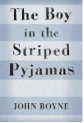


Weekly Overview of Learning

Year Group: 6 Week beginning: 16.01.23

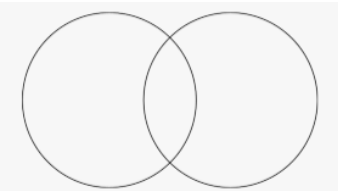
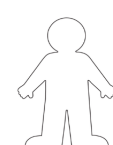
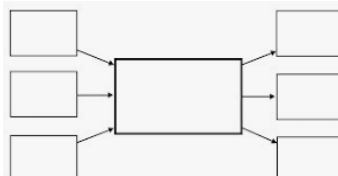
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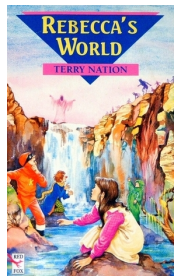
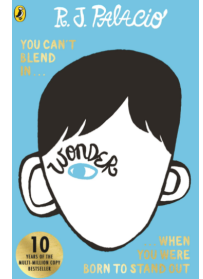
English	Monday	Tuesday	Wednesday	Thursday	Friday
Reading and Writing 	<p><u>LI: To apply comparative language to analyse two characters</u></p> <p><u>LI: To identify similarities and differences between two characters.</u></p>	<p><u>LI: To explore character feelings and emotions on the inside and outside.</u></p>	<p><u>LI: To apply cause and effect language to understand character actions.</u></p> <p><u>LI: To explain the cause and effect of character actions</u></p>	<p><u>LI: To construct well explained answers using the PPE structure.</u></p> <p><u>LI: To utilise different reading skills to analyse a text</u></p>	<p>Spelling Test</p> <p><u>LI: To interpret simple clues within the text to support 'reading between the lines'</u></p>
Speaking and Listening Focus	<p>Think Pair Share - comparisons of the two characters</p>	<p>Role on the wall</p>	<p>Using cause and effect vocabulary to explain character actions.</p>	<p>Cold calling</p>	<p>Think Pair Share / Cold Calling</p>
<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p>Key Vocabulary: compare, similarities, differences, Bruno, Shmuel</p> <p>Key Questions: *What topics does Herr Liszt prefer to teach and why?</p> <p>*What key rule does Bruno break at the end of chapter 9?</p> <p>*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>*What do we learn about Shmuel?</p> <p>* In what way are Bruno and Shmuel similar or different?</p>	<p>Key Vocabulary: The Fury, frenzy, strict, nervous, character feelings, character actions, description</p> <p>Key Questions: 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? Why did Mother and Father argue at the end?</p>	<p>Key Vocabulary: cause, effect, character actions, anger, naive, difference, soldier, secret, opinion</p> <p>Key Questions: What do we learn about Shmuel's life before he arrived at Out-With? 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 father? What causes Lt Kotler to get angry?</p>	<p>Key Vocabulary: Imaginary friend, OutWith, truth, fear, honesty, friendship, power, difference, prejudice</p> <p>Key Questions: 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? Who does Kotler start to behave like? What causes Kotler to get angry?</p>	<p>Key Vocabulary: evidence, scan, inference, clues, vocabulary, experience, knowledge, conclusion</p> <p>Key Questions: What does it mean to 'read between the lines'? What strategy can you use to find the evidence you need to help you answer the question? Why is understanding the vocabulary in the evidence important? How do we use our past experiences and knowledge to help us read between the lines?</p>

