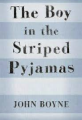


Weekly Overview of Learning

Year Group: 6 Week beginning: 16.10.23

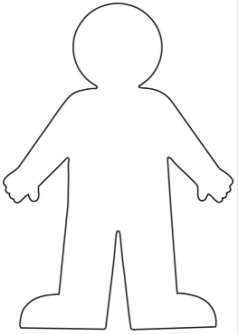
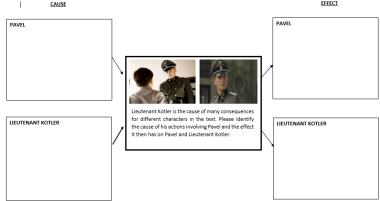
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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>L.I. We are learning to identify similarities and differences between two characters.</u></p> <p><u>LI: We are learning to make suitable predictions about characters' relationships based on evidence.</u></p>	<p><u>L.I. We are learning to explore character feelings and emotions on the inside and outside</u></p> <p><u>LI: We are learning to use evidence from the text to support answers and opinions</u></p>	<p><u>L.I. We are learning to understand how the author incorporates previous revelations with current events to build up to a climax.</u></p> <p><u>LI: We are learning how an author creates contrasts between characters and builds in humour, sadness and empathy - including the cause and effect of events and circumstances</u></p>	<p><u>L.I. We are learning answer comprehension questions using the PEE approach</u></p> <p><u>LI: We are learning to give two points with at least on point supported by evidence to answer 3 mark questions.</u></p>	<p>Spelling Test</p> <p><u>L.I. We are learning to use the apostrophe for omission correctly.</u></p> <p><u>LI: We are learning to check our work for missing punctuation - the apostrophe for omission</u></p>
<p>Speaking and Listening Focus</p>	<p>Think Pair Share - Grammar 3 in 3 questions.</p> <p>What are themes we can identify from the book? What do we already know about Bruno's character?</p>	<p>Think Pair Share - Grammar 3 in 3 questions. Cold calling - What do we know about the Fury so far? What evidence supports our opinions?</p>	<p>Think Pair Share - Grammar 3 in 3 questions.</p>	<p>Think Pair Share - How can we answer this question using PEE? What two points could we give? What evidence can we use to support our point?.</p>	<p>Mark the PiXL Grammar Quiz No.7 from their guided reading sessions.</p>
<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p><u>Key Vocabulary:</u> Herr Liszt, exploring, The Fatherland, history, geography</p> <p><u>Key Questions:</u> What topics does Herr Liszt prefer to teach and why? Why does Herr Liszt not like storybooks? What key rule does Bruno break at the end of chapter 9? Bruno walks for quite a long time along a fence in chapter 10, what does this tell us about the size of the place on the other side of the fence?</p>	<p><u>Key Vocabulary:</u> The Fury, frenzy, strict, nervous, character feelings, character actions, description</p> <p><u>Key Questions:</u> Why is the household in such a frenzy about The Fury's visit? Why on this occasion were Bruno and Gretel invited to Father's office? Why are Mother and Father frightened of the Fury? What is Bruno's opinion of the Fury?</p>	<p><u>Key Vocabulary:</u> cause, effect, character actions, anger, naive, difference, soldier, secret, opinion</p> <p><u>Key Questions:</u> What do we learn about Shmuel's life before he arrived at Out-With? On page 132 what phrase helps us understand the size of Shmuel? Why does Bruno decide to keep his friendship with Shmuel a secret? Why do Shmuel and Bruno's opinions on soldiers differ? What do we learn about Lt Kotler's</p>	<p><u>Key Vocabulary:</u> point, evidence, explain, imaginary friend, OutWith, truth, fear, honesty, friendship, power, difference, prejudice</p> <p><u>Key Questions:</u> A selection of questions taken from this week's chapters.</p> <p>Why does Bruno say he has an imaginary friend? What prevents Bruno from visiting Shmuel? Lt Kotler features heavily in, how do the other characters' opinions of him differ?</p>	<p><u>Key Vocabulary:</u> contraction, omission</p> <p><u>Key Questions:</u> Which one should you use - its or it's?</p>

