

St Oswald's Catholic Primary School Year 6 weekly Plan Week 6 Week Beginning 5.10.2020

Year 6	Session 1	Morning Break	Session 2	Lunch	Session 3	Session 4
Mon	<u>In school</u>		<u>In school</u>		<u>In school</u>	<u>In school</u>
Tues	<p>Basic Skills Partition numbers in different ways</p> <p><u>STEPS</u> 3 213 164 = 3 000 000 + 200 000 + 10 000 + 3000 + 100 + 60 + 4 and also = 3 000 000 + 130 000 + 80 000 + 2000 + 1 100 + 50 + 14 etc.</p> <p>Maths Mat sheet 7</p> <p>Maths WALT: To use reasoning skills to calculate addition and subtraction questions.</p>		<p>English – SPAG WALT: Use commas to clarify meaning.</p> <p>Watch the video lesson link below https://www.youtube.com/watch?v=mjv5Vp7tHsU</p> <p>Work through powerpoint.</p> <p>Red / Blue Draw a picture in each box to show what the sentence means with the commas in different</p>		<p>RE – Watch the video link below Explanation of the meaning of the Beatitudes <i>Matthew 5: 1-12</i> https://www.youtube.com/watch?v=O9ek5YQmBmk</p> <p>Green/Yellow Reflecting on the Beatitudes, how can these be modernised with examples of how modern day Christians can live their lives</p> <p>Red/Blue In the knowledge that you are loved by God, write a short story displaying at least 3 beatitudes being lived out by one or more of your characters.</p>	<p>P.E Joe Wicks HIIT TRAINING Video lesson – https://www.youtube.com/watch?v=5nZZiBGvFhE</p>



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	<p>Including bar-modelling and problem-solving</p> <p>Quickfire addition sheet Race against the Clock- How quickly can you do this? Time limit given</p>		<p>places. Work on sheet</p> <p>Green/ Yellow Write out sentences in 8-10 sentences, inserting commas to change the meaning of the sentence.</p> <p>Then write a paragraph using 3-5 of these as an opening to a story</p>			
<p>Wed</p>	<p>Basic Skills To count on in 7/8/9 crossing negative and positive boundaries from any given point</p> <p>Maths Mat sheet 8 <u>Watch video link below – leading to solving Addition/Subtraction problems</u></p>		<p>English- Comprehension <u>See separate plan</u> <u>WALT</u> Identify the definition of unknown words in context. Retrieve information from the text Infer meaning from clues in the text</p>		<p>ART Freedom quilts – Black history month Go through Powerpoint</p> <p>What is a quilt? Establish that they began as a cheap way to make blankets/bed covers (due to the small scraps of fabric needed to build them) However, over time they have become seen as works of art in their own right – decorative and each one is unique.</p>	<p>Spelling <u>WALT: Recognize words ending –ably and –ibly</u></p> <p>Work through powerpoint explaining how to change adjectives into adverbs. Go through examples on worksheets I can change words ending -able and -ible to –ably and -ibly</p> <p>I can turn adjectives into adverbs. See English plan</p>



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	<p>Maths <u>Watch video link below – leading to solving Addition/Subtraction problems</u> https://vimeo.com/456840256</p> <p>Go through teaching slides and powerpoint that accompany the video link</p> <p>Worksheet to go through All groups</p>		<p>Look at front cover and blurb of 'Boy in the Tower'</p> <p>What questions do you have? What might the book be about? What clues does the title give? Answer the question : What do you think the book will be about? What makes you think this? Read Chapter one of Boy in the Tower.</p> <p>https://www.lovereading4kids.co.uk/extra/10802/Boy-in-the-Tower-by-Polly-Ho-Yen.html</p> <p>Circle vocabulary that you do not know the meaning of.</p> <p>Go through some key words the class identify. Identify the word class of each chosen word.</p>		<p>Emphasize the technique of 'patch working' – each square adds to the design, and every square is important.</p> <p>Explain that many African slaves that were forced to work on the plantations (in America and the Caribbean islands) managed to escape using the underground railway (a network of safe houses and routes into Canada and safe states) They passed maps and safe routes from person to person, using music and art</p> <p>Read book (Clara and the freedom quilt). Up to the end of the page 'here it was, a picture that wouldn't wash away – a map'</p> <p>Explain that in the plantations, slaves would use these quilts to help them escape (by using them as giant maps)</p> <p>Look through the quilt codes (on PPT) discuss the meaning of each one. Ensure that chdn understand that the meanings of these squares was widely known amongst the slave community. What does 'freedom 'mean? - ask a chd to look up the meaning in a dictionary. Establish that freedom is more than just doing whatever you want. It is about self-expression and the ability to grow and develop as a person.</p>	