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<p>Activities</p>	<p>Following further exploration and reading of the text the children are going to compare similarities and differences between two characters.</p> <p>First the children will think pair share and as a class we will begin to fill in a group venn diagram.</p> <p>Independently the children compare the characters and complete an individual venn diagram.</p> 	<p>Today, we will read more of the text and we finally meet a character who has been spoken about in the story but we haven't yet met.</p> <p>Children will be numbered from 1 - 4 on entry to the classroom, at various points in the lesson we will ask a particular number to share their thoughts. The children of that number will then make their contributions.</p> <p>We will be exploring the character reactions to a particular event in the text and the impact this event has on the family. Our task today will be to use role on the wall to explore the feelings and emotions of characters on the inside and on the outside. The class will be split into groups and tackle a different character role on the wall each.</p> 	<p>We will read more of the text, when reading we will explore how two of the main characters look starkly different and how the author effectively portrays this.</p> <p>In another part we will take a deeper look at how particular events lead to an altercation, focusing on the cause and effects.</p> <p>TASK - Children will be completing a cause and effect map, exploring the cause of Lt Kotler's actions and the effect this has.</p> 	<p>We will read more of the text today, we will focus on various key parts of the text as the children will be completing comprehension questions about this part of the text.</p> <p>The comprehension questions with explore the different reading content domains.</p> <p>2B - retrieval 2D - inference 2G - language 2C - summarise</p>	<p>Children will be using their whiteboards to participate in today's learning. They will do both paired and independent work related to inference, using evidence to read between the lines and answer questions about particular short extracts of text.</p>
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<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>OPAL TEXT – Rebecca's World Author - Terry Nation</p> 	<p>RUBY TEXT - Wonder Author - R J Palacio</p> 
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>L1: To divide decimals by integers.</u>	<u>L1: To read and write decimal numbers as fractions.</u>	<u>L1: To express fractions as decimals by finding an equivalent fraction with a denominator of 10, 100 or 1,000.</u>	<u>L1: To express fractions as their decimal equivalent using division.</u>	<u>L1: To express fractions as percentages.</u>
Key vocabulary and key questions	<p>Key Vocabulary: divide, group, exchange, tenths, hundredths, thousandths, remainder</p> <p>Key Questions: -If you know that $__ \div __ = __$, what else do you know? -If you make the number being divided one-tenth the size, what must you do to the answer? -How can you show this division using place value counters? -How many groups of $__$ can you make with $__$? -What happens to tenths or hundredths that you cannot group?</p>	<p>Key Vocabulary: Fraction, decimal, equivalent, convert, equal to, tenths, hundredths, thousandths, place value, simplify, common factor, placeholder</p> <p>Key Questions: -Is there a common factor for the numerator and the denominator? -What is the value of the $__$ in this decimal number? - Why is zero important as a placeholder? -Why is the ones column empty?</p>	<p>Key Vocabulary: fraction, decimal, equivalent, convert, value, numerator, denominator, equal to, part/whole</p> <p>Key Questions: -If the whole has been split into 10/100 equal parts, what is each part worth as a fraction/decimal? - If you know that $__$ is equivalent to $__$, what is $__$ as a decimal? -How can you convert fractions with a denominator of 100 to decimals? - How can you convert fractions with a denominator that is a factor of 100 to decimals? -How can you find equivalent fractions? -Why might it be helpful to find an equivalent fraction with a denominator of 100/1,000?</p>	<p>Key Vocabulary: fraction, decimal, equivalent, convert, numerator, denominator, divide, remainder, exchange, tenths, hundredths, thousandths, equal to, part/whole</p> <p>Key Questions: -If the denominator is $__$, how many equal parts are there? -What are you dividing by? -Can you share 1 one into 4 equal parts? What can you exchange the 1 one for? - What can you exchange the remaining $__$ tenths for? -How do you know that $1/2 = 2$ or $5/8 = 1.6$ cannot be correct?</p>	<p>Key Vocabulary: per cent, percentages, fractions, equivalent, convert, tenths, hundredths, numerator, denominator, equal to, part/whole</p> <p>Key Questions: -What is a percentage? -If the whole is split into 100 equal parts, then what percentage is parts equivalent to? -How are percentages and fractions similar/different? - If you know $1/5$ is equal to 20%, what percentage is $4/5$ equal to? -How do you find an equivalent fraction?</p>

