

READING

Week commencing: 07.12.20

Year group: 6

Teacher: MH/CC

Monday

Teaching points

Questions

Resources

Tuesday

Teaching points

Questions

Resources

Wednesday – Reading Journal

Teaching Points

Ask your child to choose a book from home, it may be a story book, a poetry book, a non-fiction book, a comic or a magazine. Enjoy reading and sharing their chosen book.

Activity

When your child is reading the text, ask them the meaning of certain words and question what is happening in the text.
When they have read for at least 30 minutes, ask your child to complete an activity from their school reading journal.

Resources

Reading book.
Reading journal.

Thursday – Reading Skills

Teaching Points

Prediction is always about using clues in texts/images to have a logical guess about what will happen next. We back up our predictions with evidence from texts or clues in images we are given.

Activities

1. What do you think might have happened if a less experienced person had led the Mount Everest expedition in 1953? Why do you think that?
2. Do you think the mountaineers' plans changed at all as the expedition progressed? Why do you think that?
3. Why do you think equipment made of modern materials might have been more helpful to the mountaineers than earlier climbing equipment?
4. What do you think might have happened to other Everest mountaineers who did not have Griffith Pugh's ration packs? Why do you say that?
5. Why do you think Norgay and Hillary found the last stage of the climb to the summit of Mount Everest more achievable than previous mountaineers?

Resources

On the Roof of the World text

Hunt was an experienced soldier who knew the vital importance of preparation and planning. To allow for sickness and injury, he chose a very large team of ten climbers, including two New Zealanders, George Lowe and Edmund Hillary. When they reached Nepal, the men would be joined by a group of experienced Sherpas, led by Tenzing Norgay.

The party chose and tested their equipment carefully. Modern materials helped them. Strong light nylon windproofed the climbers' padded clothing. Their boots were soled with flexible rubber rather than traditional leather, and lightweight aluminium was used for the frames of their backpacks and for the expedition's ladder.

Hunt understood the importance of diet, too. Griffith Pugh, one of the expedition doctors, calculated the number of calories each climber would need on the mountain, and made up army-style ration packs. At lower and middle altitudes, he knew, the men would have enormous appetites. At great heights, where their bodies needed food and liquid most, they would hardly want to eat or drink at all. In such circumstances, high-energy sugar, jam, biscuits and sweets were best, washed down with hot drinks of soup, cocoa and lemonade.

Hunt planned to pitch a series of camps up the mountain, perhaps as many as eight. Each would be well stocked with food, fuel, sleeping bags, oxygen and climbing gear. From the highest, he hoped to send out two or possibly three assault parties at the end of May. If the climbers were fit and the weather good, he hoped that one of these might reach the summit.

Friday – SATs Style Questions/Cracking Comprehension

Teaching points

Read texts thoroughly before answering questions.

Highlight key words in questions.

Read each question carefully.

Highlight key words, vocabulary and answers in the text while you are answering questions.

Always check!

Activities

1. Give one way dancing can help you get fit.
2. Why is ballet a particularly good dance style for beginners to learn?
3. Why is Ali feeling nervous?
4. Find and copy a phrase that suggest breakdancing can be dangerous.
5. Why was tap dancing a good choice of dance style for Ali? Give two reasons.
6. **'Another benefit of dancing – and one people often overlook – is that it is a great way to get fit.'** What does the word overlook mean in this sentence?
7. **'These types of dance involve performing a series of steps with a partner...'** Which word in this sentence could be replaced with the word 'sequence'?
8. How does the final paragraph of the text link back to the first?

Resources

Dare to Dance text

Dare to Dance!

When you hear music playing, do you long to get up and dance, but stick to clapping along because you think you have two left feet? Well, it's time to think again, because most basic dance steps are surprisingly easy to learn. What's more, with so many different dance styles out there, there's certain to be one that's right for you.

Why dance?

