

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- Area (Page 60), Perimeter and Area (Pages 61-62).

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- Spelling test, puzzle and score sheet (Pages 18-20)

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: Hyphens, Dashes and Bullet points (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.


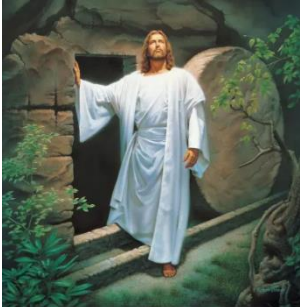
Thank you so much for your support. Please do come and see us if you have questions

Kind regards,
Mr Brennan and Miss Chick





OLC WEEKLY LEARNING PLAN

Teachers:	Mr Brennan Miss Chick	Year:	Year 6	Date:	8.4.2024
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>	EASTER	<p>Big Question: What is the meaning of each symbol on The Paschal Candle?</p> <p>LO: To understand the meaning of the Paschal Candle and its significance at the Easter Vigil.</p>	Gospel Values	<p>Big Question: Why is the Easter Vigil the most important festival of the Christian Year?</p> <p>LO: To understand why the resurrection of Christ is God's most powerful act.</p>	
	<p>He Is Risen</p> 	<p><i>Service of Light:</i></p> <p>Explore with the children the blessing of the new fire at the start of the Vigil. What are some of the qualities of fire? Brainstorm important words (e.g. strong, powerful, bright, etc.) by drawing a flame in the middle of your page and writing the words around it.</p> <p>What might this tell us about the Resurrection of Jesus?</p> <p>Children to look at the Paschal Candle.</p> <p>21 Paschal Candle - Chuck Knows Church (youtube.com) 0:35 - 1:41</p> <p>Highlight the words used as the cross is cut into the candle and the letters Alpha and Omega are traced at the top and the bottom. What do these words tell us about Christ? Is he just</p>	<p>This half term we are growing to be:</p> <p>Eloquent & Truthful</p>	<p>Liturgy of the Word:</p> <p>During the Easter Vigil we listen to lots of readings from the Old Testament about what God Our Father has done for his people and we listen to one of the Gospel accounts of the Resurrection. https://lectionary.library.vanderbilt.edu/texts.php?id=131</p> <p>Spend a good portion of the lesson looking at the readings of the creation of the world from the Book of Genesis, the exodus of the people of Israel from the Book of Exodus and an account of the Resurrection from one of the four Gospels.</p> <p>Why do you think that these readings are chosen for the celebration of Easter?</p>	<p>Luke 24: 7</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>like anybody else? What makes him so different? Notice that the current year is put inside the cross on the candle. Why do you think this is done?</p> <p>Explore with the children that this reminds us that Christ is Risen now and that it is in this moment of time that Christians can share in his life.</p> <p>Can the children remember the meaning of the five nails in the candle? What is the link with the crucifixion of Jesus? Highlight the words as the nails are put into the cross.</p> <p>Draw the Paschal Candle in your books and annotate it with the information you have learned in today's lesson.</p>		<p>Reflect with the children on how these readings reveal the powerful work of God the Father in the world and that the Resurrection of Jesus from the dead is God's most powerful act.</p> <p>Children now need to explain why the resurrection of The Lord is Gods most powerful act. This can be done in the form of written paragraphs, a leaflet or an information poster. Explain what it meant for mankind and most importantly, mankind's future from that moment. How does the Jesus' sacrifice and resurrection effect our lives today?</p>	
 <p>Maths</p>	<p>Interpret line graphs Pages 6-8</p>	<p>Draw line graphs Pages 9-11</p>	<p>Advance bar charts Pages 12- 14</p>	<p>Understand and complete pie charts Pages 15-17</p>	<p>Read and interpret pie charts Pages 18-20</p>
 <p>English</p>	<p>LO: To analyse a range of information and consider its impact.</p> <p>As children enter the classroom have the piece of music 'London is the Place for Me' by Lord</p>	<p>LO: To extract and sequence events chronologically.</p> <p>Read the Prologue and discuss the following questions: What do we know about the narrator? How old are they? Where are they? What is</p>	<p>LO: To write an informal letter in role.</p> <p>Read chapter 3 aloud to the class. Highlight the phrase 'I felt I lived in a very special place'. List all</p>	<p>LO: To prepare a poem to read aloud.</p> <p>Read chapters 5, 6 and 7 to the class. Refer back to the continuum line from session 3 - where is Leonard on the line now? Why and</p>	<p>LO: To create a new version of a known poem.</p> <p>Provide children with a copy of the poem Windrush Child from the previous session. Notice</p>