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<p>Activities</p>	<p>Today, children divide decimals by integers other than 10, 100 or 1,000. They will look at related division facts, such as $8 \div 2 = 4$ therefore $0.8 \div 2 = 0.4$ and $0.08 \div 2 = 0.04$. They will explore the pattern that as the number being divided becomes 10 or 100 times smaller, the answer becomes 10 or 100 times smaller, modelling this using place value counters in a place value chart. Using place value counters, the children will put counters into groups, starting with the greatest place value column and will move into using the formal written method for division alongside the place value charts.</p>	<p>Today, children will be expressing decimal numbers as their fraction equivalents. They will be using place value charts to help them to identify the value of the digits in a number which can then be used to write the decimal as a fraction. They will apply their previous fractions learning to then simplify the fraction.</p> <p>Third Space Learning</p> <p>Arithmetic Paper</p>	<p>Today, children explore common equivalents between fractions and decimals. They will use a hundred square as a key visual to help them explore equivalences. Using fraction walls will also enable children to see the relationship between fractions such as $1/5$ and $2/10$ and therefore their decimal equivalents. They will explore methods for finding more complex equivalents by finding a common denominator of 10/100/1000.</p>	<p>Today, children build on their learning from the previous lesson as they look at fractions as division to support them in converting between fractions and decimals. This method is introduced where fraction cannot be expressed with a denominator of 100. Children explore the idea of fractions as divisions, learning that, for example $3/4$ can be interpreted as $3 \div 4$. They use place value counters to exchange ones for tenths and share them into equal groups to see that, for example, $1/5 = 0.2$ Children progress to performing multiple exchanges to find other decimal equivalents.</p>	<p>Today, children will be expressing fractions as their equivalent percentages. In a previous block of learning, children learned how to find equivalent fractions using common multiples and factors. They have also learned how to find equivalent fractions with a denominator of 10/100/1000. They will now apply these skills to convert a fraction to a percentage. It is important that children understand that 'percent' means 'out of 100' - this will be explored at the start of the lesson. Hundred squares will be used to model the equivalences.</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
<p><u>L.I: To sing 5-note scales, and arpeggios.</u></p> <p><u>L.I: To learn to sing Section 3 of the round <i>Dona nobis pacem</i>.</u></p> <p><u>L.I: To learn about monophonic, homophonic, and polyphonic textures.</u></p> <p>The children will listen to the performance of <i>Dona nobis pacem</i>, listening carefully to the pronunciation of the words and practise them. They will learn to sing section 3 of the song. The children will explore the textures in music: monophonic, homophonic, and polyphonic</p>	<p><u>L.I: To learn about the life of Buddha.</u></p> <p><u>L.I: To consider what events in my life have taught me about the world I live in and people around me.</u></p> <p>Children learn about Buddha's life focusing on the four sights and what these made Buddha realise. Four sights - old age, sickness, death and a holy man.</p> <p>Key questions: What is the meaning of enlightenment and how is this demonstrated in the example of Buddha? What event in your life taught you about the world you live in and the people around you?</p>	<p><u>Unit: Tag Rugby</u></p> <p><u>L.I: To be able to play games using tagging rules.</u></p> <p>In this lesson, the children will focus on passing – they will learn to receive a pass from a teammate from behind or to the side of them.</p> <p><u>Unit: Fitness</u></p> <p><u>L.I: To develop strength using my own body weight.</u></p>

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<p>and will then try to identify these in <i>Dona nobis pacem</i>.</p>		<p>In this lesson, the children will complete the exercises slowly and with control while maintaining a steady breath.</p>
<p>DT - Kapow</p>	<p>Spanish – Language Angels</p>	<p>PSHE - Jigsaw</p>
<p>DT planned for later in the term.</p>	<p style="text-align: center;"><u>Unit: Me presento</u> <u>Lesson 5</u></p> <p><u>LI: To consolidate all previous knowledge from the unit, to learn how to ask and answer the question ‘¿Dónde vives?’ (Where do you live?) and the basics of adjectival agreement in Spanish</u></p> <p>Explain aim of the lesson: to learn how to ask and answer the question ‘¿Dónde vives?’ (Where do you live? and say their nationalities in Spanish.</p> <p>5 mins Using the ‘Me presento (5)’ PowerPoint, start the lesson. See Teacher Support Notes for a full lesson breakdown.</p> <p>35 mins PLENARY: Children to practise using an imaginary name, age and city written on the board. Teacher will see if anyone can present themselves in Spanish, pretending to be that person. The whole class will be given two minutes of silent preparation/ thinking time.</p> <p>Using the character’s on the flip chart, the children will then work in pairs, one pupil will ask ‘¿Dónde vives?’ (Where do you live?) and the other will pretend to be one of the characters on the flip chart. They should take it in turns asking and answering the questions.</p> <p><u>Extension Task:</u> a similar task as before, but this time pupils will be expected to integrate all vocabulary from the unit together. They will be given an opportunity to have a conversation with a partner using all vocabulary from the unit.</p>	<p><u>LI: To explain ways in which difference can be a source of conflict and a cause for celebration.</u> <u>LI: To show empathy with people in either situation.</u></p> <p>The children will be taking part in a drama activity – the will create freeze frames to represent a type of conflict, how it can be resolved and that this is a cause for celebration. This is so that children can explore that differences can lead to conflict and to empathise with other’s who are in different situations to them.</p>