People learn to dance for many different reasons, but whether you're a complete beginner or a budding professional, dance classes can be very rewarding. For some, they're simply great fun. Others take dance lessons so that they can learn spectacular skills to show off to all their friends.

Another benefit of dancing — and one that people often overlook — is that it can be a great way to get fit. It gets the heart pumping and helps to build muscle. It can also help you improve your flexibility, meaning you'll be touching your toes in no time.

Which style of dance is right for me?

Before you choose a dance style, there are a few things to consider, including the sort of music you enjoy and whether you'd prefer to dance with a partner or individually. However, the most important thing is to start your dancing journey with an open mind — don't give up if the first style you try isn't the perfect fit.

Ballet

When you think of ballet, you might imagine pink leotards and tutus, but many ballet dancers train as hard as athletes. They perform impressive leaps and high-flying lifts, while making it all look completely effortless. Ballet can also really help you pick up other forms of dance, so it's a great place for beginners to start.



Hip-hop

Hip-hop dancing has become hugely popular, partly because it is often performed in music videos. Breakdancing is a form of hip-hop which often involves doing moves close to the ground, such as headspins (not to be tried at home!). 'Locking' is another form of hip-hop, where the dancer freezes in position between moves. Some hip-hop dancers are self-taught, but classes are also available.



Ballroom and Latin

Ballroom and Latin dancing were once seen as old-fashioned. However, thanks to celebrity dance competitions on television, classes for these dance types are now springing up all over the place. These types of dance involve performing a series of steps with a partner, some in hold and some apart. You might have heard of the waltz and the quickstep, or classic Latin styles like samba and salsa, but there are also many more styles to try.



Ali's story: Tap Dancing



"I always thought I was too clumsy to be a dancer, but then my best friend dragged me along to a tap class. Rhythm is really important for tap dancing, and because I play the drums I already had a good sense of rhythm. I enjoy making all the different sounds on the floor with my tap shoes — it feels a bit like playing the drums.

"I'm looking forward to giving my first performance soon, although I'm a bit nervous!"

Once you've found the dance style that's right for you, learning to dance is sure to be challenging, interesting and, above all, enjoyable. Your feet won't stop moving once you've caught the dancing bug!

WRITING

Week commencing: 07.12.20

Year group: 6

Teacher: MH/CC

Text for the week:

Monday

Teaching points

GP starter

Writing task

Resources

Tuesday

Teaching points

GP starter

Writing task

Resources

Wednesday

Teaching points

GP starter

Parenthesis is an extra part of a sentence – it gives us extra information. The sentence can make sense without it. There are three forms of punctuating parenthesis:

- Commas
- Brackets
- Dashes

Goats will eat almost anything (grass, vegetables, bits of rubbish).

Bats, a protected species, must not be killed.

Edward – late as usual – finally arrived at school.

Write your own sentences using brackets, commas and dashes.

Writing task

<https://www.youtube.com/watch?v=sa5dzQhvbil>

Watch the video above. It is the John Lewis Christmas advert from 2017 – Moz the Monster. It is the story of a little boy called Joe who befriends a noisy monster under his bed.

Draw a picture of Moz the Monster – focus on all the key details you have seen in the video.

Describe Moz the Monster using various language features such as expanded noun phrases, similes etc. You can do this as a paragraph or write words and phrases around your picture.

Resources

Moz the Monster video

Thursday

Teaching points

GP starter

Add a pair of brackets to the sentence below.
Carissa led the girls our best ever netball team onto the pitch.

Writing task

<https://www.youtube.com/watch?v=sa5dzQhvbil>

Rewatch the video above.