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Kitchener playing. Listen to the lyrics and ask What is the story of the singer? Where is he from? Where has he travelled to? Why do you think he is singing the song?

Present children with a further range of artefacts. Allow children time to browse and study the information and images. What can you see? What are the main messages that come through?

What does it make you think? What questions do you have?

Mindful motives:

Ask children to consider the thoughts of a citizen from the Caribbean who has been presented with this information and decided to travel to the UK.

What might their motivations have been? Why have you decided to travel to the UK? What do you think it is going to be like? What persuaded you to go?

Children to complete a thought bubble to record their thoughts in role.

it like there? What do we know about where they are? What are they like? What do they want? How does this relate to any of the information we have been studying? Continue reading Chapter 1 and 2 aloud to the class. Discuss the fact that the author includes two timelines in these chapters - that of historical events and those of the main characters' family history.

Provide children with a timeline and selection of historical events included in the chapters (these could be cut up on cards for children to manipulate physically). Children to place events in chronological order by referring to the text and/or other sources of information.

Once historical events have been placed, ask children to slot events from the characters' personal history in between (possibly in a different colour pen). E.g.:



Discuss why Benjamin Zephaniah might have chosen to include information about Jamaica's history at the beginning of the story. What is the intended impact on the reader? What impact might it have on the rest of the story?

the things Leonard does to fill his time in Jamaica, for example trying different fruits, listening to nature, playing outside etc. Look at the following adjectives: independent, carefree, restricted, free, controlled, uncertain, natural. Ask children to place the adjectives on a continuum line from 'most free' to 'least free'. Which end of the continuum most refers to Leonard's life in Jamaica? Can you think of any other words to describe his existence on the island?

Instant publishing: Children to write an airmail letter in role as Leonard to his dad, telling him all about life in Jamaica and reminding him of some of the things he may be missing about home. Encourage children to ask questions about dad's new life in England, for example about his new job, the weather, the food and the royal family.

*Dear Dad,
It's Leonard! How are you?
How's life in England?
It seems strange*

how have things changed? On page 12, dad called Leonard a 'Windrush child'. What does this mean? Explain that performance poetry is an important part of Caribbean culture and poets often perform their work live in front of an audience. The poet uses their voice to bring the listener into the performance to make it a shared experience. Show a video of John Agard reading his poem 'Windrush Child' (this can easily be found online). Ask children to notice how he uses his voice to bring the audience in to the performance. Provide children with a copy of the Windrush Child poem. Play the poem again and this time ask them to use the following key to highlight where he uses emphasis in his voice.

Underline strong words

..... dotted underline for quiet or whispered words

▲ Triangle for loud words

↔ Arrow for extended words

Provide groups with a new copy of the poem and ask children to use the same key to prepare their own version of the poem to read aloud. Allow time for children to practice reading their poems aloud, using their notation as guidance. Invite groups of children to share their poetry readings with the class. Ask other children in the class to offer constructive feedback, referring to points from the success criteria, as well as suggesting how well they think they did in involving the audience in their performance.

the poet's use of repetition, inclusion of prepositions, memories from home and thoughts of the future. Teachers may wish for children to highlight these using a key. What examples of repetition are there? Which prepositions has John Agard used? What memories of the Caribbean has he included? What reference to the future does he make? Using a similar set of questions, ask children to work in pairs or small groups to gather ideas for their own version of the poem:

What will you use as a repeated line/phrase? Which prepositions will you use? Which memories will you include? What reference to the future will you make?