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Science - Wellington Curriculum	Topic (Geography) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><u>LI: To investigate and explain how the position of a light source can change the length of a shadow.</u></p> <p>Building on from last week, where they looked at how a shadow is formed and how sizes of shadows change depending on the distance the light source is from an opaque object, as well as how to make shadow puppets - with added detail, the children will consider how the length of shadows changes during the day - depending on position of the sun in the sky. They then need to apply this to the angle of the light source in relation to the position of the opaque object. Children will use a torch at various set angles to record the length of shadows in relation to the angle. They will apply this to photos of shadows outside and justify what time of day it might be.</p>	<p><u>LI: To understand and explain the different climate zones and biomes of the Americas.</u></p> <p>The children will go back over previous knowledge about the different kinds of biomes.</p> <p>They will also apply their knowledge to explain how latitude influences the climate across the Americas?</p> <p>They will be introduced to the Koppen system of the classification of climate zones, then they will use the Koppen system and an atlas to help them complete an information table for: location, latitude, climate and biome.</p> <p>They will be challenged to calculate the latitude of various locations across the Americas.</p>	<p><u>L.I. To explain why a variable is used in a program</u></p> <ul style="list-style-type: none"> ● I can identify a program variable as a placeholder in memory for a single value ● I can explain that a variable has a name and a value ● I can recognise that the value of a variable can be changed <p><u>Lesson 2 of Unit: Variables in Games</u></p> <p>The children will understand that variables are used in programs, and that they can only hold a single value at a time. They complete an unplugged task that demonstrates the process of changing variables. Then, children will explore why it is important to name variables and apply their learning in a Scratch project in which they make, name, and update variables.</p>

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Homework

Homework is set on a Thursday and uploaded to Google Classroom. 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																
<p>Please read for at least 20 minutes every day and complete tasks in your purple task book.</p> <p>Your teacher will check and sign your work once every two weeks.</p> <p>Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.</p> <p>Doodle Spell – log in to your account at least 3 times this week.</p>	<div style="text-align: center;">  </div> <p>Doodle Maths – Log on to your account at least three times this week.</p> <p>We will be checking to see who has accessed their account the most!!</p> <p>Work to reach your target – are you in the green zone yet?</p> <p>Times Tables Rockstars:</p> <p>It will help you to practise your multiplication facts.</p>	<p>There is a special Science workshop on Wednesday 25th January - where Year 6 will carry out practical experiments on the heart - including a dissection.</p> <p>A charge of £3.70 is required (see parent mail for details)</p> <p>This needs to be paid by Friday 20th January.</p>																
<p>Spelling and dictation – Remember to try and use these words in sentences to show that you understand their meanings.</p> <p>Group 1 only</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">accommodate</td> <td style="padding: 5px;">aggressive</td> </tr> <tr> <td style="padding: 5px;">accompany</td> <td style="padding: 5px;">amateur</td> </tr> <tr> <td style="padding: 5px;">according</td> <td style="padding: 5px;">ancient</td> </tr> <tr> <td style="padding: 5px;">achieve</td> <td style="padding: 5px;">apparent</td> </tr> </table> <p>Group 1 and 2</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">majestically</td> <td style="padding: 5px;">mythical</td> </tr> <tr> <td style="padding: 5px;">intertwined</td> <td style="padding: 5px;">idyllic</td> </tr> <tr> <td style="padding: 5px;">picturesque</td> <td style="padding: 5px;">thumping</td> </tr> <tr> <td style="padding: 5px;">gorgeous</td> <td style="padding: 5px;">tranquil</td> </tr> </table>	accommodate	aggressive	accompany	amateur	according	ancient	achieve	apparent	majestically	mythical	intertwined	idyllic	picturesque	thumping	gorgeous	tranquil		
accommodate	aggressive																	
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