

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- Equivalent fractions and decimals (Pages 37-38)

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 and punctuation test 2.

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: Semi colons and Colons (A)

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



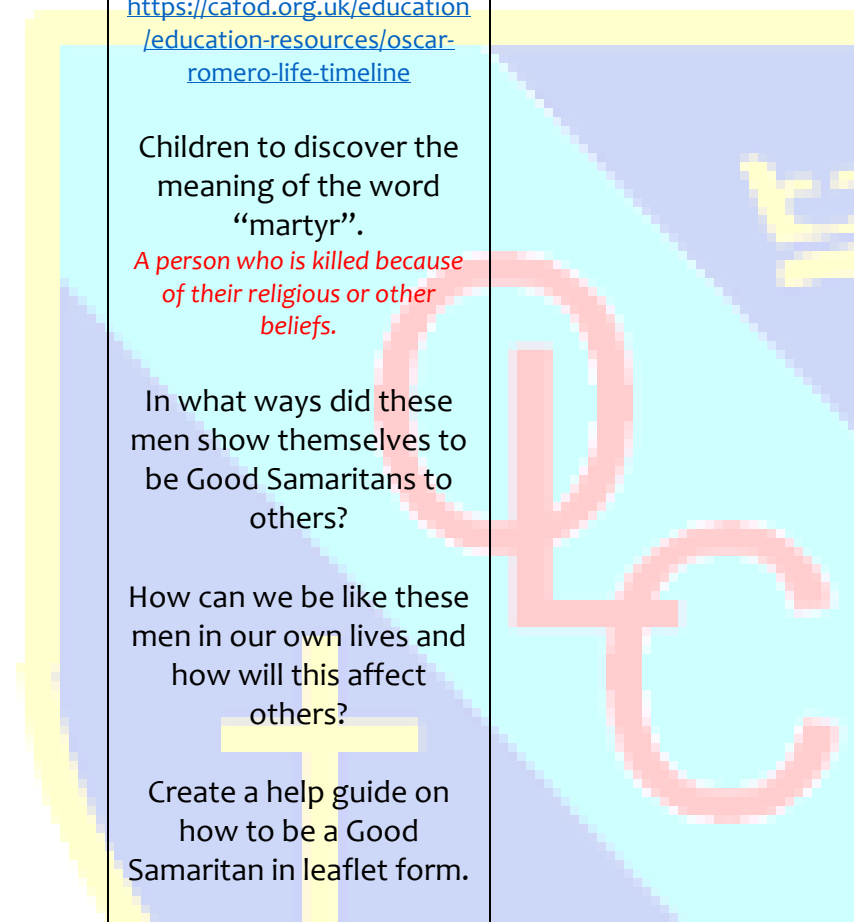

OLC WEEKLY LEARNING PLAN

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

Teachers:	Mr Brennan Miss Chick	Year:	Year 6	Date:	26.02.2024
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>	LO:	<p>LO: To know about the lives of St Maximillian Kolbe and Oscar Romero and how they are seen as ‘Good Samaritans’.</p> <p>Big Question: How can we demonstrate the examples of Maximillian Kolbe and Oscar Romero in our own lives?</p>	LO:	<p>LO: To know that Lent is a season of repentance and that the ashes used on Ash Wednesday symbolise our desire to change to be more like Christ.</p> <p>Big question: Why are the ashes an important symbol during the time of Lent?</p>	LO:
		<p>Introduce children to the lives of some of the saints who died to serve God and other people.</p> <p>Include here the story of St Maximillian Kolbe and the story of Archbishop Oscar Romero.</p> <p>https://www.vaticannews.va/en/church/news/2021-08/saint-maximilian-kolbe-martyr-august14-1941-80-years.html</p>		<p>New unit: Lent</p> <p>What is lent?</p> <p><i>Explore with the children some of the changes that take place in the different seasons of the year (e.g. contrast Autumn and Spring)</i></p> <p><i>Recall previous learning about Lent and remind the children that just as the seasons of the year change, Christians use the Season of Lent as a time to try to grow and change to be more like</i></p>	