Weekly Overview of Learning

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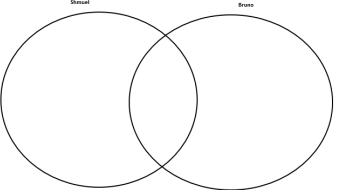
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		<p>Why did Mother and Father argue at the end?</p>	<p>father? What causes Lt Kotler to get angry?</p>	<p>Who does Kotler start to behave like? What causes Kotler to get angry?</p>	
<p>Activities</p>	<p>Complete PiXL Grammar 3 in 3 questions (Week 1) Children to complete on white boards. Go through answers.</p> <p>Read chapters 9 and 10. After reading - revisit what themes they think are running through the text.</p> <p>Class paired discussion. These will be recorded on the board in a defining frame.</p> <p>The children will then consider the new character of Shmuel and how he and Bruno are similar and different.</p> <p>The children will go back through chapters 9 and 10 and pick out evidence to support any similarities and differences between the two characters, These will be recorded in a Venn diagram.</p>	<p>Complete PiXL Grammar 3 in 3 questions (Week 2) Children to complete on white boards. Go through answers.</p> <p>Read chapter 11. Following the chapter about the Fury and his visit to Bruno's home. The children will complete in groups, a 'Role on the Wall' for Mother, Father, Bruno & Gretel. They will need to use evidence from the text to justify their opinions and consider what were the characters thinking on the inside and what were they showing / doing on the outside?</p> <p style="text-align: center;">Role on the Wall</p> 	<p>Complete PiXL Grammar 3 in 3 questions (Week 3) Children to complete on white boards. Go through answers.</p> <p>Read chapters 12 and 13.</p> <p>This chapter reveals even more about Shmuel's life on the other side of the fence. It also builds on Father's and Kotler's characters.</p> <p>It shows the effect the prison is having on Pavel and how Pavel and Kotler have a dramatic conflict.</p> <p>The children will use their understanding of the text - inference and retrieval of facts to support evidence as the cause and effect of issues from Pavel and Kotler's situation which resulted in their confrontation at dinner.</p> <p>The children will complete a cause and effect defining frame.</p> 	<p>Using differentiated questions, the children will need to look within the correct pages of a particular chapter and form an answer to satisfy a 3 mark question.</p> <p>The comprehension questions with explore the different reading content domains. 2B - retrieval 2D - inference 2G - language 2C - summarise</p> <p>The children will self-mark their answers after class discussions and feedback.</p> <p>They will need to find two points and back up at least one of these to achieve 3 marks.</p>	<p>After discrete teaching intervals, which demonstrate how particular words are joined using an apostrophe and which letter/s are omitted, the children will have to try some themselves as a self-assessment. E.g. They will write the contracted form of each of the words. Making sure they remove the space between the words and place the apostrophe where there are omitted letters.</p> <p>They will also learn that We often use contractions in speech or in informal writing.</p> <p>SELF-ASSESSMENT CHECKLIST:</p> <ul style="list-style-type: none"> ● The apostrophe can show where a letter (or letters) have been missed out (omitted). ● These are called apostrophes for omission. ● The shortened version is called a contraction. ● Contractions are usually used when we are writing informally.

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<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Opal TEXT - Wonder Author - R J Palacio</p> 	<p>Ruby TEXT - Wonder Author - R J Palacio</p> 	<p>Jet TEXT - Wonder Author - R J Palacio</p> 	<p>Coral TEXT - Wonder Author - R J Palacio</p> 
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	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Maths	<u>LI: To calculate square and cube numbers.</u>	<u>LI: To divide using factors.</u>	<u>LI: To divide numbers with up to 4-digits by a 1-digit number using short division.</u>	<u>LI: To divide numbers with up to 4-digits by a 2-digit number using long division.</u>	<u>LI: To divide numbers with up to 4-digits by a 2-digit number using long division.</u>
Key vocabulary and key questions	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -cube -square -factors <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> - How do you calculate square a number? - How do you calculate cube a number? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -factor -factor pair -divide <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -What does the word “factor” mean? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -remainder -grouping/sharing -dividend -divisor <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -How many groups of 4 are there in 40/400/4,000? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -multiples -dividend -divisor <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -How can you use multiples to divide by a 2-digit 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -multiples -dividend -divisor -remainder <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -Why do we subtract as we go along?

