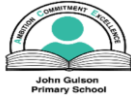


JOHN GULSON PRIMARY SCHOOL REMOTE EDUCATION WEEKLY PLANNER

Year group: 6KB/6CS/6MM week 4

Week Beginning: 25.1.2021

Monday	
Maths inc. Basic Skills	<p>Arithmetic Skills</p> <p>L.O -To find percentages of amounts</p> <p>They will find percentages of a range of amounts. They will divide by a number to find a percentage ,understanding why ,for instance you divide by 4 when working out 25%.To find 10% you divide by 10and to find 100 % you divide by 1.</p> <p>Complete activity Finding percentages.</p> <p>Lowers Q1 to Q3</p> <p>Main Q4 to Q7</p> <p>Highers – Bar model Challenge.</p>
SPAG	LO: To understand the difference between the active and passive voice
History	<p>L.O -To understand the importance of religion and the gods to the Ancient Greek people</p> <p>S.Criteria –</p> <ul style="list-style-type: none">● I can reach valid conclusions about people in Ancient Greece from studying their myths.● I can understand why we have different interpretations of stories from the past.



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	<ul style="list-style-type: none">I can make links between the importance of religion in Greek society with that of other societies studied <p>Pandora's Box -What does this myth explain? Do we believe it today?</p> <p>Activity- Provide children with a set of Greek god cards. The children are to match the names to the descriptions.</p>
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Tuesday	
Maths inc. Basic Skills	<p>Arithmetic Skills</p> <p>L.O -To find percentages of amounts.</p> <p>Use hundredth grid, bar model, and number line.</p> <p>They practice finding percentages of amounts,by changing but keeping the percentage same for example 50 %of 100, 50 % of 20 ,50% of 150</p> <p>Lowers- Activity 1 Q1to Q3</p> <p>Main- Activity Complete Q4 to Q8</p> <p>Highers – NCETM challenge</p>
English / Writing	<p>Hook: A letter from Ms Sumner- reasons for and against.</p>

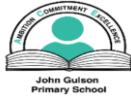


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Science	<p>The classification system for living things Lesson 2 Engaging Science</p> <p>Biodiversity</p> <p>L.O - know about some of the threats to biodiversity, including the threats posed by human</p> <ul style="list-style-type: none">▪ Understand that there is a great variety of living things▪ Understand the term biodiversity <p>Activity</p> <p>What are threats provide – Children response to what they can do save the threats.</p>
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Wednesday

<h3>Wednesday</h3>	
Maths inc. Basic Skills	<p>Arithmetic Skills</p> <p>L.O -To find the percentages for missing values.</p> <p>Solve problems involving the calculation of percentages and the use of percentages for comparison.</p> <p>Children think carefully about the part and the whole ,particularly when identifying which one they need to work out.</p> <p>Draw diagrams to cement the difference of finding percentages of amount and finding a known percentage of a known amount.</p> <p>Lowers Complete Q1 and Q2</p> <p>Main – Complete Q3to Q6n</p> <p>Highers – Complete the challenge Bar Model Challenge</p>



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English / Writing	Cold Write: Write a persuasive letter
PHSE	LO: describe some ways in which I can work with other people to help make the world a better place Hypothetical- children to design a charity event that could work during during lockdown and social distancing; They will need to: <ol style="list-style-type: none">1. research a charity for a cause that is close their hearts2. Revise the work that character does and write a brief paragraph explaining why they have chosen them.3. Design a poster promoting their event- a bake sale, a fete, a sponsored walk etc.4. Complete the project planning sheet.

Thursday



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<p>Maths inc. Basic Skills</p>	<p>Arithmetic Skills</p> <p>L.O -Find a rule One Step</p> <p>Children explore simple one-step function machines. Explain that a one-step function is where they perform just one operation on the input. Children understand that for each number they put into a function machine, there is an output. They are taught to “work backwards” to find the input given the output. Given a set of inputs and outputs, they should be able to work out the function.</p> <p>Complete the table for the function machine.</p> <p style="text-align: center;">Input → + 5 → Output</p> <table border="1" style="margin-left: auto; margin-right: auto;"><tr><td style="background-color: #f2f2f2;">Input</td><td>5</td><td>5.8</td><td>10</td><td>- 3</td><td>- 8</td><td></td><td></td><td></td></tr><tr><td style="background-color: #f2f2f2;">Output</td><td></td><td></td><td></td><td></td><td></td><td>9</td><td>169</td><td>0</td></tr></table> <p>Lowers Q1 to Q4</p> <p>Mains Q4 to Q9</p> <p>Highers Challenge - NCETM</p>	Input	5	5.8	10	- 3	- 8				Output						9	169	0
Input	5	5.8	10	- 3	- 8														
Output						9	169	0											
<p>English / Writing</p>	<p>WAGOLL: A persuasive letter</p>																		
<p>Art</p>	<p>Lesson 3-</p> <p>Make a flag for the Human race. Use any medium- perhaps a piece of material in the house that isn't being use, or collage- any medium of Art that isn't just drawing or painting.</p>																		



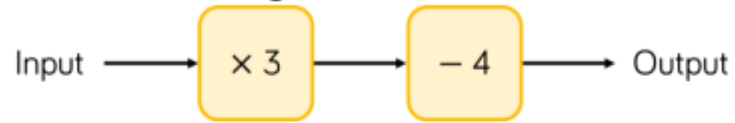
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Friday	
Maths inc. Basic Skills	<p>Arithmetic Skills</p> <p>L.O- to find a rule two step</p> <p>Children build on their knowledge of one-step functions to look at two-step function machines. Discuss with children whether a function such as $+ 5$ and $+ 6$ is a two-step function machine or whether it can be written as a one-step function. Children look at strategies to find the functions. They can use trial and improvement or consider the pattern of differences. Children record their input and output values in the form of a table.</p>



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Complete the table for the given function machine.



Input	1	2	3	4	5
Output					

- What patterns do you notice in the outputs?
- What is the input if 20 is the output? How did you work it out?

Lowers -Complete Q1 to Q3

Main – Q3 To Q6

Highers Challenge – Bar model Challenge.

English / Writing

LO: to create a visual strip-

think Pie Corbet, talk for writing based on WAGOLL

City Culture Project

Part 3