

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- **Fractions (page 29-30) and comparing fractions (Page 31)**

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)**

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:	4.12.2023
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>	<p>ADVENT WEEK ONE</p> <p>It's the most wonderful time of the year again!</p> <p>He is coming</p> <p>As we enter the first week of Advent, we remember all of those we have lost this year as we prepare for the coming of new life – the coming of our Lord and Saviour: Jesus!</p>	<p>What does John the Baptist encourage a believer in Christ to do in their life?</p> <p>Brainstorm with the children the concept of “messages”. Which ones have you recently received? Categorise types of messages (e.g. for information, reassurance, etc.)</p> <p>Read the message of John the Baptist in the wilderness.</p> <p>Summarise the message in a group of statements.</p>	<p>SAINTS FOCUS</p> <p>https://mycatholic.life/saints/saints-of-the-liturgical-year/8-december-immaculate-conception-of-the-blessed-virgin-mary-solemnity</p> <p>This week's saints focus brings us to the The Immaculate Conception. Read through the life of the Saints and pray together:</p> <p><i>Most holy Mother, you are the Immaculate Conception,</i></p>	<p>STAY AND PRAY</p> <p>This week parents are invited to join UKS2 in the hall for a special ‘Stay and Pray’ Service, led by our wonderful</p>	<p>GOSPEL VALUE</p> <p>ATTENTIVE AND DISCERNING</p>



What was John asking the people to do?
 Why do you think he saw his role as being so important?
 Explore ways in which different people who came to John in the wilderness may have responded to his message.
 Have the children ever had to deliver an unwelcome message?
 Do the children think that John's work was always easy for him?
 What qualities did John need to complete his task?
 In what ways does the message of John the Baptist help Christians to prepare for the coming of Jesus?
 From what you have learnt about John the Baptist, create a "person profile" document for John the Baptist.

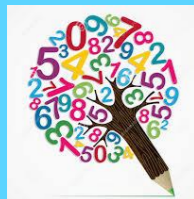
God's most precious treasure and His singular delight. To your intercession and mediation I entrust my life. Take me to your Son and pour forth His grace upon me and upon the whole world. I entrust to you every care, concern, confusion, struggle, and cross. I turn to you for every grace of faith, hope, and love from Heaven, so that I can become more fully conformed to the image of your Son Who alone is the Savior of the World. Mother Mary, the Immaculate Conception, pray for me. Jesus, I trust in You

children at 9.15am.

Divide a fraction by and integer (3)
 Pages 141-143

Mixed questions with fractions
 Pages 144-146

ATTENTIVE AND DISCERNING



Maths

Divide a fraction by an integer (1)
 Pages 135-137

Divide a fraction by an integer (2)
 Pages 138-140

LO: To plan a story based on the style of another author.

UKS2 Stay and Pray

LO: To create characterisation through parenthesis.



English

LO: To use the subjunctive mood to write a persuasive letter.

Read Act 3, Scene 4, Scene 5 Focus on the harsh language that Lord Capulet uses to speak to Juliet. Also, focus on the way Nurse is trying to defend Juliet but also wants to look out for her best interests. Watch the relevant part of the 1968 film. Recap on the subjunctive mood and focus on the tone and level of formality. Look at these

LO: To use conjunctions to justify opinion and recognize themes.

Read up to the end of the play and discuss what the themes of the story might be. Introduce children to some of the ideas that might be expressed within the play, e.g. love, hatred, extreme emotions, individual freedom, forgiveness. Model how to back up, with evidence from the text where appropriate, why they are or are not relevant themes.

First, children need to plan the main events of their play scripts.