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		<p>https://cafod.org.uk/education/education-resources/oscar-romero-life-timeline</p> <p>Children to discover the meaning of the word “martyr”. <i>A person who is killed because of their religious or other beliefs.</i></p> <p>In what ways did these men show themselves to be Good Samaritans to others?</p> <p>How can we be like these men in our own lives and how will this affect others?</p> <p>Create a help guide on how to be a Good Samaritan in leaflet form.</p>		<p>Christ.</p> <p>What is ash Wednesday? Use a variety of dictionaries to explore definitions of “repent”. Investigate alternatives to “repent”. https://www.bbc.co.uk/bitesize/guides/zqttdxs/revision/4</p> <p>Create a Lent poster that includes all the symbolisms of lent: Ash Wednesday, Palm Sunday, Lenten promises, Repent, Reconciliation.</p> <p>Key words: <i>Lent, repent, healing, forgiveness, reconciliation.</i></p>	
 <p>Maths</p>	<p>Understand percentages Pages 100-102</p>	<p>Fractions to percentages Pages 103-105</p>	<p>Equivalent fractions, decimals and percentages Pages 106-108</p>	<p>Order fractions, decimals and percentages Pages 109-111</p> <p>Simple percentage of an amount Pages 112-114</p>	<p>Percentage of an amount- 1 per cent Pages 115-117</p>


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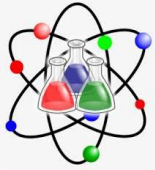
English

<p>LO: To write a report with bias</p>	<p>LO: To imagine an event from the perspective of one character.</p>	<p>LO: To imagine an event from the perspective of one character.</p>	<p>LO: To use adverbials to create cohesion</p>	<p>LO: To use adverbials to create cohesion</p>
<p>Activity – You are the lawyer for the pigs. Write the defence case for the pigs with a strong bias based on the previous days plan. Children to write independently with peer editing to support.</p> <p>Continuing on from Friday.</p>	<p>Watch the video again up to 1:34 and ask the children to think about what the main events were in the story, up to the death of the wolf. Once the children have watched the video, model creating a timeline, outlining the main events as they appear in the video. What do we know about what actually happened in the time leading up to the wolf's death? You may want to give the children events to sequence on the timeline, for example:</p> <ul style="list-style-type: none"> • The wolf was found dead in the third little pig's home • The first pig's house was blown down • The second pig's house was blown down • The wolf was spotted using an asthma pump on the bus <p>What can we infer must have happened, based on what we learn later in the</p>	<p>Continuing from yesterday.</p> <p>What do you think the wolf's side of the story might be?</p> <p>Model creating a separate timeline, mirroring the one created in the first lesson, outlining the main events in the story from the wolf's perspective. You may want to use a third colour for this timeline, e.g. I was nearly run over by a car driven by one of the three little pigs.</p> <p>They accused me of not looking where I was going when I crossed the road.</p> <p>They began to spread rumours about me and tell others I was not to be trusted.</p> <p>Children to continue creating a timeline of events from the wolf's perspective up to his death.</p> <p>You then need to create a list of questions that their timelines will need to</p>	<p>Children arrive to see that there has been a letter left by the wolf.</p> <p>You may want to present the wolf to the children as someone who would have written using a very formal tone.</p> <p>Read the letter aloud and tell the children that the letter has been ripped and the rest of it has been lost (perhaps evidence destroyed by a pig with a guilty conscience?).</p> <p>They are going to write the rest of it so that the wolf's story can be heard.</p> <p>Remind them of the timeline that they created from the wolf's perspective in the previous session. Model adding in adverbial phrases and clauses on PowerPoint.</p> <p>Remind the children that adverbials can tell you when, where or how the verb happened and that they can</p>	<p>Continue your Letter from yesterday.</p>

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		<p>video? You may want to record these on the timeline in a different colour, e.g.:</p> <ul style="list-style-type: none"> • The three little pigs were struggling to keep up with their mortgage repayments • The wolf and the three little pigs had some kind of altercation • The three little pigs decided to destroy their houses to collect the insurance payments • The wolf fell down the chimney of the third little pig's house. <p>You will use these timelines tomorrow to create another timeline for the wolf.</p>	<p>answer, as a guide to ensure that they include all of the key information, e.g.</p> <p>What was the wolf actually doing when the pigs' houses were destroyed?</p> <p>Why was he trying to climb down the third pig's chimney?</p>	<p>go at the beginning of or within the sentence.</p> <p>Children to create their own adverbials to link the ideas on their timelines of the events from the wolf's perspective.</p> <p>Model continuing the letter, using the adverbials and the ideas from the wolf's timeline and maintaining the formal tone from the portion of the letter that the children read earlier in the lesson, (See PowerPoint).</p>	
 <p>Spelling & Handwriting</p>	<p>Year 6 Spelling words for this week:</p> <p>accommodate activate appreciate captivate communicate exaggerate hyphenate motivate classify falsify</p>	<p>Dictionary Corner:</p> <p>accommodate activate appreciate captivate communicate exaggerate hyphenate motivate classify falsify</p>			<p>Year 6 spelling handwriting focus for this week:</p> <p>accommodate activate appreciate captivate communicate exaggerate hyphenate motivate classify</p>