Weekly Overview of Learning

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	<ul style="list-style-type: none"> -Are the squares of even/odd numbers even or odd? -Are the cubes of even/odd numbers even or odd? - Can a number be both a square number and a cube number? - How can you use a square number to help find a cube number? 	<ul style="list-style-type: none"> -What are the factors of the number you are dividing by? - What numbers do you find it easy to divide by? -How can you check your answer? - Which factor are you going to divide by first/second? Why? 	<ul style="list-style-type: none"> - How many groups of 4 are there in 80/800/8,000? - What do you do with any remaining ones at the end of a division? -If you cannot make a group in a column, what do you do? -What does the remainder mean in this question? 	<ul style="list-style-type: none"> number? -Why do we subtract as we go along? -What does the arrow represent in the long division? -Can this division be done using factors instead? Why or why not? - What is the first step when performing a long division? 	<ul style="list-style-type: none"> -In a long division, what happens after the subtractions if you cannot divide exactly? -What is the first step when performing a long division?
<p>Activities</p>	<p>Previously, the children encountered square and cube numbers and this lesson revisits that learning and the notation for squared (2) and cubed (3). The concept of square and cube numbers will be supported by making links to area and volume. The children will explore the factors of square and cube numbers, noticing that square numbers always have an odd number of factors, but cube numbers can have an odd or even number of factors.</p>	<p>Today, the children build on their understanding of using factors in multiplication and learn to divide by a 2-digit number using repeated division. They will start with the familiar strategy that to divide by 4 they can halve and halve again. They move on to dividing by multiples of 10 before looking at slightly more complex divisions using two single-digit factors. The children will learn that the divisions can be carried out in any order. This means they can choose to divide first by the factor they find it easier to work with, and then by the factor they find more difficult</p>	<p>In Year 5, children built on earlier learning of short division and learned to divide numbers with up to four digits by single-digit numbers. Today's lesson reinforces all this earlier learning in preparation for the upcoming steps on long division. The children will perform short divisions both with integer answers and where there is a remainder. They interpret the remainder in context, for example knowing that "4 remainder 1" could mean 4 complete boxes with 1 left over so 5 boxes will be needed.</p>	<p>In today's lesson, children are introduced to long division as a method for dividing by a 2-digit number. We will be dividing numbers without remainders. To check their answers, children can apply their prior learning of multiplication strategies and apply the inverse.</p>	<p>Now that children have learned to use the algorithm for long division with integer answers, they move on to long divisions with remainders. Children should always check that the remainder is less than the number they are dividing by. They can use estimation as a sense-check for their answers, for example $834 \div 18$ is close to $800 \div 20$ so the answer should be in the region of 40</p>

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Please continue logging into Doodle Maths and Times-table Rockstars regularly!

Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
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Unit: 'Hey, Mr Miller'.

Lesson 5

L.I. We are learning to improvise syncopated melodies using notes of the C major scale.

In this lesson children will:

- Sing and dance to *Throw, catch* as a physical and vocal warm-up.
- Practise singing an arpeggio figure to help tune the opening of section 3 of *Hey, Mr Miller*.
- Invent a rhythmic ostinato using word rhythms from the song and layer them up, directed by a conductor.
- Using the rhythm pattern improvise using a selection of notes from the C major scale.
- Sing and play *Hey, Mr Miller* combining the class singing and improvising.

Word rhythms – speak and clap them

In your group select a word rhythm from *Hey, Mr Miller*.

● Phrases that start on the beat: ● Phrases that start off the beat:

- 'Swing that you bring' (on beat)
- 'Mister' (off beat)
- 'Hear it all through' (on beat)
- (rest) 'Trombone and your' (off beat)
- 'Da ba doo wah' (on beat)

© Sing Up

www.singup.org 40

Unit: Buddhism

Lesson 7

L.I: We are learning to identify and reflect on what we have learnt about Buddhism this half term.

Key questions:

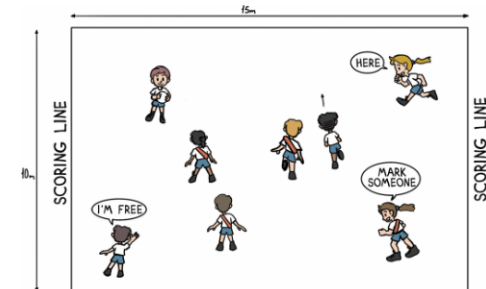
- Can you explain the elements that make the eightfold path?
- Can you summarise a story of the Buddha?
- Can you identify the Buddha's teaching?

This week the children will be reflecting on what they have learnt this term through a caracole activity. They will then apply all of their knowledge on an independent activity.

Unit: Netball

Lesson 6 (continued)

L.I. We are learning to use and apply skills, principles and tactics to a game situation.