What is your play called?	Red team vs Blue Team
When is your play set?	Modern day, 2021
Where is your play set?	School setting
Who are the characters in your play? Describe them.	2 teams (Red team and Blue Team)
Red team:	Tom: Team leader. Very confident. Very good at running.
Blue team:	Shelley: Polite and very good at football.
Why are you creating a play? What are the main events that occur in your play?	Blue team cheated at the sports day event last year. Blue team ended up winning and continue to brag about winning. Red team want revenge for their cheating.
Scene 1:	on the playground the 2 teams start to argue and Tom threatens the blue team.
Scene 2:	In the lunch hall, Tom approaches Chris in an argument. Then, the 2 teams begin fighting.
Scene 3:	Both teams are called into the principals office where they are all expelled. All four of them are removed from their teams and are not allowed to take part in them again.

Planning for playscripts:
 Explain that we are going to create our own stories. Discuss with the children how they could modernise

Creating characterisation:
 Give children the dialogue:
 Blue Child A: If you start an argument, I'll back you!
 Blue Child B: Did you just through food at me, mate?
 Red Child A: I threw food, what's the problem?
 Discuss how a stage direction, e.g. adverbial, could create characterisation about how to read the sentence, e.g.
 Blue Child A (with fear in his voice): If you start an argument, I'll back you. Shared writing:
 Model using the shared plan to create the first scene of a playscript, focusing only on the dialogue, especially dialogue that moves the action forward, during this part of the writing process.
 Children to use their plan to write the first scene of a playscript, focusing only on the dialogue, as in the modelled version. Children to use the creating conversations scaffold were appropriate to plan and structure their dialogue.

sentences and ask which is the subjunctive and why? Focus on the indicative verb form, that 'to be' is used and 'were'. If I were you. I'd marry Count Paris. If I was you, I'd marry Paris. He demands that you be sensible. He demands that you are sensible. I request you write to the Prince. Children write in character as Nurse Juliet, persuading her and giving her advice. This could be written by Nurse to Lord Capulet also. Focus on formal tone. The letter can switch from formal subjunctive mood then, in the last paragraph, take on a more informal maternal tone. Encourage this with greater depth writers.

Children to complete a 'Zone of Relevance' for the themes in the play, placing the ideas that are relevant to the themes of the play in the central zone and those less relevant on the outside. As a follow up, children to write a paragraph about each of the chosen themes, using conjunctions such as because, since, as, so, although and prepositions such as therefore and despite to give reason and explain and justify responses.

the story and perhaps set it in their local community or in the school setting.

Scene 1	Who?
Where?	When?
What happens?	

The 2 teams start going each other dirty looks. They start to argue and finally to start since the blue team cheating. Tom threatens the blue team about fighting at lunch time.

Children should be allowed editing time to focus on dialogue that creates characterization and moves action forward.

Continued Monday and Tuesday



Spelling & Handwriting

Year 6 Spelling words for this week:

- advice
- advise
- device
- devise
- licence
- license
- practice
- practise
- prophecy
- prophesy

REVIEW LESSON:

Homophones and near-homophones

Dictionary Corner:

Put the words in context in sentences.

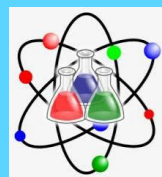
MASTERY LESSON:

Homophones and other words that are often confused

Year 6 spelling handwriting focus for this week:

- advice
- advise
- device
- devise
- licence
- license
- practice
- practise
- prophecy
- prophesy

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



Humanities

SCIENCE

Give children spoons to 'play' with, looking at the reflections. Can they explain the phenomenon based on their understanding of how light moves? Note that you used plane mirrors in the previous session but that the spoons are effectively creating curved mirrors - a mirror that bulges

Lesson 4: Changing faces

Considering how a self-portrait could represent something important about an artist; experimenting with materials

Computing:

Mars Rover (1)- Lesson 5:

Recap and recall

Main event: work through powerpoint from kapow.

Complete the worksheet of binary as text.

Geography:

Lesson 5: How can we persuade people to protect biomes?

What are good reasons for protecting biomes?