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	<p>glorify horrify intensify simplify solidify advertise criticise equalise familiarise fossilise individualise popularise recognise</p>	<p>glorify horrify intensify simplify solidify advertise criticise equalise familiarise fossilise individualise popularise recognise</p> <p>Put the words in context in sentences.</p>	<p>falsify glorify horrify intensify simplify solidify advertise criticise equalise familiarise fossilise individualise popularise recognise</p> <p>Put 5 of these words into sentences in context and spelled correctly.</p>		
 <p>Humanities</p>	<p>SCIENCE</p> <p>Take a look at the botanical illustrations and the gallery questions (Hamilton). What is the difference between botanical illustrations and normal paintings? Explain that these are scientific illustrations and are created as a scientific record. Why might these be better than using photographs for Science? All the info is together and the artist can include detail and features</p>	<p>Geography:</p> <p>Lesson 2: What tools do geographers use for fieldwork?</p> <p>What is a field sketch and how does a geographer make one?</p> <p>What is the difference between quantitative and qualitative data?</p> <p>What is a questionnaire?</p> <p>What is a survey?</p>	<p>Computing:</p> <p>Mars Rover (2)-</p> <p>Lesson 6: Assessment.</p> <p>MUSIC</p> <p>Attention grabber: Show the class the Presentation: The first slide requires you to click to display the question (What do you think of when you hear the term 'Pop Art?') and then five possible answers. The second and third slides point out the similarities</p>	<p>FRENCH</p> <p>Before the lesson: Watch teacher video – Weather phrases</p> <p>Recap and recall: Display the <i>Presentation: Odd one out</i>. For each slide ask the children which word is the odd one out and why.</p> <p>Attention grabber: Play the video on link: BBC Bitesize - Not again Farley - Weather from approximately 0:41. To</p>	<p>PSHE</p> <p>Drugs</p> <p>Take a look at the definition of a drug (on the Jigsaw Portal) and think of as many different drugs as you can. Drugs can be split into four groups: restricted, unrestricted, prescribed and illegal. Take a look at the resource on the Jigsaw Portal to learn what each of these mean. Using the list of drugs you came up with and the four categories, group</p>

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that a photo can't. Explain that children are going to create examples of botanical (and zoological) illustrations during this block to be submitted for an 'Excellence in Scientific Illustration' award.

Watch <http://www.bbc.co.uk/education/clips/zcwk39q>

only until 3:15

To establish current knowledge and understanding, give children a few minutes to try to label the blank flower. Share thoughts and note misconceptions. Share the key facts sheets and look at the complete diagram (Hamilton).

Watch <http://studyjams.scholastic.com/studyjams/jams/science/plants/flowers.htm>

Compare the life cycle of flowering plants diagram (Hamilton) with the botanical illustrations, noting the aspects of the

ART

LO: To plan an installation that communicates an idea.

Designing an installation with a strong concept; considering how the space chosen, materials used and arrangement of elements affect the viewer.

Children this week will design their own installation with a message.

<https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/year-5-3d-and-sculpture/lesson-4-creative-concepts/>

between famous Pop Art and the musical idea of theme and variations. Main event: Display the Presentation: Theme and variations game. The slides take you through practising a rhythm, and matching it to different colours from the teacup pictures. Give the children the Activity: Variations game to remind them of the actions. Following the presentation, divide children into groups of five. Give the 'playing cards pack' to each group. Each group will devise their own actions or variation for each colour picture. Ask the children to assign each colour card to each member of the group, and decide on an order in which to perform the pictures. Each group shows the class their performance.

encourage active listening, ask the children to raise their hands if they hear any words they have come across before. Ask the children to give feedback briefly on words that they heard.

Main event: Display the Presentation: Weather phrases and use slides 1–9 to introduce the class to the weather-related vocabulary. Do this verbally, using the images and symbols and your own chosen mimed actions as clues to the meanings of the words. Slides 10–27 show one of the weather symbols already introduced to the children, with the first part of the weather phrase. For each symbol, see if the children can fill in the gap. Check the answer on the following slide. Display slide 28 and play **Répétez si c'est vrai** – Repeat if true (rules on Kapow). Hand out the Resource: Weather symbols (one between two). Working in pairs, one child in each pair points to a symbol and asks their

these drugs using the resource on the Jigsaw Portal with the four boxes (Drugs Groups).

