



Weekly Overview of Learning

Year Group: 6 Week beginning: 18.12.23


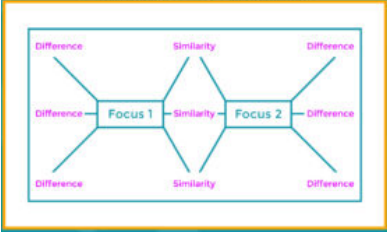
Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>L.I. We are learning to identify the key features of journalistic writing</u></p> <p><u>L.I. We are learning to write a formal newspaper report in the passive voice and 2nd person</u></p>	<p><u>L.I. We are learning to show our understanding of the correct features of journalistic writing by completing a HOT TASK assessment.</u></p>	<p><u>L.I. We are learning to identify the key features of journalistic writing</u></p> <p><u>L.I. We are learning to write direct and reported quotes.</u></p> <p><u>L.I. We are learning to write a formal newspaper report in the passive voice and 2nd person</u></p>	<p><u>L.I. We are learning to use our knowledge of grammar and spelling rules to solve puzzles</u></p>	
<p>Speaking and Listening Focus</p>	<p>Cold calling</p> <p>What was our success criteria for writing a successful newspaper article?</p> <p>What language features will I need to include?</p> <p>Which newspaper article is more effective? Why?</p>		<p>Think, Pair, Share</p> <p>What is the difference between the two versions?</p> <p>What details are similar and which are different?</p> <p>Describe different characters' reactions to the same event in a story.</p> <p>Is one Gospel clearer in terms of the events than the other? Why do you think this?</p>		
<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p>Key Vocabulary: journalistic writing, article, passive voice, past tense, direct quote, indirect quote, lead paragraph, who, where, what, why, when, how, caption, byline, witness, formal style,</p> <p>Key Questions: Does your shared writing newspaper article contain all the discussed features? Which features have been done well? What could be improved? Can you think of a suitable headline? What are the key contents of a lead paragraph?</p>	<p>Key Vocabulary: journalistic writing, article, passive voice, past tense, direct quote, indirect quote, lead paragraph, who, where, what, why, when, how, caption, byline, witness, formal style,</p> <p>Key Questions: Use the HOT TASK feedback sheet to assess your HOT TASK. Does your shared writing newspaper article contain all the necessary features from the success criteria? Which features have been done well? What could be improved?</p>	<p>Key Vocabulary: similarities, differences,</p> <p>Key Questions: What is the difference between the two versions? What details are similar and which are different? Describe different characters' reactions to the same event in a story. Is one Gospel clearer in terms of the events than the other? Why do you think this?</p> 	<p>Key Vocabulary: Solve, puzzle, root words, anagram, associated,</p> <p>Key Questions: What associated words can you find in the puzzle? Can you follow the rules of the puzzle to complete it accurately? Can you use an efficient strategy to find them? e.g. skimming and scanning.</p>	

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<p>Activities</p>	<p>The children will revise the key features of a newspaper article from last week.</p> <p>They will look again at the class shared writing that they completed last Thursday.</p> <p>They will reflect again on their COLD TASK feedback.</p> <p>In preparation for their HOT TASK tomorrow, the children will work in pairs to draft a full newspaper version of The Grinch report. They can 'pool' their draft lead paragraphs and quotes from previous lessons to create this full draft.</p> <p>They will share these at the end of the lesson and assess its effectiveness using the success criteria.</p>	<p>Children to complete a HOT TASK (writing task) to show how much they know and understand about the necessary features of journalistic writing.</p> <p>The children will write their own independent newspaper article of The Grinch and how Christmas was stolen.</p> 	<p>The children will be given two versions of the Christmas story taken from two Gospels from the Christian bible: Luke and Matthew.</p> <p>Using the skills taught from Guided Reading and grammar lessons - children will focus on the reading domain 2h: make comparisons within the text.</p> <p>They will need to identify the differences and similarities between the two tellings of the Christmas story.</p> <p>They will present their findings and opinions on a comparing and contrasting defining frame.</p> 	<p>The children are to use their knowledge of spelling rules and the reading strategies taught in Grammar Sessions to solve word and grammar puzzles.</p> <p>Can they follow the rules of the puzzle to complete it accurately? Can they use an efficient strategy to find them? e.g. skimming and scanning.</p>	
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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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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: To convert metric measures.</u>	<u>LI: To convert between units of measure.</u>	<u>LI: To calculate with metric measures.</u>	<u>LI: To convert between miles and kilometres.</u>	
Key vocabulary and key questions	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -convert -metric measures -unit -multiply/divide -place value <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -What is the same and what is different about kilometres and kilograms? -What is the same and what is different about 1.5 km and 1.500 km? - What do you notice about the conversions from metres to kilometres and grams to kilograms? - Do you need to multiply or divide by 10/100/1,000? How do you know? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -convert -metric -unit -multiply -divide <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -How many ____ are in a ____? -What calculation do we need to do to convert between the units? -How many 30g bars of chocolate will weigh 1.5kg? -Which is longer: 200cm or 20,000mm. How do you know? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -convert -metric measures -unit -operation -first step/next step <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -What operation are you going to use? Why? -How could you use a bar model to help you understand the question? - How many grams are there in one kilogram? -Does it matter if the items in the question are measured in different units? Why? - How can you convert between metres and centimetres? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -convert -imperial measures -approximately <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -Which is further, one mile or one kilometre? - What does the word "approximately" mean? -What does the symbol "≈" mean? - How can you use the key fact of 5 miles ≈ 8 km to calculate how many kilometres are approximately equal to 20 miles? - When might you need to convert between miles and kilometres? 	

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<p>Activities</p>	<p>Today, the children will use their skills of multiplying and dividing by 10, 100 and 1,000 to convert between metric units of length, mass and capacity. The children will convert in both directions e.g. m to cm and cm to m , using a place value grid to support multiplying and dividing by 10/100/1000. They will explore the role of zero as a place holder when performing some calculations, as questions will involve varied numbers of decimal places. They will also compare measurements with different units by converting them to the same unit.</p>	<p>In this lesson, the children continue to practise converting between metric measures using the place value method of multiplying and dividing by 10/100/1000. They will move on to apply this learning to solve problems involving metric measures.</p>	<p>Building on the previous lesson, the children use and apply their conversion skills to solve measurement problems in context. The use of pictorial representations, such as bar models and number lines, to represent the problem will help the children to choose the correct operation(s) to solve the problem.</p>	<p>Today, the children will explore the relationship between imperial and metric units of measurement, focusing on the relationship between miles and kilometres. The children will explore that one mile is a greater distance than one kilometre. They learn that 5 miles is approximately equal to 8 km. Using this fact, they solve conversions from miles to kilometres and from kilometres to miles. They will learn to recognise that the symbol “≈” means “is approximately equal to”.</p>	
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Please continue logging into Doodle Maths and Times-table Rockstars regularly!

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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<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>		 <p><u>Doodle Maths</u> – 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><u>Times Tables Rockstars:</u></p> <p>It will help you to practise your multiplication facts.</p>	<p>Monday 18th December - Christmas Party</p> <p>Children to bring in a drink and a snack to school.</p>
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