In this lesson children should be able to:

- Turn your hips to face the direction you want to run in.

Unit: Hockey

Lesson 6 (continued)

L.I. We are learning to apply rules, skills and principles to play in a tournament.

Pitch 1	Pitch 2	Pitch 3
1v2	3v4	5v6
1v3	2v5	4v6
1v4	2v6	3v5
1v5	2v4	3v6
1v6	2v3	4v5

In this lesson children should be able to:

- Be honest and play to the rules.
- In between matches, discuss with your team how to improve for your next match.

ART - Kapow

Spanish – Language Angels

PSHE - Jigsaw

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Unit: Lesson 5

LI: We are learning to apply an understanding of impact and effect to create a powerful image.

This week, in Art we will be exploring how messages can be conveyed through art work. The children will be using the skills that they have learnt over this half term to create art with an underlying meaning. The children will discuss what they would like to convey to their audience and how they can do this effectively.



Unit: La segunda guerra mundial Lesson 7

LI: We are learning to reflect on our development in Spanish over the last half term.

This week, we are finishing the unit by completing our letters home writing in Spanish as an evacuee. Pupils will then complete the end of unit assessment and reflect on their learning over the whole unit of work .

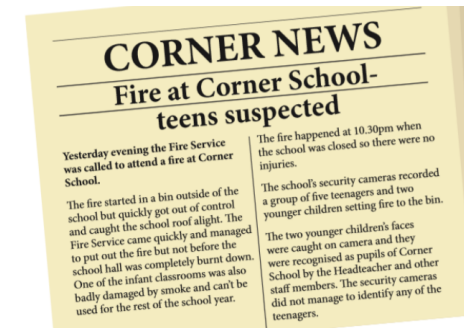
Name: _____	Date: _____	Class: _____	Unit: La Segunda Guerra Mundial
Speaking Exercise		Listening Exercise	
Can you say any of the following in Spanish?		From the extended listening exercise on the PowerPoint slide, write any of the numbers that correspond to the five different things the speaker says they saw. Listen carefully!	
<i>The Second World War</i>			
<i>In the city...</i>		<input type="text"/>	
<i>In the countryside...</i>		<input type="text"/>	
<i>In the city I saw some soldiers.</i>		<input type="text"/>	
<i>In the countryside I saw animals.</i>		<input type="text"/>	
Word Bank	en el campo vi animales, vi árboles y flores, en la ciudad vi algunos soldados, vi algunos refugios, vi algunos insectos, la Segunda Guerra Mundial, en la ciudad...		

Name: _____	Date: _____	Class: _____	Unit: La Segunda Guerra Mundial
Reading Exercise		Writing Exercise	
Can you read the passage in Spanish below and then answer any of the questions in English?		Can you write any of the following five phrases in Spanish?	
Vivo en Londres con mis dos hermanas, Vera y Daisy y mi mamá en una casa.		<i>The Second World War</i> <input type="text"/>	
Tuve que escapar de Londres y de las bombas. Londres era una ciudad muy peligrosa. Cogí el tren. Tuve que irme de la ciudad al campo con otras niñas y mis dos hermanas.		<i>In the city...</i> <input type="text"/>	
Estoy contenta de escapar de las bombas de Londres, pero estoy muy triste porque no puedo pensar en mi mamá.		<i>I saw bombs</i> <input type="text"/>	
In which city does this person live?		<i>I saw some insects</i> <input type="text"/>	
What are the names of this person's two sisters?		<i>In the countryside I saw trees and flowers</i> <input type="text"/>	
Why does this person have to leave London?			
What mode of transport do they use to leave London?			
What in the last paragraph makes this person sad?			
Word Bank	en el campo vi animales, vi árboles y flores, en la ciudad vi algunos soldados, vi algunos refugios, vi algunos insectos, la Segunda Guerra Mundial, en la ciudad...		

Unit: Being me in my world Lesson 7/ Puzzle 6

LI: We are learning to understand how democracy and having a voice benefits the school community.

LI: We are learning to understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself.



In this lesson, the children will continue their group discussions from last week. They will revisit learning from this unit and discuss consequences and effects on others (in particular relating to this event). After discussing the children will select the appropriate consequence and explain why they have chosen it.

