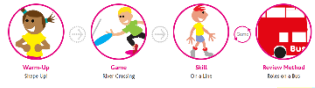
Play the film 'Paradise Street – Episode 1', in which we are introduced to the four main characters who live on Paradise Street, see their family backgrounds and some of their gifts and talents.

Then use the Appendix 1 'Lucky Dip' questions or the more detailed discussion points in the Session Notes to help children respond to the film.

Click to play the film 'Delving Deeper into Episode 1' a presenter-led film which highlights some of the key ideas presented in the film, gives some teaching and provides a Christian context. Invite pupils to complete the personal activity in their 'Paradise Street' Workbook, which helps them to consider their identity including facts about them, their hobbies and values. Finish the session with a reflection from the prayer of St Anselm, and sing the module song.

			<p>the song, incorporating the bent notes into their performance. Main event: Display the <i>Presentation: Blues scale</i>. In this lesson, the pupils will learn how to play the 'Blues scale'. This is a sequence of notes that creates a Blues sound to music and can be used for improvisation. Work through the presentation to explore the notes in the Blues scale (C Eb F F# G Bb C). Get the children to practice playing the scale on their instruments.</p>	<p>what? Work through the vocabulary slides and translate each sentence. Show slide 7, which displays a grid of people, hearts and food with the words shown. Explain to the children that they are going to work in pairs and take it in turns to say a sentence using a different combination of pictures and opinions. Challenge the children to make as many different sentences as possible within a set time, which they could write down.</p>	
 <p><b>Daily PE Activity</b></p>	<p><b>REAL PE: UNIT 2 – Lesson 4</b> <b>SOCIAL</b> <b>Organise and Guide Others</b></p> <p>I show patience and support others, listening carefully to them about our work. I cooperate well with others and give helpful feedback. I can negotiate and collaborate appropriately.</p>	<p>Fitness Focus - Fitness Bingo Here's a Fitness Bingo game. The kids really enjoy it and, once you've done the initial set-up of creating the Bingo Cards, it's quite easy and runs itself. Here is a sample Bingo card. You can create additional cards by copying, cutting, pasting and creating additional activities and placing them in different squares. Instruction: Kids</p>	<p>Step Challenge - Every week it is important that we are getting in a whopping 10000 steps a day or that we are walking equal to 5 miles each day.  But we do a lot of sitting in class which really doesn't help our daily progress. So your challenge is to get in <b>at least 4000 steps (2 miles)</b> at playtime and lunch time each day to make sure</p>	<p>Star Jump challenge - How many star jumps can you and your friends do at break time in 2 minutes?  Lets see who can do the most!</p>	<p><a href="https://ystcms.youthsporttrust.org/media/eggfyc4c/yst-ww-schools-pack-sept21.pdf?_gl=1*1759bwn*_ga*NDY4OTE2OTAYLjE2OTc3MTgwMjU">https://ystcms.youthsporttrust.org/media/eggfyc4c/yst-ww-schools-pack-sept21.pdf?_gl=1*1759bwn*_ga*NDY4OTE2OTAYLjE2OTc3MTgwMjU</a></p> <p>Please follow the above link for a Wonder Woman themed challenge this week!</p>

# OLC WEEKLY LEARNING PLAN



work in teams of two or three. Place individual activity cards face down in the centre of the gym. Each group leader picks up an activity card and must complete the activity listed. The group marks their Bingo cards when the activity is complete, and then picks another activity card. The game is finished when a group yells out “Active”. Background music is great at building on the students’ energy.

we’re giving ourselves a good chance to keep fit!

A	C	T	I	V	E
Wall-sit	Lunges	Jumping jacks	“I Don’t Know” Stretch	Squats	Jog on the Spot
Burpies	Bench Step-Ups	Cross-Country Ski	Slow Motion Lie Down	Knee-Ups	Leg Lifts
Bicep Curls	Arm Circles	Choose your own	Curl-Ups	Hamstring Curl	Push-ups
Bicycle	Front Elbow Support	Tuck Jumps	Shoulder Rolls	Butterfly Stretch	Sit-ups
Grapevine	Twist	Seat Walk	Wall-sit	Jog Around the Gym	Toe-Touches

**Homework:**

Communicating with school



OLC WEEKLY LEARNING PLAN

Please direct all queries to the school office email on: [office@olc.solihull.sch.uk](mailto:office@olc.solihull.sch.uk)

