**Week Commencing:** 19.4.21 This week we are learning the following in Year Six:

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| **Maths** | **English**  | **Topic/other subjects** |
| MondayL.O: Introducing long divisionPupils are introduced to the long division method and begin using it.Video link to introduce the lesson:<https://vimeo.com/461800078> | MondayL.O: Develop understanding of the structure of non-chronological reportsPupils study examples of non-chronological reports to enable them to better understand how to structure their own writing. | **Maths – recording measurements and presenting them in a graph**Pupils will take measurements of their height, foot size, handspan etc. then record their own measurements and those of others in class.Pupils will then present these measurements in a graph so comparisons can be made across the class and conclusions drawn.**SATS preparation:**As we get nearer to SATS our timetable has changed to allow us to help prepare for SATS.**Tuesdays:**Maths reasoning preparation.**Thursdays:**Arithmetic.**Friday:**Reading comprehension. |
| Tuesday:L.O: Developing use of long divisionPupils use long division to solve problems involving 3 and 4 digit numbers.Video link to introduce the lesson:<https://vimeo.com/463003643> | Tuesday:L.O: Writing the text for a news report on fingerprintsPupils write the text for a news report on fingerprints which they will record tomorrow. |
| Wednesday:L.O: Long division – consolidation or reasoning problemsThose pupils who are confident with long division solve reasoning problems while those pupils who need more support with long division focus on mastering the method.Video link to introduce the lesson:<https://vimeo.com/463003911> | Wednesday:L.O: Recording a news report on fingerprintsPupils record a news report on fingerprints, working in groups to each deliver a section of the report and using green screen technology. |
| Thursday:L.O: Multiplying by 10, 100 and 1000Pupils develop their understanding of multiplying by 10, 100 and 1000.Video link to introduce the lesson:<https://vimeo.com/487198038> | Thursday:L.O: Boxing up a non-chronological report on fingerprintsPupils plan their own version of a non-chronological report on fingerprints, using a model text to support their planning. |  |
| Friday:L.O: Dividing by 10, 100 and 1000Pupils develop their understanding of dividing by 10, 100 and 1000.Video link to introduce the lesson:<https://vimeo.com/488186549> | Friday:L.O: Writing the first two paragraphs of a non-chronological report on fingerprintsPupils write the first two paragraphs of a non-chronological report on fingerprints. |
| **Notes for the week:***L.O means learning objective. This is the skill we focus on each day.*You can also revise timestables on <https://ttrockstars.com/> Additional activities are also provided on <https://mathswithparents.com/> Class: 6RCClass Code: 300350Class: 6NWClass Code: 312591 | **Notes for the week:**Try to read a book every day. You can find E-Books on [www.oxfordowls.com](http://www.oxfordowls.com) Complete the reading comprehension on <https://readingonyourhead.com/> each week. | **Notes for the week:** |

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| **Spelling:** | **Guided reading:** | **Reading skills** |
| Monday:L.O: Monday-introducing new spellingsIntroduce the new word list using the Monday slide on the spelling sheets. Discuss meaning, on the spelling sheets split into syllables and sounds, work together word by word. | Monday:L.O: Reading activityThis activity asks children to complete an activity based on the text we are reading this week.See the guided reading resources for the activity. | Monday:L.O: Speed read, summarise and sequence.Speed read: pupils read as far as much of the text as they can in 30 seconds then mark how far they got. Give them the chance to repeat several times.Summarise: Explain in a few sentences what has happened in the extract.Sequence: Put the events in the chapter into time order.See the reading skills resources for the activity. |
| Tuesday:L.O: year 3/4 and Year 5/6 wordsIntroduce this week’s year three and four words using the Tuesday slide on the spelling sheets. Discuss meaning, use the spelling sheets to split into syllables and sounds, work together word by word. | Tuesday:L.O: Pre readThis activity asks children to read this text we are focusing on this week then make notes on what they have read.See the guided reading resources for the activity. | Tuesday:L.O: fastest finger first and vocabulary questionsFastest finger first: ask pupils to find a range of words in the text as quickly as they can.Vocabulary questions: Answer the questions then mark together, answers are on the last page of the resources.See the reading skills resources for the activity. |
| Wednesday:L.O: independent workUsing the Wednesday slide on the spelling sheets, practice the words independently. It is good to write them in sentences if you are comfortable with the spellings. | Wednesday:L.O: Vocabulary activityThis activity asks children to answer vocabulary questions based on the text we are studying this week.See the guided reading resources for the activity. | Wednesday:L.O: fastest finger first and retrieval questionsFastest finger first: ask pupils to find a range of words in the text as quickly as they can.Retrieval questions: Answer the questions then mark together, answers are on the last page of the resources.See the reading skills resources for the activity. |
| Thursday:L.O: paired workToday you will need a partner | Thursday:L.O: Comprehension activityThis activity asks children to answer comprehension questions based on the text we are studying this week.See the guided reading resources for the activity. | Thursday:L.O: character motivations.This activity asks children to answer questions based on why characters have acted as they have. Answer the questions then mark together, answers are on the last page of the resources.See the reading skills resources for the activity. |
| Friday:L.O: spelling testAsk an adult to test you on this week’s words. | Friday:L.O: Marking vocabulary activityThis activity asks children to mark the questions they answered yesterday. It is best to do this session with an adult so you can discuss your answers and correct them.See the guided reading resources for the activity. | Friday:L.O: speed read and using evidenceSpeed read: pupils read as far as much of the text as they can in 30 seconds then mark how far they got. Give them the chance to repeat several times.Evidence questions: these questions ask pupils to find evidence in the text that helps them to understand and answer the questions.See the reading skills resources for the activity. |
| **Notes for the week:**All the resources you need for the week are on the VLE and the Home Learning Resources page. | **Notes for the week:**All the resources you need for the week are on the VLE and the Home Learning Resources page. | **Notes for the week:**All the resources you need for the week are on the VLE and the Home Learning Resources page. |