Shared writing: Children to create their own version of John Agard's poem using features and structure analysed as a class. Children could work in pairs or small groups to

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Encourage them to include information from the artefacts studied. Explain to children about the Empire Windrush: what it was, where it travelled, who was on board, why the people travelled. Ask children if they have heard of the Windrush before and invite them to share information or stories they have heard or possibly experienced.
NOTE: Teachers should be particularly mindful of any children whose families have been affected by the Windrush scandal.

that you're so far away and driving around all those rich people every day. How do they treat you? I bet they wouldn't believe it if they saw what the roads were like back home in Jamaica! Do you remember how they get washed away every time the hurricanes come? That probably never happens on the rich streets of Manchester.
Read chapter 4. How does Leonard feel about the news of moving to England? What does he imagine it will be like?

write their poems. New poems could be called Child of the Arosa Star in reference to Leonard from the story.
Child of the Arosa Star
At your back Child of the Arosa Star
mango trees wave in the cooling breeze
Over your head
Child of the Arosa Star
birds chirp and question why
All around you
Child of the Arosa Star
ocean waves propel you onwards...
Invite children to read their new versions to the class. Rest of class to offer feedback about the things they noticed and liked the most.

Year 6 Spelling words for this week:

- accompany
- achieve
- amateur
- conscience
- conscious
- curiosity
- determined
- embarrass
- equip(-ped, -ment)
- foreign
- guarantee

Dictionary Corner:

- accompany
- achieve
- amateur
- conscience
- conscious
- curiosity

Year 6 spelling handwriting focus for this week:

- accompany
- achieve
- amateur
- conscience
- conscious
- curiosity
- determined
- embarrass
- equip(-ped, -ment)
- foreign



Spelling & Handwriting

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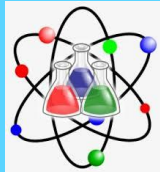
muscle
occur
programme
shoulder
sufficient
vehicle
yacht

determined
embarrass
equip(-ped, -ment)
foreign
guarantee
muscle
occur
programme
shoulder
sufficient
vehicle
yacht

guarantee
muscle
occur
programme
shoulder
sufficient
vehicle
yacht

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

Put the words in context in sentences.



Humanities

SCIENCE

Get chn to guess the offspring names of the mammalian adults (PowerPoint). Ask chn what a mammal is – an animal that has mammary glands, which in the female develop

Geography:

Lesson 6: Unit check out

What does your fieldwork show?

ART

NEW UNIT: ARCHITECTURE

Computing

**Bletchley park
Lesson 3: Bletchley Park**

Watch teacher video to help understanding.

Recap and recall: What can the children

FRENCH

Recap and recall: Allocate the cardinal compass points to each side of the classroom. Begin by calling out a weather phrase, for example, **Dans le nord, il fait froid.** The children move to the north side of the classroom and perform the mime for **il fait froid.** Ask the

PSHE

**Life to the Full Module
2 Unit 2 Session 1
(Pressure)**

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and produce milk for feeding the young. Share the key facts sheet (PowerPoint). Ask chn to identify the most obvious difference between birds and the large majority of mammals. Birds lay eggs! Look at the bird fact sheet and egg diagram (PowerPoint). Explain that chn will be exploring zoological illustrations of mammals and birds during this session. Chn are to draw the life cycle of a mammal and a bird, using the guidelines for what to include (Hamilton).

Y6 chn to explain from their work on the scientific process why they think it is important for scientists to observe in the wild (so behaviours are natural and not influenced) and how they draw general conclusions about

LESSON 1:

LO: To apply observational drawing skills to interpret forms accurately.

Ask the children to draw their own front door from memory. Remind them that they see this door every day and so it **should** be easy to do. After a few minutes, discuss with the children how difficult this activity is. Ask the children why drawing something so familiar to us from memory is so hard.

Explain to the children that they are going to draw a house, and explain which of the following they will be drawing from:

A real house (from the corner of the school grounds or by visiting an adjacent street).

Photographs in the *Presentation: Houses*. (To view from the interactive board).

