

**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- Tables and pictograms (Pages 82-83), Bar charts and line graphs (Pages 84-85)**

**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 2 (pages: 25-28)**

**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: Passive & active (B)**

**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


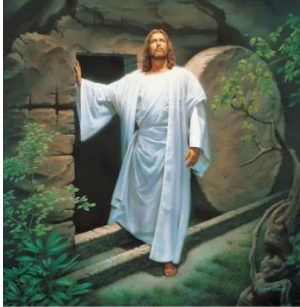
Kind regards,  
Mr Brennan and Miss Chick





OLC WEEKLY LEARNING PLAN

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

<b>Teachers:</b>	Mr Brennan Miss Chick	<b>Year:</b>	Year 6	<b>Date:</b>	22.04.2024
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>	EASTER	<p><b>LO: To understand what the ascension of Christ meant to the Apostles.</b></p> <p><b>Big Question:</b> What was more significant – the resurrection or the ascension?</p>	<p>This half term we are growing to be:</p> <p><b>Eloquent &amp; Truthful</b></p>	<p><b>LO: To dramatise the Ascension of the Lord.</b></p> <p><b>Big Question:</b> How should hope of eternal life change how we live our lives?</p>	
	<p><b>He Is Risen</b></p> 	<p>Children select a character and explore the story from the point of view of one of their chosen characters during the accounts of the Ascension of Christ. The children are to write a recount of the events from their characters point of view.</p> <p>Ask the children to try and address some of the following questions in their writing.</p>		<p>Children to read and to dramatise the story of the Ascension of Jesus from the Acts of the Apostles.</p>	<p><b><u>Luke 24: 7</u></b></p> <p>“The Son of Man must be handed over to sinners, and be crucified, and on the third day rise again”</p>

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		<p>What was it like when you realised that Jesus was alive?                  What had your feelings been like previously?                  What are your beliefs about Jesus now that you have seen him alive?</p>			
 <b>Maths</b>	<p><b>Measure and classify angles</b>                  Pages 42-44</p>	<p><b>Vertically opposite angles</b>                  Pages 45-47</p> <p><b>Angles in a triangle</b>                  Pages 48-50</p>	<p><b>Angles in a triangle – missing angles</b>                  Pages 51-53</p>	<p><b>Angles in a triangle – Special cases</b>                  Pages 54-56</p> <p><b>Angles in quadrilaterals</b>                  Pages 57-59</p>	<p><b>Angles in polygons</b>                  Pages 60-62</p> <p><b>Circles</b>                  Pages 63-65</p>
 <b>English</b>	<p><b>LO: To plan a new monument to the Windrush generation.</b></p> <p>Recap the plenary from the end of the last session. Explain that children will be designing their own monument or statue to honour the Windrush generation. In order to have their monument erected, they will need to make a pitch to the local council to persuade them to choose theirs.</p> <p>Modelled writing:</p>	<p><b>LO: To appeal to the audience within the opening of a persuasive pitch.</b></p> <p>Vocabulary drop:                  Which other words are there for 'monument' or 'statue'? E.g. memorial, shrine, tribute, marker, image, figure, sculpture, installation.                  Can we add determiners/articles and adjectives to create noun</p>	<p><b>LO: To use the subjunctive mood within persuasive writing.</b></p> <p>If... were...                  Explain that the subjunctive mood can be used to express something that we want or hope for. We can use 'if' and 'were' (the past tense of 'to be').                  Explore how we might use the subjunctive mood</p>	<p><b>LO: To edit for cohesion.</b></p> <p>Adverbially linking:                  Explain that, in order to sounds as assured and persuasive as possible, it is important to be cohesive i.e. for points made to flow and link together. One way to do this easily and impactfully is to</p>	

Using a pre-prepared design, model creating labels which explain features of the monument using explanatory conjunctions.

The monument will be erected next to the station in order to...

It will feature a list of every occupation held by arrivals from the Caribbean so that...



Monumental design!