<p>Rewrite the sentence below using two commas. We visited Paris the capital of France on our holiday.</p> <p>Where should the dashes go in the sentence below? Mr Hughes you wouldn't believe it can jump over a table even though he's sixty.</p>	<p>Create your own under the bed monster. Include:</p> <ul style="list-style-type: none"> • A picture • Its name • Description of what it looks like • Description of what its personality is like
<p>Resources Moz the Monster video</p>	

Friday

Teaching points	
<p>GP starter Which sentence uses commas correctly? James despite being the chattiest boy, in the class, still managed to complete his work on time. James despite being the chattiest boy in the class, still managed to complete his work, on time. James, despite being the chattiest boy in the class, still managed to complete his work on time. James, despite being the chattiest boy in the class still managed to complete his work, on time.</p> <p>Add brackets to the sentence below. Before we go on holiday, my Dad goes through his checklist passport, tickets, toothbrush as he starts the car.</p> <p>Explain why the parenthesis has been used in the sentence below. Many members of the family (grandparents, cousins, aunts and uncles) are coming to the party.</p>	<p>Writing task https://www.youtube.com/watch?v=sa5dzQhvbil</p> <p>Rewatch the video above.</p> <p>Discuss the use of language that would be needed to describe a friendly monster and how this would contrast when describing a fierce, scary monster.</p> <p>Design a friendly monster and a scary monster.</p> <p>Create word banks to describe both monsters – think about how the words compare. Try to come up with synonyms as well – use a thesaurus if you can.</p>
<p>Resources Moz the Monster video</p>	

MATHS

Week commencing: 07.12.20

Year group: 6

Teacher: MH/CC

Learning focus:

Monday

Teaching points

Activity

Resources

Tuesday

Teaching points

Activity

Resources

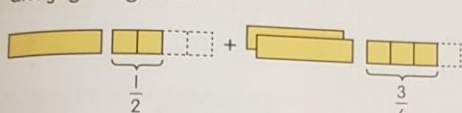
Wednesday

Teaching points

Adding Mixed Numbers

Adding mixed numbers

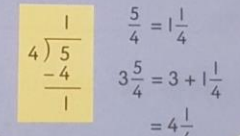
1 Susie walked $1\frac{1}{2}$ km and jogged $2\frac{3}{4}$ km. How many kilometres did she walk and jog altogether?



$1\frac{1}{2} + 2\frac{3}{4} = 1\frac{2}{4} + 2\frac{3}{4}$
 $= 3\frac{5}{4}$
 $= 4\frac{1}{4}$ km

Susie walked and jogged $4\frac{1}{4}$ km altogether.

I can also simplify $3\frac{5}{4}$ this way:



$3\frac{5}{4} = 3 + \frac{4}{4} + \frac{1}{4}$
 $= 3 + 1 + \frac{1}{4}$
 $= 4\frac{1}{4}$

$\frac{1}{2} = \frac{2}{4}$ (multiplied by 2)

$\frac{5}{4} = 1\frac{1}{4}$ (divided by 4)

$3\frac{5}{4} = 3 + 1\frac{1}{4}$
 $= 4\frac{1}{4}$

Activity

You should be able to work out the answers without a calculator.

Activity



5



Work in pairs.

- a Write two mixed numbers with denominator 3 that have a sum of $5\frac{2}{3}$.

$$\boxed{}\frac{\boxed{}}{3} + \boxed{}\frac{\boxed{}}{3} = 5\frac{2}{3}$$

- b Write two mixed numbers with denominator 4 that have a sum of $3\frac{3}{4}$.

$$\boxed{}\frac{\boxed{}}{4} + \boxed{}\frac{\boxed{}}{4} = 3\frac{3}{4}$$

Resources

Thursday

Teaching points

Recap teaching points from yesterday's lesson.

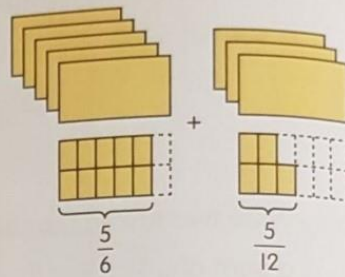
Activity

You should be able to work out the answers without using a calculator.