What are good reasons for

PSHE

Celebrating Difference

Take a look at the 'Celebrating Difference' pictures on the Jigsaw Portal. Write down what you see in the pictures. In the first picture do you think the difference could be a source of conflict? What about picture number two, do you think the difference could be a cause for celebration? Look at the set of cards that has a 'difference' printed on each. Choose one difference to focus on and create a story line that will nicely display the 'difference' you have chosen.

The three focus points of this will be:

1. Set up a scenario in which the difference is the source of conflict e.g someone who is not disabled parks in a disabled space at the shopping centre blocking its use.

outwards is a convex mirror, while one that curves inwards is a concave mirror. While convex mirrors show things the right way up and usually smaller, in a concave mirror you will either look bigger and the right way up (if you are close to the mirror), or smaller and upside down if you are further away. Explain that in theatres mirrors, including concave and convex mirrors, are often used to create effects. Chn will be investigating convex and concave mirrors as well as plane mirrors. See guidance on Hamilton. Yr6 chn are to then attempt to draw a ray diagram to show the effects of concave and convex mirrors and to list possible suggestions for use in a theatre.

and techniques, and recording ideas in sketchbooks.

Throughout the week we'll take pictures of the children to use for this lesson.

<https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/year-5-painting/lesson-4-changing-faces/>

MUSIC

Before the lesson: Watch teacher video – Blues scale

Attention grabber: Display the *Presentation: Improvising with the Blues scale*. Hand out instruments to the children as used in Lesson 4. Revise how to play the Blues scale. Give the children some time to practice using glockenspiels. Use slide 5 to test the children's memory of the notes in the Blues scale.

As you click the mouse, the orange boxes will fade out, showing the name of the note.

Main event: Ask the children what they think the word 'improvisation' means. Explain that it means making things up as you go along. As an example, play a short section from the video on the link:

['SwissDutchManMusic - Piano Blues improvisation'](#) Explain that the person in the video has not written down the music that they are playing, but are just using the notes of the Blues scale and creating a tune as they go. Tell the children that they are going to have a

Use the support sheet to help you.

FRENCH

Before the lesson: Watch teacher video – *Ma famille extraordinaire!*

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: Display the presentation: *Vrai ou faux ?* Display slide 2, which shows a picture of the family introduced last lesson. Read out the first statement or play the audio file, and ask the class to vote, by putting up their hands, whether the statement is **vrai** – true or **faux** – false.

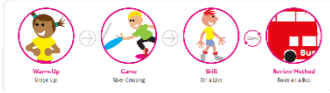
Main event: Display the Presentation: *Rainbow sentences*. Slide two sets out a series of words that make up sentences. Each sentence is in a different colour and the words in each sentence are jumbled up. Ask the children to work in pairs to rearrange the words for the different sentences and write them on their whiteboards. **Extension:** Ask children to create their own sentence for different family members. Challenge pupils to extend their sentences using the connectives, **mais -but** and **et** – and.

protecting your favourite biome?

In addition, complete your plan ready for your write up in the following session.

2. Create an event/incident in the storyline which challenges the conflict and needs to bring the two sides/people together, e.g. there is a power cut in the shopping centre and it has to be evacuated, the person who has parked wrongly helps the disabled person exit the centre.
3. Devise an ending to the story to show that their initial differences have been overcome and that this is a cause for celebration, e.g. the person who has parked realises they have been selfish so they decide to raise money for a disabled charity by doing a half-marathon.