Children to use questions from yesterday's lesson to create a labelled design of their new monument or statue, using conjunctions and relative clauses to explain their choices. Conjunctions to explain: as, because, since, in order to, so that, Relative pronouns: who, which, that, when, where. Children to pair up and orally explain their new monument to a partner. Encourage them to explain reasons behind their choices using conjunctions and relative clauses.

phrases? E.g. this imposing installation, the statuesque sculpture, an impactful memorial  
Stand up, hand up, pair up: Children 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, exaggeration, modal verbs...

Agreed structure:  
Agree on an appropriate structure for the persuasive pitch. For example:

**Introduction**  
**Features of the new monument (location, design features, inscriptions etc)**  
**Closing statement**

Shared writing:

to express a formal desire a part of our persuasive pitch. Draw upon pronouns created at the start of the previous session.

If \_\_\_\_\_ (pronoun) were \_\_\_\_\_ (verb)...

If this imposing installation were built...

If the statuesque sculpture were erected...

Were a new, fitting tribute to be built...

Modelled writing:  
Model how the subjunctive mood might be incorporated into a closing statement at the end of the pitch.

If this impactful memorial were erected, it would provide an enduring reminder of the sacrifices that people of the Caribbean made towards ensuring that Britain could rebuild itself to its former glory.

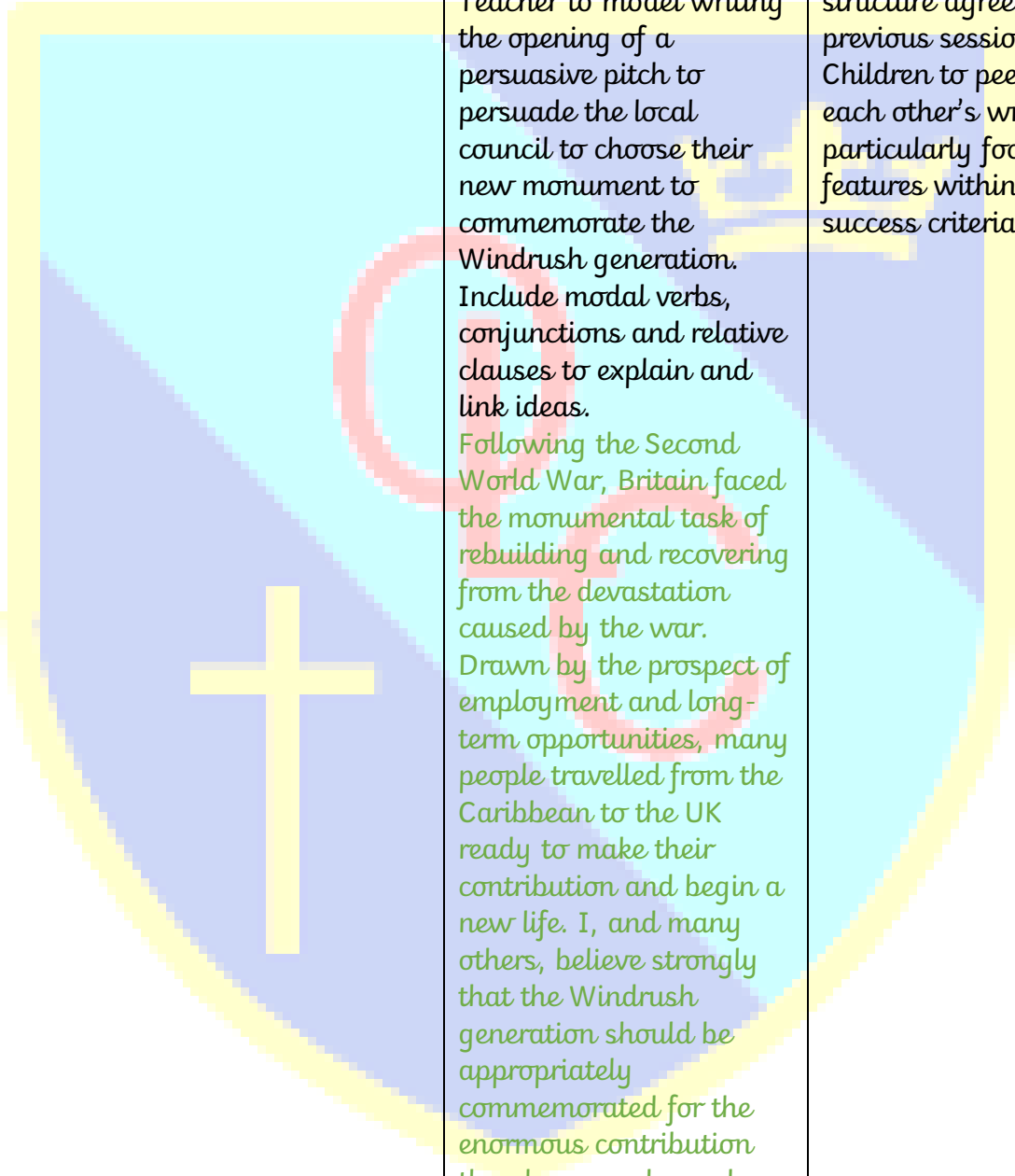
Children continue writing their persuasive pitches using the paragraph

