

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- Scaling (Pages 44-45)

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 C: Spelling test and puzzle (Pages 56-58)

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 and Active (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:	22.01.2024
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>	<p>UNIT 5 - BAPTISM</p> 	<p>What do some of the promises that are made at Baptism mean? Which is the most important in your opinion?</p> <p>Explore the Order of the Sacrament of Baptism. Recall that the Holy Spirit descended upon Jesus at his Baptism.</p> <p>Explain that this is also given to those being Baptised.</p> <p>Focus on the words and actions of this Sacrament and build further on the work of previous years.</p> <p>Explore some of the promises that are made at Baptism. What do they mean?</p> <p>Create a piece of writing where the children identify moments of blessing, prayers, signs and symbols and write about them in-depth.</p>	<p>SAINTS FOCUS</p> <p>This week's saints focus brings us to Saint Paul the Apostle. Read through the life of the Saints and pray together:</p> <p><i>Saint Paul, after you encountered Jesus, you changed your life and became one of the most zealous evangelists in the history of the world. Please pray for me, that I may embrace the same zeal you had and allow Jesus to convert my soul as fully as you allowed Him to convert you.</i></p>	<p>Imagine you had gone to John for Baptism. If you had they been there, how might you have viewed John?</p> <p>Find the Gospel reference for the Baptism of Jesus. Is it in more than one Gospel?</p> <p>Compare and contrast the different accounts.</p> <p>Children to imagine they had gone to John for Baptism. If they had they been there how might they have viewed John? What would you have told the neighbours when you got home?</p> <p>How might John have felt about his special role and responsibility?</p> <p>Did he fit in with the crowd or was he different from them? Think of his clothes and</p>	<p>GOSPEL VALUE CATHOLIC SOCIAL TEACHING</p> <p>COMPASSIONATE AND LOVING</p> 

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			<p><i>Saint Paul, pray for me. Jesus, I trust in You.</i></p>	<p>the things he ate. How do we react when we are in close contact with people who are different? Write an account of John's arrival at the River Jordan from John's point of view and the reaction of the people at that time.</p>	
 <p>Maths</p>	<p>Form expressions (Pages 41-43)</p>	<p>Sustitution (1) (Pages 44-46)</p>	<p>Sustitution (2) (Pages 47-49)</p>	<p>Formulae (Pages 50-52)</p>	<p>Form and solve equations (Pages 53-55)</p>
 <p>English</p>	<p>LO: To use question tags to show uncertainty.</p> <p>Create a class brainstorm listing as many contractions as you possibly can. Explain to children that a powerful way to show uncertainty is to use question tags. My father must be able to help. Model adding the question tag:</p>	<p>LO: To use the subjunctive to give advice.</p> <p>Children add the suffix -ious to the following words to create adjectives: poison, infection, caution, malice, ambition, vice Read Part 3, Read to page 118 "I don't look back. I can't help." Why does the wolf-cub leave The Wild?</p>	<p>LO: To use 'show not tell' to describe what someone is feeling.</p> <p>Shared reading: Read chapter 16 from page 119 – children can start adding notes to their map for Wind's Edge. Continue reading to page 138. What do you think about Polly? How would you describe her? What do you think happened to her parents? I'm not Well!</p>	<p>Children write this segment of part 3 from Polly's perspective. Encourage children to use 'show not tell' to describe how Kester is feeling. Go over the conventions of dialogue. How would Kester communicate his illness? What dialogue would Polly say and what would she be</p>	<p>LO: I can use relative clauses in dialogue.</p> <p>Shared reading: Read chapter 19 (page 139) Why is Polly so knowledgeable about plants? What do you think is happening to Kester's watch? At the end of the chapter, ask children their predictions about the car pulling up outside? Whose is it? What might happen next?</p>

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My father must be able to help, mustn't he?

Children write a short diary entry in the role as Kester. Encourage children to use the present perfect tense. Children also use tag questions to show Kester's growing uncertainty about their mission. Read to the cliff hanger at the end of Part 2.

What happened to his father and why does he not avenge him?

What do you think is wrong with Kester?

Could he have the "berry-eye"?

What are his symptoms?

Kester is in a world of confusion and doesn't know what is wrong with him.

Explain to children that we are going to write a medical letter that will be posted out to all the inhabitants of The Island helping them diagnose themselves.