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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p style="text-align: center;">Unit: Light Lesson 6</p> <p><u>LI: We are learning to explain how a prism changes a ray of light by refraction to show the spectrum.</u></p> <p><u>We are learning to explain how we see different colours of objects.</u></p> <p><u>Success criteria:</u></p> <ul style="list-style-type: none"> • I can explain how white light is made of all the colours of light mixed together. • I can explain how a prism affects a ray of light. • I can explain what Isaac Newton discovered about light. <p><u>Key vocabulary:</u> reflected, refracted, absorb, spectrum, visible light, prism, frequency, density, transparent,</p> <p><u>Key questions:</u> Can you remember what happens to light when it travels from air into a different transparent material (medium)? How are rainbows formed in the sky? A rainbow appears when it is raining AND the sun is shining. What is happening? What would happen if you put a prism, turned the opposite way, right next to the first prism? How do we see different colours without a prism?</p> <p>The children will build on their work from last week on refraction. They will be introduced to the light spectrum – and link this to refraction from last week. They will use prisms and water to split white light into the 7 colours of the</p>	<p style="text-align: center;">Unit: Britain at War Lesson 6- Continued from last week.</p> <p>LI: We are learning to summarise the key events of the first world war.</p> <p>LI: We are learning to explain key events leading to the end of the First World War</p> <p>This week, the children will summarise the key events from the first world war and order them in chronological order. The children will be asked to recall their prior knowledge by retrieving information about the first world war.</p> <p>The children will explore the key events leading to the end of the First World War including the Allied Powers pushing Germany back from the Western Front and the United States joining the Allied Powers.</p> <p>The children will also explore how the Treaty of Versailles made Germany take the blame for the war and pay large reparations, which left the country impoverished.</p>	<p style="text-align: center;">Unit: Computing systems and networks - Communication and collaboration Lesson 5</p> <p>L.I. We are learning to recall prior learning to answer questions during our end of unit test.</p> <p>Today, the children will revisit their learning they have completed during their ‘computing systems and networks - communication and collaboration’ unit. Afterwards, the children will complete a short summative assessment.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can recall learning from a unit of learning. • I can apply my understanding to a variety of different questions. • I can self assess my work and identify areas for improvement. <p>Autumn Unit 1. Year 6 Summative assessment – Questions</p> <p>1. All data transferred over the internet is broken down into...</p> <ol style="list-style-type: none"> Packets Protocols Addresses <hr/> <p>2. 192 . 168 . 1 . 15 is an example of...</p> <ol style="list-style-type: none"> A packet A protocol An IP address

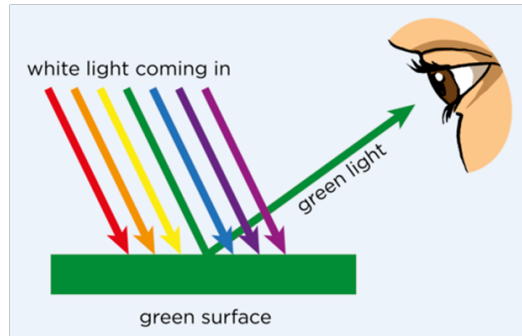
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rainbow. They will learn that the colours - depending on where they come in the order of colours - travel at different speeds.

They will extend this knowledge and apply the different colours of light to their reflection knowledge and how certain colours from the spectrum are absorbed or reflected so we can see coloured objects. They will record their findings using diagrams and written explanations using the correct scientific vocabulary.



January–February 1915
Ottoman Empire attacks Suez Canal



April 1917
United States joins Allied Powers



Homework

Homework is set on a Thursday. Where applicable, it should be returned by the following Monday. Weekly spellings are set Friday to Friday - with tests on Friday.

Reading/Spelling and Grammar

Maths

Topic/Other foundation subjects including writing
REMINDERS – trips/events/items to bring in

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Please read for at least 20 minutes every day and complete tasks in your purple task book.

Your teacher will check and sign your work once every two weeks.

Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.

Doodle Spell – log in to your account at least 3 times this week.

Spelling and dictation – Remember to try and use these words in sentences to show that you understand their meanings.

Group 1 and 2

familiar	government
foreign	guarantee
forty	harass
frequently	hindrance

Group 1 only

advice	licence
advise	license
device	practice
devise	practise

Group 1 and 2 (bonus Topic Words)

neutral	absorb
offensive	hemisphere



Doodle Maths – Log on to your account at least three times this week.

We will be checking to see who has accessed their account the most!!

Work to reach your target – are you in the **green** zone yet?

Times Tables Rockstars:

It will help you to practise your multiplication facts.