use adverbs and adverbial phrases. Collate a list that could be used within the pitch. These could be sub-divided into those which express time/manner/place and those which are linking phrases. E.g.:


Time, Manner, Place:  
Following World War Two  
Upon arrival  
At the top of the structure  
Surprisingly  
Linking phrases:  
Not only that  
Additionally  
In further support  
Model how to edit for cohesion, building in adverbs and adverbial phrases at the beginning and within sentences to link ideas together.

A list of every occupation held by arrivals from the Caribbean will be displayed so that...

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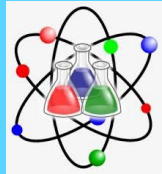
		<p>Teacher to model writing the opening of a persuasive pitch to persuade the local council to choose their new monument to commemorate the Windrush generation. Include modal verbs, conjunctions and relative clauses to explain and link ideas.</p> <p>Following the Second World War, Britain faced the monumental task of rebuilding and recovering from the devastation caused by the war. Drawn by the prospect of employment and long-term opportunities, many people travelled from the Caribbean to the UK ready to make their contribution and begin a new life. I, and many others, believe strongly that the Windrush generation should be appropriately commemorated for the enormous contribution they have made, and</p>	<p>structure agreed in the previous session. Children to peer assess each other's writing, particularly focusing on features within the success criteria.</p>	<p>At the top of the monument, A a list of every occupation held by arrivals from the Caribbean will be displayed so that... Allow children time to return to their own writing to edit for cohesion. Encourage children to use adverbs and adverbial phrases as in the teacher model. Pair children up to continue the editing process. Ask both children in each pair to read one piece of work at a time to edit for all points in today's and previous success criteria. Then swap over. Read to the end of the story and discuss children's thoughts about what happened to Leonard. Teachers may wish to hold additional, linked PSHE or History sessions to allow further opportunities for</p>
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		<p><i>continue to make, to British society.</i> Children to peer assess each other's writing, particularly focusing on features within the success criteria.</p>		<p>discussion and research.</p>
 <p><b>Spelling &amp; Handwriting</b></p>	<p><b>Year 6 Spelling words for this week:</b></p> <p>discrepancy discrepant extravagance extravagant hesitance hesitant hindrance participation participant relevance relevant remembrance substance substant sustenance tolerance tolerant vagrancy vagrant</p>	<p><b>Dictionary Corner:</b></p> <p>discrepancy discrepant extravagance extravagant hesitance hesitant hindrance participation participant relevance relevant remembrance substance substant sustenance</p>	<p><b>Year 6 spelling handwriting focus for this week:</b></p> <p>discrepancy discrepant extravagance extravagant hesitance hesitant hindrance participation participant relevance relevant remembrance substance substant sustenance tolerance tolerant vagrancy vagrant</p> <p><b>Put 5 of these words into sentences in context and spelled correctly.</b></p>	

tolerance  
 tolerant  
 vagrancy  
 vagrant

Put the words in context in sentences.



