

## Year 6: w.b. 11<sup>th</sup> January 2021

# Remote Learning Arrangements during School Closure and Half Termly Topic Grid

### School Closure Information:

Thank you so much for all of your support and kind messages that we have received this week- it has been extremely challenging for everyone involved. We are so proud of our whole school community for the way everyone has pulled together to get children's remote learning up and running so quickly and so effectively. Thank you for your help in this process. The uptake for both our live learning sessions and where this is not possible for families, the uptake on collecting home learning packs has been fantastic. We are so pleased that children will be able to continue their learning journeys while the school is closed to most pupils.

**Please stay safe and get in touch if you require any support.**

**Mrs Gibbins and Miss Kohli.**

Firstly, we would like to congratulate Year 6 on a brilliant first week of remote learning.

As part of the children's remote learning next week, we have included a Design Technology assignment related to cooking. Within this, there is the opportunity for you and your child to follow a recipe to make a simple WW2 pudding (bread pudding or pancakes)!

We will also be completing well-being calls from next week so your child will receive a call from a member of the Year 6 teaching team every couple of weeks. Please take note that these calls may be made from a withheld number. **The Year 6 Team.**

### Year Group Email Address:

Reminder, your child's year group email address is:

[ph.y6homelearning@perryhallmat.co.uk](mailto:ph.y6homelearning@perryhallmat.co.uk)

Please use this, if you need to make contact with your child's year group staff.



### Vulnerable and Critical Worker Children:

Vulnerable children and those who have parents/carers as Critical Workers are covering the same content as is outlined in this document within school. Reminder: Our PE day is Wednesday. When dropping off and collecting your child(ren), please ensure you continue to follow the one way systems in place and wear a mask when on site to protect yourselves and others.



## Remote Learning Arrangements for w.b. 11<sup>th</sup> January 2021:

### Live Learning Sessions

Time	Subject	Access
9.00am – 9.15am	Registration	<b>Teams</b> 15 minute live registration.
9.15am - 10.15am	Maths	<b>Teams</b> 20 – 30 minute live lesson. 30 minutes for assignments to be completed independently.
10.25am - 11.10am	Reading	<b>Teams</b> 20 – 30 minute live lesson. 20 minutes for assignments to be completed independently
11.20am - 12.10pm	English	<b>Teams</b> 20 – 30 minute live lesson. 30 minutes for assignments to be completed independently
1.00pm – 1.15pm	Registration & Afternoon Timetable	<b>Teams</b> 15 minute live instruction for the afternoon learning.

*\*When accessing live sessions, please ensure that the Home School Agreement is being followed.*

### Weekly Timetable

In addition to the live teaching session timetable above, a weekly timetable will be uploaded to the Files section of Teams which will outline additional tasks that your child will need to complete. A copy of this has been inserted below for your reference.

Week Beginning 11.01.21	Times Tables Rockstars	Handwriting & Spelling	Topic / Science	PHSE / Wellbeing
Mon.	<p>Challenge yourself to some Times Tables challenges.</p> <p>Don't forget to look out for tournaments set by your teachers</p> <p><a href="https://play.ttrockstars.com/auth/school/student">https://play.ttrockstars.com/auth/school/student</a></p>	<p>Choose 5 words from the Year 5 / 6 spelling list and complete the 'Look, Say, Cover, Write, Check' activity.</p> <p>Now write these words in sentences, using the appropriate context, in your neatest handwriting.</p>	<p><b>Computing</b></p> <p>You've been fantastic at remaining safe online! Look out for the Purple Mash activity on E-Safety.</p>	<p><b>PSHE</b></p> <p>On Purple Mash, write a blog on how to stay positive during lockdown. Think about the advice you could give.</p>
Tues			<p><b>Art</b></p> <p>The next part of your Art learning journey is to create a mood board! Look out for the assignment on Propaganda posters.</p>	<p><b>PE</b></p> <p>You're going to be creating your "Twelve Moves of Lockdown". Be prepared to get physical!</p>
Weds			<p><b>Science / PSHE</b></p> <p>As we know, handwashing is extremely important. Let's see the science behind it! Once you've completed your experiment, you will understand how germs spread and why handwashing is important. Before, we were all singing 'Happy Birthday' but can you think of a different song for us to sing whilst washing our hands?</p>	
Thu			<p><b>Music</b></p> <p>Let's become musicians this week! Listen and appraise some of World War II's music, contrasting music between the UK and America.</p>	<p><b>DT</b></p> <p>Time to get busy in the kitchen for this activity. You have a choice of two recipes to follow and then you need to write out your method.</p>
Fri		<p><i>Remember, we finish at 1:20pm on a Friday, therefore there is no set learning on this afternoon.</i></p>		