The Facto Medical Association: List with children the symptoms of red eye. We need to write a formal letter in role as the Facto Medical Association and we will use a colon to introduce this list. The subjunctive tone is a very formal way to give advice and it can be achieved in many ways. It however often helps to give out sentence stems to support children and to explain that we are using the imperative form of the verb. The subjunctive is often used to emphasise urgency or


What are the range of things Kester will be feeling? How will he show these? In pairs, role play these emotions in preparation for tomorrow.

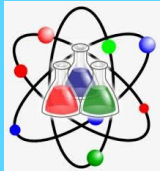
thinking? Ask children to role play scene again without cards and do thought tapping. I steady my rifle and ask the boy assertively, "Why are you here? Are you a kidnapper?" He just looks at me whilst holding his stomach and breathing deeply. As we look over our dialogue, could we omit the 'whilst' conjunction? What affect does this have on the sentence? Children experiment with omitting the conjunction and using present progressive tense.

Read chapter 20 (page 145). In this chapter we are introduced to one of the main antagonists – Captain Skuldiss. What is unusual about his crutches? What do you think happened to his arms? What is unusual about the way he speaks? Important that the teacher or a confident reader model reading parts of his dialogue.

As reading identify the strange words that Captain Skuldiss uses e.g. "wetted", "childrens", "boy-childrens", "kiddiewinkies" etc. How does the author make us feel uneasy immediately about this character? He always seems to be over friendly whilst doing something sneaky or being slightly aggressive or threatening. Write on board: Captain Skuldiss says, "Hello my childrens." Let's add a relative clause here to add more information: Captain Skuldiss, who taps his crutch loudly on the steps, says, "Hello my childrens." This is an excellent way to build characterisation through dialogue. Ask children to

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		<p>importance, e.g. If your symptoms include: The Association suggest that you leave straight away. It is essential that one take precaution. The Association recommend that you contact us. Model also taking out the word 'that' to add a heightened sense of urgency. Can children use any of the spelling words from the warm-up in their report?</p>			<p>experiment with the order of the relative clause. Children write their own dialogue. It will be a challenge for children to keep this in present tense as it's written in the book, so perhaps make this optional. Children experiment with omitting the relative pronoun: Captain Skuldiss, tapping his crutch loudly on the steps, says, "Hello my childrens."</p>
 <p>Spelling & Handwriting</p>	<p>Year 6 Spelling words for this week: currencies delicacies inconsistencies prophecies glacier Science ancient conscience efficient proficient Sufficient caffeine either neither protein seize</p>		<p>Dictionary Corner: Put the words in context in sentences. currencies delicacies inconsistencies prophecies glacier Science ancient conscience efficient proficient Sufficient caffeine either neither protein seize</p>		<p>Year 6 spelling handwriting focus for this week: currencies delicacies inconsistencies prophecies glacier Science ancient conscience efficient proficient Sufficient caffeine either neither protein seize</p>



Humanities

SCIENCE

You have been set a circuits challenge by the NSAA to complete but you only have 10 minutes to complete the challenge – in that time you also need to ‘repair’ the non-working circuits! (Hamilton). **Challenge able Yr6 chn to also draw a broken parallel circuit for other Yr6 chn to ‘fix’.** Explain that the NSAA was impressed by the ideas boards and annotated diagrams, but want to know that the chn really understand the workings of circuits and can represent their design through technical circuit diagrams. Chn will need to ensure that the circuit diagram of their design is accurate so that curators and installers can interpret them when they exhibit the installations. Explain that the NSAA not only wants them to create an accurate diagram of their circuit but also want an

Computing

Mars Rover (2)- Lesson 3

LO: To identify and explain the fetch, decode, execute cycle.

Recap and recall
BINGO!

Watch the video:
<https://www.jpl.nasa.gov/edu/learn/video/mars-in-a-minute-how-do-rovers-drive-on-mars>

Work through the powerpoint: **attention grabber.**

Watch video:
<https://www.jpl.nasa.gov/edu/learn/video/mars-in-a-minute-what-happens-when-the-sun-blocks-our-signal/>

Geography:

Lesson 4: What can we learn from Curitiba?

Why was it sustainable to make the centre of the city pedestrian?

How are the parks in Curitiba sustainable?

How is Curitiba’s public transport system sustainable?