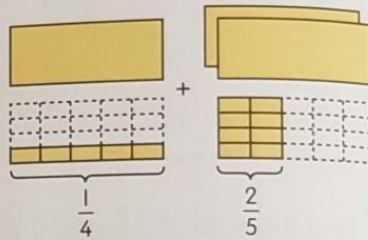
Let's Practise!

- 8** Add. Express your answer in its simplest form. Then check your answer with a calculator.

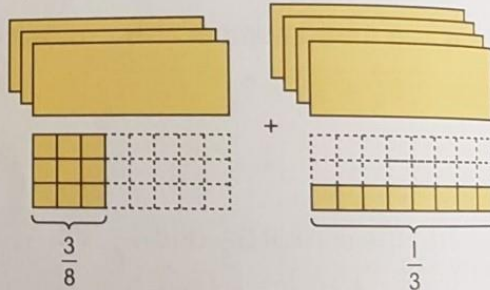
a $5\frac{5}{6} + 3\frac{5}{12}$



b $1\frac{1}{4} + 2\frac{2}{5}$



c $3\frac{3}{8} + 4\frac{1}{3}$



- 9** Find the sum of the mixed numbers. Express your answer as:

i a mixed number

ii a decimal correct to 2 decimal places.

a $1\frac{3}{5} + 2\frac{3}{8}$

b $3\frac{3}{4} + 5\frac{2}{7}$

c $5\frac{1}{6} + 2\frac{2}{9}$

Practice Book 5A, p.81

Resources

Friday

Teaching points

Subtracting mixed numbers

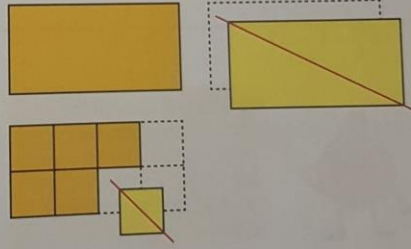
- 1 Tai bought $2\frac{3}{4}$ m of material. He cut $1\frac{1}{8}$ m to make a bag. How much material did he have left?



To subtract, change $\frac{1}{8}$ and $\frac{3}{4}$ to like fractions first.

$$\begin{array}{c} \times 2 \\ \frac{3}{4} = \frac{6}{8} \\ \times 2 \end{array}$$

$$2\frac{3}{4} - 1\frac{1}{8} = 2\frac{6}{8} - 1\frac{1}{8} = 1\frac{5}{8}$$



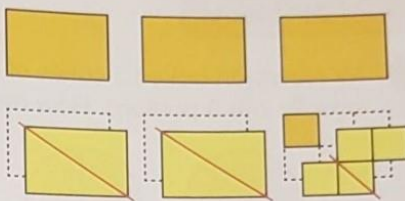
Tai had $1\frac{5}{8}$ m of material left.

Activity

You should be able to work out the answers without using a calculator.

Let's Practise!

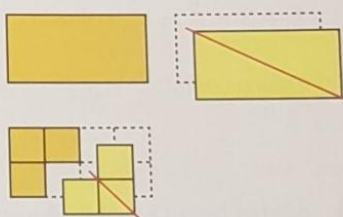
b $5\frac{5}{6} - 2\frac{2}{3}$



c $3\frac{1}{3} - 2\frac{1}{4}$



d $2\frac{3}{4} - 1\frac{3}{8}$



9



Subtract. Express your answer as a mixed number and a decimal. Correct the decimal to 2 decimal places if necessary.

a $6\frac{1}{10} - 3\frac{1}{5}$

b $4\frac{1}{2} - 1\frac{7}{8}$

c $5\frac{1}{4} - 2\frac{1}{3}$

d $7\frac{2}{3} - 4\frac{1}{2}$

e $9\frac{4}{7} - 2\frac{1}{3}$

f $12\frac{7}{12} - 5\frac{8}{9}$

Practice Book 5A, p.83

Weekly planner

Week commencing: 07.12.20

Year group: 6

Teacher: MH/CC

Religious Education

Teaching points

What responsibilities have you ever been given?