**\*Staff will be available 8.30am-3.30pm Monday to Thursday and 8.30am-1.20pm on a Friday.**

## Reminder: Remote Learning Home School Agreement (reminder of what you have previously signed and agreed to if your child is partaking in live learning sessions):

### ***School will...***

- Provide a mixture of live lessons, independent activities and other relevant tasks (i.e on Purple Mash, Times Table Rockstars) to continue learning at home
- Respond to completed assignments/tasks through Office 365 and Purple Mash
- Provide appropriate tasks for pupils who have an IEP or are on an EHCP
- Contact pupils who do not log in to live lessons to check in on them and their family
- Offer pupils the opportunity to ask for extra help if they do not understand.

### ***Pupils will...***

- Attend all live lessons unless they have a genuine reason that they are unable to. Please be aware that pupils will be visible to and heard by their year group peers and school staff when in a live session
- Leave profile pictures as initials so that they are easily identifiable in the lesson
- Find a quiet place to join their live lesson and have a pencil and paper to make jottings
- Use the 'Raise your hand' and Chat function to participate in the lesson
- Remain on mute unless the teacher asks for them to unmute
- Blur their backgrounds
- Focus on learning during the live lesson
- Complete Purple Mash and other follow-up activities to practice skills
- Use the chat function for learning ONLY, this is not a social media chatroom
- Remember class expectations still apply - always adhere to the School Behaviour Policy.

### ***Parents/Carers will ...***

- Ensure their child is following the daily timetable and completing their work to avoid more learning time loss
- Let the school know if their child has any technical issues with accessing online learning during isolation
- Report any absences as usual, via the school office—including COVID 19 symptoms or positive test results for the child or someone within the household
- Ensure their child only uses the platforms for educational purposes
- Monitor the use of their devices for access of other online materials and apps.

**Please email the following statement into your child's year group email address:**

**"I, the parent/carers, and my/our child, \_\_\_\_\_, agree to all the statements outlined in the Remote Learning Home School Agreement."**

*\*You only need to email the above permission statement if you have not already done this previously.*

**In addition to this, parents/carers must ensure that the *live Teams sessions are not recorded or photographed in any way.***

## Year 6 - Spring 1 – Dictators – What is a dictatorship?

*This grid outlines the knowledge and skills that Year 6 children will gain throughout this half term's topic.*

### As readers we will:

Focus on two particular reading domains: retrieval and inference. We will be using key strategies such as skimming and scanning, looking for clues in the text and reading between the lines to pull key information from a number of topic-based books. We will also be using a range of non-fiction texts to put our topic of Dictatorships into a historical context.

### As mathematicians we will:

Focus initially on consolidating our understanding of place value by focusing on fractions, decimals and percentages. Following on from this, we will be moving onto looking at geometry and the properties of 2D and 3D shapes.



### As writers we will:

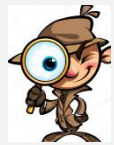
Explore the world of William Shakespeare through one of his classic tragedies – Macbeth. Following on from this, we will be delving back into our narrative work supported by a range of exciting visual literacy resources.

### As scientists we will:

Continue to look at the human body by focusing on the respiratory and digestive systems. We will be exploring how nutrients are absorbed by the body and how they are used.

### As historians we will:

- Place key events of WW2 on a timeline
- Research Adolf Hitler and his rule
- Research the local impact of WW2

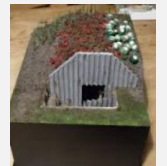


### As geographers we will:

- Identify allied and axis forces and their movements
- Identify areas targeted by the Luftwaffe

### As designers we will:

- Research shelters
- Plan, design, create and evaluate Anderson shelters considering different materials and their appropriateness



### As artists we will:

- Research WW2 propaganda posters
- Create a mood board to practise ideas
- Generate our own propaganda posters



### As musicians we will:

- Develop an understanding of the music played and listened to during WW2.
- Compare and contrasting UK and American music played during WW2.

### In PE we will:

- Focus on a variety of invasion games to develop our attacking and defending skills in a competitive situation.



### In computing we will:

- Continue to develop our programming skills



### In Spanish we will:

- Develop our linguistic skills by focusing on days of the week and months of the year

### In RE we will:

- Explore religious expression
- Identify similarities and differences between Judaism and Christianity