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		<p>Identify some synonyms</p> <p>Partner question: Make a prediction about the Bluchers. What are they? What have they done? How has everything changed?</p> <p>See Comprehension Plan</p>		<p>Task – Chn To design to quilt patches on squares. One based on the underground railroad symbols and one based on what freedom means to them. Chns squares can be joined together to create our own freedom quilt. Make sure chn use bright colours and bold designs.</p>
<p>Thur</p>	<p>Basic Skills Create numbers that follow a sequence</p> <p>What is the rule? 4 9 19 39 79 The rule here is double and add 1.</p> <p>Make 5-10 and test a member of your family. Ask them to make a couple for you to solve.</p> <p>Maths Mat sheet 9 Maths WALT: To use reasoning skills to calculate addition and</p>	<p>English – WALT: Use evidence to compare characters.</p> <p>https://www.youtube.com/watch?v=n63tGkSzNrc</p> <p>Show chn video after the fall to recap. Think what sort of character Humpty is. Think in particular about the line <i>“I walked past the wall every day, and I would think about climbing that ladder again. I really missed the birds and</i></p>	<p>Games If the weather is reasonable and you have access to a garden or outside space. You are able to practise football dribbling skills (Topic 1 Autumn Term)</p> <p>Activity 1 <u>Through the gates - children will learn to dribble with precision</u> Demonstrate how to dribble through gates (markers on the floor) Children dribble through the gates and count how many they can get through in 30 seconds. In area dribble the ball around - use inside and outside of the foot. Then use both feet. Change direction Activity 2: Turning and dribbling children to demonstrate different types of turns</p>	<p>Science WALT; To write an explanation of how the circulatory system works <u>watch video about the heart – Take notes if wish</u> <u>Go through sections of the powerpoint that explain the circulatory system</u></p> <p>What are some of the different ways that we can create an engaging opening? <i>Some possible option ‘to grab the reader’</i></p> <ul style="list-style-type: none"> • using dialogue • asking the reader a question • Explaining each section of the heart and its function <p>Features of an explanation text</p> <p><u>Activity</u></p>

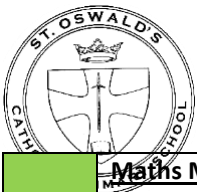


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<p>subtraction questions.</p> <p>Quickfire addition sheet Answer the first 3 in each column. Time limit given</p>	<p><i>being high above the city."</i> How was humpty feeling? How can you tell?</p> <p>Compare the character from the Boy in the tower (our comprehension text) with Humpty. https://www.lovereading4kids.co.uk/extra/10802/Boy-in-the-Tower-by-Polly-Ho-Yen.html</p> <p>Need: The Boy in the Tower text highlight the main ideas that show the boy is similar to Humpty. Red Write a paragraph describing humpty and a paragraph describing the boy.</p> <p>Blue/Green Use information to write descriptive paragraphs detailing how the two</p>	<p>you can do while dribbling in order to dribble in another direction. Set up a grid Children to dribble the ball and dribble back after doing a turn of their choice - gradually the children can dribble around the cones <u>Cool-down:</u> Children to walk around (lowering HR) demonstrate some stretches. What could you improve with your close control?</p> <p>If weather is bad or you have no outside space Indoor PE Yoga session Watch video lesson from link below https://www.youtube.com/watch?v=X655B4ISakg</p> <p>Or do both if you wish</p>	<p>Remind the children of the focus and give out resources to help explain the function of the circulatory system. Give the children a set time to write for and play relaxing music to set the mood for extended writing.</p> <p>reds – Use support sheets with key points/checklist blues – Use support sheet with checklist greens/ yellows – Working independently</p>
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		<p>characters are similar</p> <p>Yellow Chn to use evidence and quotes from the text to show similarities and differences between the characters.</p>			
<p>Fri</p>	<p>Basic Skills Order fractions that have different denominators</p> <p>Eg $1/4$ $3/6$ $7/24$ $2/3$</p> <p>$5/6$ $2/12$ $3/36$ $1/2$</p> <p>$4/5$ $8/40$ $1/10$ $2/8$</p> <p>Remember to change them to the same denominator first. In the first example you would have to change the denominator to 24ths ... Then order.</p> <p>Try the next 3. Try some more of your own</p>	<p>Creative Write WALT: Write a story based on <u>overcoming fear</u>.</p> <p>Recap with chn the themes from genre stories of anxiety and overcoming fear. Explain that they are going to write a story based on taking steps to overcome fear.</p> <p>Give chn copy of story stimulus for 'the tunnel'. They can fill in plan before starting.</p>		<p>Computing MGL</p>	<p>RE <u>Learning Focus 6: Know that God will always forgive us and never stop loving us</u></p> <p>Read I love you just as the Father loves me; remain in my love. If you obey my commands, you will remain in my love, just as I have obeyed my Father's commands and remain in his love. I have told you this so that my joy may be in you and that your joy may be complete. My commandment is this: love one another, just as I love you. The greatest love you can have for your friends is to give your life for them. And you are my friends if you do what I command you. John 15:9-14</p>



<p>Maths Mat Sheet 9</p> <p>Maths WALT: To add and subtract integers in a variety of differently presented questions</p> <p>Work through White Rose powerpoint.</p> <p>True or False?</p>		<p>Chn should concentrate on describing the setting using all of their senses but paying particular attention to how their character feels and is thinking. Their writing should include: paragraphs, descriptive language, fronted adverbials, different sentence lengths to change pace etc.</p> <p>Task All chn to complete plan and then write story.</p> <p>The story should focus on the setting and characters feelings, building up to when they overcome and face their fear.</p> <p>See English plan</p>			<p>Even if you feel very angry, don't break God's law of love. Never let the sun go down, never go to bed still feeling very angry with one another. Always do your best to sort out quarrels, grudges and resentments from the very beginning. If you don't, they will grow and will destroy not only other people and your life together, but yourself as well. Be generous, understanding, sympathetic and forgiving. Forgive each other as quickly and generously as God forgives you.</p> <p>Ephesians 4: 26 , 31-32</p> <p>Yellow Write a careful explanation of how God loves us unconditionally .Show a detailed understanding of Scripture (taught throughout the topic) to help illustrate your explanation.</p> <p>Blue/Green Using the scripture and other sources you have studied in this topic produce an information leaflet which shows your understanding of God's unconditional love.</p> <p>Reds Highlight all the words and phrases from Ephesians which show mercy and forgiveness. Use these ideas to show how they shape our lives today.</p> <p>Praise Assembly</p>
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