What makes them difficult?

What helps you through difficult aspects?

On March 25th, the Church celebrates the special feast of the Annunciation. It is a time to stop and remember that God became a human being, Jesus, and that Mary was his mother. That event continues to be remembered every day by the prayer called 'the Angelus'. Angelus is the first word in Latin of this traditional prayer; it means 'angel'. The prayer begins with recalling the Angel Gabriel's greeting to Mary, telling her she is to be the mother of Jesus.

Activities

KEY QUESTIONS

1. What were the expectations placed upon Mary?
2. How did Mary respond to these expectations?
3. What events take place within the Angelus?

ACTIVITY

Study a range of artists' impressions of the Annunciation and Visitation. Annotate the paintings showing the range of feelings and experiences shown in the picture and describe what is happening. How do these images inspire faith and religious belief?

Picture 1 - The Annunciation by Alexander Ivanov (1824)

Picture 2 - The Annunciation by Philippe de Champaigne (1644)



Resources

The Angelus prayer



Leader: The angel of the Lord
declared unto Mary

Response: And she conceived by the
Holy Spirit

All: Hail Mary...

Leader: Behold the handmaid of
the Lord

Response: Be it done unto me
according to your word

All: Hail Mary...

Leader: And the word was made
flesh

Response: And dwelt among us

All: Hail Mary...

Leader: Let us pray

Pour forth, we beseech you, O Lord, your grace
into our hearts: that we to whom the
Incarnation of Christ your Son was made known
by the message of an angel, may, by his Passion
and Cross, be brought to the glory of his
resurrection. Through the same Christ Our
Lord.
Amen.



Science

Teaching points

Review findings from last week's experiment – what is the effect of exercise on the body?

What did we find out?

How could you record and present our findings from last week?

Can you average our results?

Can you draw conclusions based on what we found out?

Activity

Present findings in the form of a graph and draw conclusions from what you have found.

Evaluate the experiment (was it successful?) and suggest ways to improve the experiment next time.

Resources

History/Geography/Art

Teaching points

<https://www.bbc.co.uk/bitesize/clips/zwrkwmn>
<https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/z8kv34j>

Discuss rationing – what was it? Why was it necessary? What might you have eaten during WW1? What would you not have eaten? How would this have felt?

Activities

Using the ration amounts on the ration shopping list, calculate the amount of each food you could have for your own household. Then, calculate how much this would cost for the week using shillings and pence.

Resources

Product and ration cost list.

Product and Ration	Cost
1 egg	1 pence
Bacon/Ham 110g (4oz)	1½ pence
Cheese 55g (2oz)	1 pence
Sugar 220g (8oz)	1 pence
Meat 110g (4oz)	1½ pence
Margarine 25g (10z)	½ pence
Tea 160g (6oz)	1 pence
Jam 135g (5oz)	1 pence
Milk 3 pints (1800ml)	1 pint: 4 pence
Sweets 80g (3oz)	1 pence

SPELLING

Week commencing: 07.12.20	Year group: 6	Teacher: MH/CC
Spelling rule this week: The sh sound spelt si or ssi .		
Monday		
Teaching		
Read the information below about this week's spelling rule. Complete dots and dashes activity below.		
Activity		

Are you ready to revise some more ways of spelling the **sh** sound?

You already know lots of words that have the **sh** sound spelt **ti** or **ci** so I have asked one of our special Spelling Stars to find lots of words with **sh** spelt **si** or **ssi**.

There was a lot of **tension** in the Spelling Zone yesterday. Thirty new solar scooters were delivered, but no-one had checked the **dimensions** of the Scooter Pod and they wouldn't all fit in.
I was glad to get out of the way and go on a **mission** to find words containing the **sh** sound spelt **si** or **ssi** for today's session.

Let's take a look at **sh** spelt **si** first of all.

tension
pension
mansion
dimension
expansion
comprehension

Did you notice that the **sh** sound spelt **si** never appears at the beginning of the first syllable of a word? It will only be found in the middle of words.