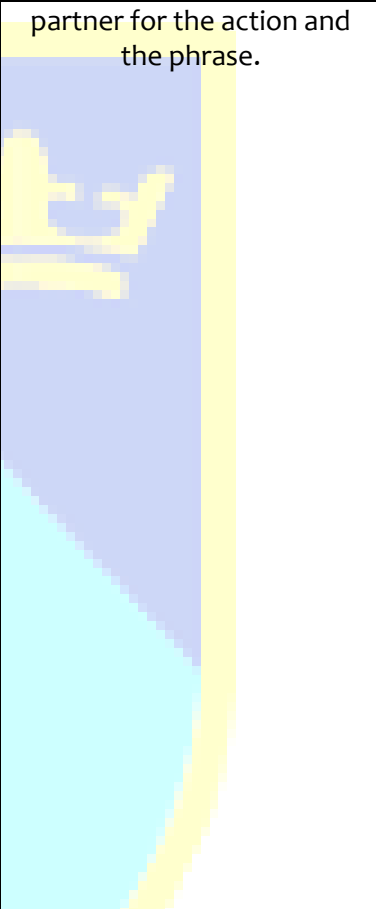
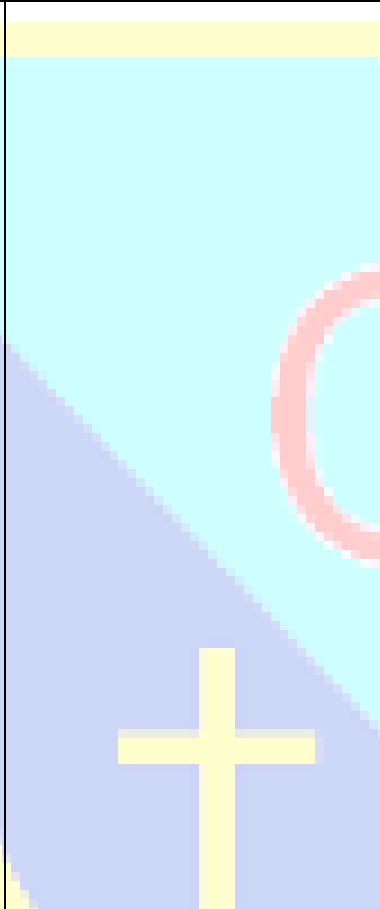
Have a think... Why do people take drugs? Even if they know that they have lots of dangerous effects. Why do people want to sell drugs knowing that they cause people harm? Can you suggest ways that people could help make themselves feel better without taking drugs? Come up with a list of 'alternatives' to drugs.

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life stages represented in the illustrations. Chn begin dissecting a flower, following guidance sheet (peony, perennial geranium, gladiolus, wallflower). **Ask Y6 chn to suggest and note down enquiry questions** (e.g. what do the reproductive features of a flowering plant look like?).

Once finished dissecting, chn are to draw their flower in detail as a complete plant as well as the various parts once dissected (see Linnaean illustrations).

Chn must label their drawing and give details about the process a flower goes through to reproduce.



partner for the action and the phrase.



Daily PE Activity

REAL PE: UNIT 4 – Lesson 1
Creative

In this unit, the children will develop and apply their seated balance and floor work balance through

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

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

<https://youtu.be/xRdIVV-B1ow>

The challenge is to complete as many press ups as you can in 30 seconds.

If you have to do them with your knees on the floor then you need to half your total

<https://youtu.be/7cLHW-JrJNg>

The challenge is to complete as many sit ups as you can in 30 seconds.

You can do them with your feet underneath something (such as a chair or the sofa)

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focused skill development sessions, modified/non-traditional games and sports and healthy competition.

cards by copying, cutting, pasting and creating additional activities and placing them in different 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	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

doesn't help our daily progress. So your challenge is to get in **at least** 4000 steps (2 miles) at playtime and lunch time each day to make sure we're giving ourselves a good chance to keep fit!

score when you send me your results.

See if you can beat Mr Sturgess' score of 30 press ups in 30 seconds.

or with someone standing on your feet.

If you do them without any support (like Mr Sturgess), they are much harder and you need to double your total score when you send me your results.

See if you can beat Mr Sturgess' score of 19 sit ups in 30 seconds

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Homework:

Communicating with school

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