Photographs in *Activity: Houses*. (That has been printed before the lesson, enough for children to work from.)

Houses on the link: [Google - Google Street View](#).

Explain that the children will need

remember from last lesson?

Attention grabber:

Work your way through the Kapow PowerPoint and complete the quiz as a class.

Main event: Work through the PowerPoint and children are to create a poster based on internet password safety and include facts from Bletchley Park.

MUSIC

Attention grabber: Display the *Presentation: Forbidden rhythm* and play the forbidden rhythm game. Discuss key questions (Kapow).

Main event: Display the *Presentation: New rhythms*. Go through the sounds of the three new rhythms on the first

children to repeat the phrase. Repeat the exercise and then invite different children to develop phrases to instruct the class.

Attention grabber: Listen to the song [Alain Le Lait - Quel temps fait il?](#) Encourage the children to listen out for the different weather phrases. Play the song again, inviting the children to join in as much as possible. Ask the children what other weather phrases they can remember.

Main event: Divide the class into groups of four and give each group a set of cards from the *Resource: Numbers and words cards*. The children need to match number cards to the corresponding word cards. Display slide 1 of the *Presentation: La température* and go through the correct matches. Display slide 2 of the *Presentation: La température*. The slide shows the words for the song **Dix, vingt, trente** song, sung to the familiar tune of Frère Jacques. Teach the children to sing the song, singing a line while they listen and then asking the children to repeat the line. Display slide 3 of the *Presentation: La température* and introduce the phrase **il fait + number + degrés** to say what the

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certain processes
(looking for patterns).


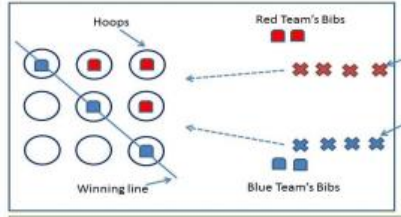
to use observational drawing skills
to draw what they see accurately.

slide. The children then need to say and tap the rhythms on slide 2. The third slide has a backing track with the rhythms recorded, with space for the class to copy back during the track. The next task is to use the rhythm playing cards to build the rhythm of 'The Young Person's Guide to the Orchestra' theme. Hand out the *Activity: Rhythm card pack*. If they have a firm grasp of these rhythms, then use the next slide (Audio theme), but if they need more support then use the following slide (Visual theme). Either by listening to the Audio theme, or by looking at the Visual theme, they will need to lay their playing cards out on the table to create the theme. Once everyone has succeeded, tap and say the rhythm together as a class. Discuss key questions (Kapow).

Wrapping up: Ask them to copy their rhythms

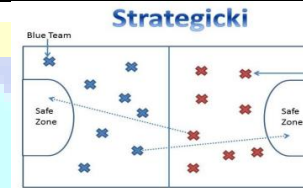
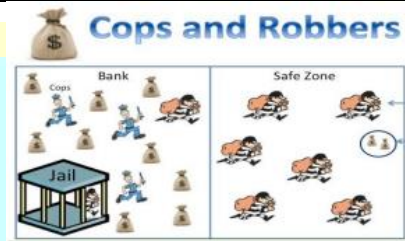
temperature is. For example, **il fait vingt-cinq degrés** – it's 25 degrees. Display slide 4 of the *Presentation: La température*. In pairs, the children now use their number grid to say the temperature and give a sensible weather option.

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			<p>down onto a piece of paper to save for the next lesson. Discuss key questions (Kapow).</p>		
 <p>Daily PE Activity</p>	<p>REAL PE: UNIT 5 – Lesson 1 Physical Game: Jumpball</p> <p>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 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</p>	<p>Fitness Focus - COPS AND ROBBERS</p> <p>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 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.</p>	<p>Fitness Focus - STRATEGICKI</p> <p>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 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.</p>	<p>Fitness Focus – TIK TAC TOE</p> <p>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 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.</p> 	<p>JUST DANCE – WAKA WAKA</p> <p>https://www.youtube.com/watch?v=gVfgTwWJY</p>

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confidently in specific contexts.



Homework:

Communicating with school

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