The root word sometimes helps us to know when to use **si** to spell **sh** when it is part of a suffix.

Root words ending in **se** or **d** use **si**.

tense tension
expand expansion
comprehend comprehension

Uh-oh – a Weird Word Warning is on its way...

Weird Word Warning

In some words, **si** makes the **zh** sound.

vision revision precision Asia

Root words ending in **de** also use **si** in the suffix **-sion** but it makes the **zh** sound.

collide collision

decide decision

The **sh** sound spelt **ssi** only occurs at the beginning of the second, third or fourth syllable of a word too.

Let's look at the words I found with **sh** sound spelt **ssi** first.

mission session
impression permission
admission possession
profession expression

The root word sometimes helps us to know when to use **ssi** to spell **sh** when it is part of a suffix.

Root words ending in **mit** or **ss** use **ssi**.

per**mit** permission
ad**mit** admission
impress**ss** impression
posse**ss** possession
profe**ss** profession
express**ss** expression

decision		confession		Asia	
expansion		collision		possession	
impression		revision		discussion	

Spelling rule this week: The sh sound spelt si or ssi.

Tuesday

Teaching

Re-read the information above about your spelling rule this week.

Complete word changers.

Activity

root word	suffix	root word + suffix
profess	-ion	profession
		discussion
confess	-ion	
		revision

root word	suffix	root word + suffix
progress	-ion	
		decision
explode	-ion	
		tension

root word	suffix	root word + suffix
collide	-ion	
		possession
expand	-ion	

Spelling rule this week: The sh sound spelt si or ssi.

Wednesday

Teaching

Re-read the information above about your spelling rule this week.

Read each sentence below and find the correct word that fits into the gap. Read all the sentences before making a final decision.

Activity

impression

impress

impressed

vision

revision

1 Bruno was trying to the rugby coach.

2 You must try to make a good at your new school.

3 I'm going to finish my for the test.

4 I guarantee that these glasses will improve your .

decided

decision

decide

5 The to make the school day longer caused a lot of controversy.

6 I had to train my dog to help me deliver the leaflets.

expanded

expansion

expand

7 The of our class meant the school had to order new tables.

8 I watched in horror as the green stain across our new cream carpet.

Spelling rule this week: The sh sound spelt si or ssi.

Thursday

Teaching

Explain this week's spelling rule to somebody at home.

Use the spelling cards below to test yourself with the spelling rule. Sort the words into hardest to spell on the bottom of the pile and easiest to spell on the top. Then ask someone at home to read out the spelling and you write it down. Look at the spelling and mark your answer. Correct it if you have spelt it incorrectly.

Activity

Spelling 6 U7

admission



Spelling 6 U7

collision

Spelling 6 U7

confession

Spelling 6 U7

decided



Spelling 6 U7

discussion

Spelling 6 U7

expansion

Spelling 6 U7

Asia

Spelling 6 U7

comprehension

Spelling 6 U7

decide

Spelling 6 U7

decision

Spelling 6 U7

expanded

Spelling 6 U7

explosion

Spelling 6 U7

impress

Spelling 6 U7

impressed



Spelling 6 U7

impression

Spelling 6 U7

permission

Spelling 6 U7

possession

Spelling 6 U7

profession

Spelling 6 U7

progression

Spelling 6 U7

revision



Spelling 6 U7

tension

Spelling 6 U7

vision

Spelling rule this week: The sh sound spelt si or ssi.

Friday

Teaching

Today, our focus is on orange words. These words don't necessarily follow a pattern or rule but we need to be able to spell them.

These are tricky words that do not follow a rule. Practise spelling these words at home. You can try writing them in different coloured pens or pencils, pyramid spellings, make a wordsearch or using neumonics. Make sure you look up any meanings/definitions you are unsure of.

Guarantee

Nuisance

Necessary

Sacrifice

Queue

Harass

Activity