MUSIC

Before the lesson: Watch teacher video – Create your own musical

Attention grabber: Explain to the children that the class is going to create a musical called, ‘The Journey’. The children will work in groups of six, and each group will create a scene, which should include spoken dialogue,

FRENCH

Before the lesson: Watch teacher video – **Where do adjectives go in French?**

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: Which adjective is right?* Go through slide 2 and introduce the children to the new clothes words. Say or play the audio file and get the children to repeat the word.

Main event: Go through slides 3 – 7 and remind the children of the vocabulary and the position of the adjectives. Show slides 8-11 and explain the different grammar rules for adding adjectives in French (rules are explained on Kapow). Using slides 13 -15, read out

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

PSHE

Helping to Make a Difference

Take a look at the photo cards from last lesson (Jigsaw Portal) as a reminder of the issues people across the world experience. What are some of the charity events you have seen on TV or been a part of that helped raise money for people in need? Think about who you might like to support or to hold an event for. It might be that you want to raise money for a global, national or a more local charity significant to you currently. Your challenge this week is to use the planning template on the Jigsaw Portal to help you plan and design an event or project that can raise money for your chosen charity.

This could be:

- 1) A sponsorship task
- 2) An event, e.g. a bake sale

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explanation of how each component works and **how resistance plays a key role in the design (Yr6).**

The NSAA have therefore asked you to annotate your circuit diagram, explaining how each component works. For example, do you know how a bulb works? Watch this clip to find out - <https://www.youtube.com/watch?v=MYB8butQwQ&t=24s>

Now it is time to create your circuit diagram (**with 'resistance' annotations from Yr6**). You also need to explain whether your bulbs, buzzers and motors will be highly powered, or of a more subtle power (for effect), and how this can be interpreted from the diagrams (voltage of batteries and components). Show chn the circuit diagram symbols on whiteboard and challenge them to create a circuit diagram as a 'blue print' for their design. Remind chn to refer back to their success criteria. Get each gp to

Read through PowerPoint on computers.

Group challenge:

Working in groups of three, one pupil will be told the task their group needs to achieve, which they will then need to break down into smaller steps.

Each group's challenge is to draw a house with a red roof and a blue door and then place it on the teacher's desk.

However, only Pupil 1 knows the full task. They can only speak to Pupil 2 in their group, who then relays the message to Pupil 3 to execute the instructions. In terms of the cycle, the children's roles are:

dancing and a song. Give the groups time to discuss initial ideas for the group's scene, making sure the scene will tell a story. Ask the key questions to help pupils with their ideas (on Kapow). Main event: Challenge the groups to create a book musical theatre scene, thinking about what the story behind it will be and how to create the right feeling. Another option is that the groups create a jukebox musical theatre scene, using existing songs (choose from the examples on Kapow). The groups start by deciding who each of the characters are and what happens in their scene (see Kapow for some examples). Check each group's plan at this stage to make sure that they aren't attempting too much (or too little) in their scene. Once the groups have worked out the storyline and the characters, they need to work on the dialogue and lyrics. As soon as the dialogue is written, they must work on choreographing a simple dance routine and practising

the noun, emphasising the article **un, une** or **des** and ask the children which is the correct adjective. Click the mouse for the incorrect adjectives to disappear. Then explain to the children that **il porte ...** and **elle porte ...** mean he wears... and she wears.... Display slides 16 – 21 and complete the matching phrase exercise as a class. Each slide shows three pictures, only one of which is the correct one to match the sentence.

ART

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

LO: To problem-solve when constructing 3D artworks.

Exploring everyday objects to create an installation, considering how ordinary spaces can be transformed and trying alternative solutions as they construct their artwork.

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include their summary explanation of the impact of their power levels on the various components in the circuit.

Child 1: Fetch

Child 2: Decode

Child 3: Execute

Remind pupils to only do exactly what they have been instructed to.

Computer room not needed for session.

their performance. It is recommended that some performers focus on acting, some on singing and some on dancing, according to how confident each performer feels.



Daily PE Activity

REAL PE: UNIT 3 – Lesson 3
Cognitive

Make Good Decisions

I can explain what I am doing well and I have begun to identify areas for improvement.
I can use awareness of space/others to make good decisions.
I can develop methods to outwit opponents

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 work in teams of two or three. Place individual activity cards face down in the centre of the gym.

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 **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!

<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 score when you send me your results.

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

<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) 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.

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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

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

Homework:

Communicating with school

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