Humanities

**SCIENCE**

Go out into the school grounds and get chn to sit and observe nature. Chn can quietly write notes about things they spot. Back in the classroom ask chn what a natural scientist, or naturalist is (follow PowerPoint). Can chn name any scientists who are naturalists or animal behaviourists? What sort of behaviour or processes of animals and plants might be studied? Choose a well-known naturalists/animal behaviourists and complete a biographical

**Geography**

**Population**

**Lesson 2: How and why has population changed?**

How has the global population risen over the last several centuries?  
 Why has the population of the UK risen over the last several centuries?  
 How can improved healthcare affect population?

**Art**

**Lesson 3:**

**Computing**

**Bletchley park**

**Lesson 5: Computing Heros**

Watch teacher video to help understanding.  
**Recap and recall:** What can the children remember from last lesson?  
**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

**FRENCH**

**Exploring the French-speaking world**

Before the lesson: Watch teacher video – **Heading off**  
 Recap and recall: Before starting this unit, check that children can recall: How to describe the weather in French, including temperature, weather and compass points, some French-speaking countries worldwide and how to compare nouns by placing **plus/moins** and **que** around the adjective of comparison. Ask each child to complete the *Knowledge catcher* and explain that at the end of

**PSHE**

**Relationships**

**My Mental Health**

Look at the PowerPoint slide of the cycle of thoughts, feelings and actions (Jigsaw Portal) Here is an example of how this can be used:  
**Thoughts:** Someone posts a picture of themselves in their new outfit on Instagram. They get sent some mean posts about the picture with people making fun of them. They think, 'I hate who I am'.  
**Feelings:** This gives them sad and angry

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information: Name, area of specialism/type of scientist, qualifications/experience and what they are known for in particular. **Yr 6 add the significance and impact of their work (e.g. raising awareness, furthering scientific understanding, educating through public programming, conservation etc).** Now complete your propagated plant investigation: Take growth measurements and complete your table – use the data that you have collected to create a series line graph that includes all three sets of growth data. Take photographs of each plant. Compare your data and diagrams and decide which the most successful propagation was. Which other bit of a plant could you try and take a cutting from? Do you think it would

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 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

the world of computer science.

(Continued from last lesson)

**MUSIC**

**Songs of World War 2**

Attention grabber: Explain to the children that they are going to share what they know about World War II and particularly about music from that time. Invite the children to spend one minute writing down anything they know about WW2 on their whiteboards. If they think of something to do with music, they should underline it. Give the children three minutes to walk around the classroom, talking to each person they meet about their ideas. They should add any new things they discover to their own board. Ask the children to sit in groups of four and in their groups to decide on their top three facts. One fact

the unit, they will revisit it, adding more information in a different colour.

Attention grabber: Display the Presentation: Compass points. Display slide 1, showing a blank compass with markings for the four cardinal directions. Say the word for each compass point and ask the children to repeat it. In pairs, ask the children to discuss which label belongs to each compass point. Display slide 2, showing a compass with markings for the intermediate directions. Challenge the children to name each intermediate direction, using the four cardinal directions. Take feedback, click to reveal the answers and practise repeating all eight directions with the class. Play a game with the children where they use their arms as compass points. If you call out **le nord** – north, for example, the children put their arms up above their heads. For further challenge, call out the intermediate compass points and see if the children

feelings about themselves. ‘They feel stupid and embarrassed’.