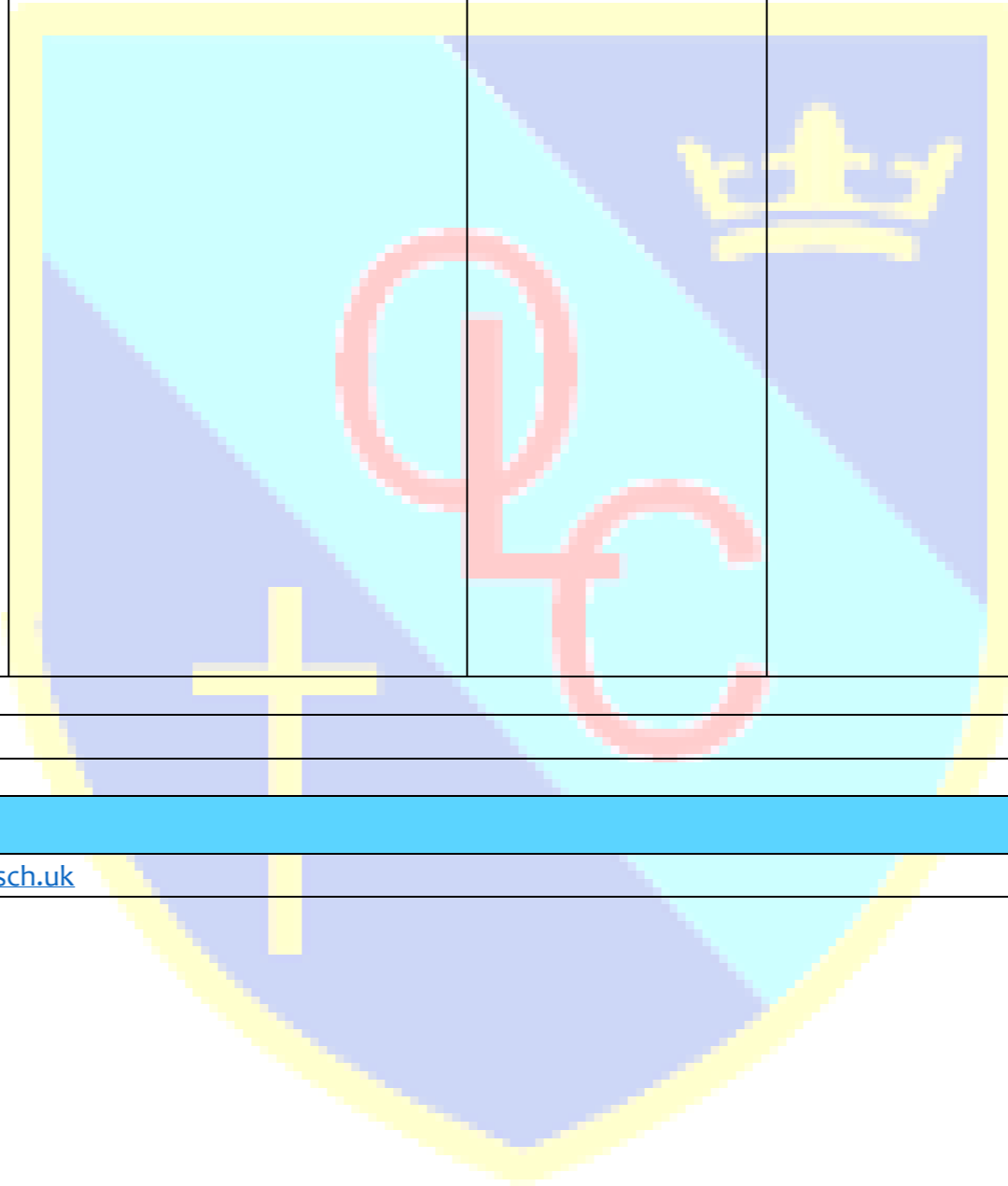
I can negotiate and collaborate appropriately.



squares. Instruction: Kids 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.

A	C	T	I	V	E
Wall-sit	Lunges	Jumping jacks	“I Don’t Know” Stretch	Squats	Jog on the Spot
Burpees	Bench Step-Ups	Cross-Country Ski	Slow Motion Lie Down	Knee-Ups	Leg Lifts
Bicep Curls	Arm Circles	Choose your own	Curli-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

ourselves a good chance to keep fit!



Homework:

Communicating with school

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