**Actions:** They stop socialising with others at school. This leads them to think... ‘Nobody likes me’ and the cycle continues... Your task today is to read each of the scenario cards on the Jigsaw Portal and see if you can work out if a thought, feelings, actions cycle has started or is taking place. You can set your writing out like the example above. Are there any signs or clues that show this person might be in need of some help or advice because their worries are getting TOO BIG for them to manage? Can you suggest what the help or advice could be? Discuss the strategies in particular and make a list on the board of all



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grow? Discuss why it is important to understand how plants and animals live (we could help endangered species, we understand why particular habitats are important for survival of particular species, it increases our knowledge and understanding of living things, helps us improve conservation and look after the environment, etc). Remind children that in Y4 they found out what happens when habitats change or when one species is removed from a food chain. The survival of one species is important for the whole food web in that habitat. Studying and recording info accurately about the natural world helps us to understand and protect it. **Y6 to share ideas about the scientific implications of**

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:**

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**

must be about music. Invite the groups to present their facts to the class. Ask key questions (Kapow).

Main event: Display the *Presentation: Songs from World War II*. Go through slides 2-10, pausing for teacher-led discussion on new learnings. Share: [Pack up your troubles in your old kit bag](#) from World War I. Then share: [We'll meet again](#) from World War II. Discuss the two songs as a class. Give each pair a copy of the *Activity: Contrasting songs*. In their pairs, the children need to match up the correct musical descriptions for each song. You may want to play the songs again while they do this activity. **Extension activity** - Using the set of cards from the *Extension activity: Song cards*, ask children to pick one at a time and discuss whether this would have been a song from the era of WW1 or WW2. Ask key questions (Kapow).

Wrapping up: Share some of the group's answers to the

can point in the right direction.

Main event: Explain that the children will play a game giving directions on a treasure map. To do that, they will need to know how to say 'to the + [direction]' (slide 3). Display slide 4 of the *Presentation: Compass points* and hand out the *Activity: Treasure map* (one per pair) and a counter (one per pair). Use slide 4 to explain the game.

Wrapping up: Assign and label each wall of the classroom with a compass point. Ask a volunteer 'pirate' to stand at the front of the class and close their eyes. Hide some 'treasure' under one child's seat. The pirate then opens their eyes and chooses children, in turn, to direct them to the treasure. Children must give directions to the treasure in French. Instead of using **mètres**, use **pas** – steps.

the children's ideas so they can see there are many different options to try when something is starting to making us feel very sad or worried.

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naturalists' and animal behaviourists' work.

notes to explain the key features. This can be completed in sketchbooks or on larger paper.

When the children are happy with their designs, they can add some colour using coloured pencils.

*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.*

Activity: Contrasting songs and whiteboard ideas and finish the lesson with a class discussion on the day's learning.



Daily PE Activity

**REAL PE: UNIT 5 – Lesson 3**  
**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

**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

**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

**JUST DANCE – WAKA WAKA**

[https://www.youtube.com/watch?v=gVfgTw\\_W\\_JY](https://www.youtube.com/watch?v=gVfgTw_W_JY)

**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

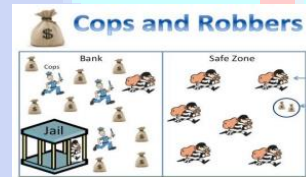
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activities. These are important, for example, to maintain balance when kicking a ball or taking off and landing a jump effectively in games and activities including basketball, netball, football and rugby.

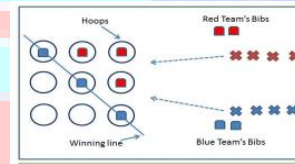
Perform and repeat longer sequences with controlled movements.

Apply a range of skills with consistency, linking actions together so that they flow. Use a combination of skills confidently in specific contexts.

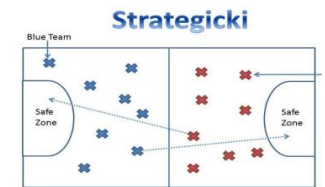
to jail and drop any money they are carrying. Cops can guard money and the jail. To get freed another robber must safely get to the jail without getting tagged and can free the caught robber by holding their hand. They are allowed to walk back to the safe zone without being caught. The game is over once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



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.



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.



### Homework:

### Communicating with school

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