



Weekly Overview of Learning

Year Group: 6 Week beginning: 23.01.23

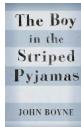
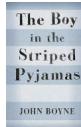
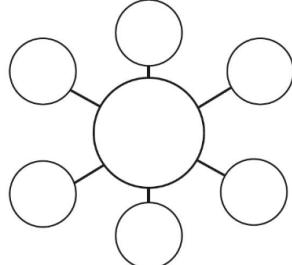
Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

| English Reading and Writing | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|--|---|---|--|
| The Boy in the Striped Pyjamas JOHN BOYNE | <u>LI: To construct well explained answers using the PPE structure.</u> <u>LI: To utilise different reading skills to analyse a text</u> | <u>LI: To construct well explained answers using the PPE structure.</u> <u>LI: To utilise different reading skills to analyse a text</u> | <u>LI: To analyse evidence from a text to support particular themes.</u> <u>LI: To explore the themes in the text.</u> | <u>To explore and analyse the whole text.</u> <u>LI: To interpret character feelings and create a thought bubble</u> | Spelling Test <u>LI: To develop inferences drawing on evidence from the text and wider personal experience</u> |
| Speaking and Listening Focus | Cold calling - Children are all given questions to think about and explore and then invited to share and develop their responses with the class. | Think Pair Share - model answers Children will be given thinking time to develop their thoughts and then share these with their partners and then with the class. | Paired work - sharing evidence with the class to support particular themes. | Hot Seating The children through questioning will focus in depth on one character to understand their thoughts, motives, emotions, viewpoints etc. | Think Pair Share / Cold Calling Children will be given thinking time to develop their thoughts and then share these with their partners and then with the class |
| Key vocabulary and Key Blooms higher order thinking questions | Key Vocabulary: Imaginary friend, OutWith, truth, fear, honesty, friendship, power, difference, prejudice 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? | Key Vocabulary: wreath, The Fury, funeral, Berlin, inconsolable, sunken, preyed, fence, opposite, summoned, grubby, reluctantly Key Questions: Why would Grandmother turn in her grave if she knew the Fury had sent a wreath? Why do you think Lt Kotler was sent away? What does inconsolable mean? Why does Gretel describe her and Bruno as the opposite? What big decision is made in Chapter 17? What is Bruno dreading doing? | Key Vocabulary: power, friendship, innocence, change, difference, freedom Key Questions: What is meant by a theme within a text? What themes were running through Wonder? What key themes are running throughout this text? What evidence is there to support the themes identified? What similarities are there between the themes in this text and the themes in Wonder? | Key Vocabulary: tragedy, reflect, powerful, friendship, family, prejudice, innocence, eagerness, Key Questions: What does Shmuel believe the soldiers feel about the people on the other side of the fence? What plan do Bruno and Shmuel come up with? What is the danger that Bruno cannot see? What did Bruno expect to find? What did he find instead? Why does the author describe the people and the soldiers so differently? | Key Vocabulary: evidence, scan, inference, clues, vocabulary, experience, knowledge, conclusion Key Questions: What strategy can you use to find the evidence you need to help you answer the question? How can we make sure we retrieve the correct evidence? How can our personal experience help inform us when unpicking a particular text? How does combining evidence with personal experience help you to reach a conclusion? |

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| Activities | <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 will explore the different reading content domains.</p> <p>2B - retrieval 2D - inference 2G - language 2C - summarise</p> <div style="text-align: center;">  </div> | <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 will explore the different reading content domains.</p> <p>2B - retrieval 2D - inference 2G - language 2C - summarise</p> <div style="text-align: center;">  </div> | <p>Today children are going to explore 5 key themes within the text. These themes will be displayed around the classroom on big sheets of paper. The children are going to be put in teams of 4 and they will be responsible for one theme per group.</p> <p>Using the text children will begin to source evidence from the text to support their theme. This will be added to their sheets of paper. The children, in their groups will then present their theme and the evidence they have found to support that theme.</p> <div style="text-align: center;">  </div> | <p>We will finish the text today and the children will learn how the book concludes.</p> <p>The children will be answering some final questions about the text as a whole and then completing a piece of writing in role as a character from the text.</p> <p>To prepare the children for writing in role we will complete a Hot Seating activity - children will get the chance to become one of the characters from the text and the rest of the class can ask open questions that the child in the hot seat needs to answer in character.</p> <div style="text-align: center;">  </div> | <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 and personal experience to reach a conclusion to then answer questions about particular short extracts of text.</p> |
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| Class Text – Reading Aloud 10-15 mins each day | <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 express fractions as percentages.</u> | <u>L1: To recognise simple equivalence between fractions, decimals and percentages</u> | <u>L1: To recall fraction, decimal and percentage equivalents.</u> | <u>L1: To order fractions, decimals and percentages.</u> | <u>L1: To calculate percentages of an amount.</u> |

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| Key vocabulary and key questions | <u>Key Vocabulary:</u> per cent, percentages, fractions, equivalent, convert, tenths, hundredths, numerator, denominator, equal to, part/whole <u>Key Questions:</u> -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? -What does per cent mean? | <u>Key Vocabulary:</u> per cent, percentages, fractions, equivalent, convert, tenths, hundredths, numerator, denominator, equal to, part/whole <u>Key Questions:</u> -Can the fraction be simplified? How do you know? -If we partitioned the decimal number, how many tenths/hundredths would it have? - What does per cent mean? | <u>Key Vocabulary:</u> per cent, percentages, fractions, equivalent, convert, tenths, hundredths, numerator, denominator, equal to, part/whole <u>Key Questions:</u> - How many parts has the whole been split up into? -What fraction is each part worth? -If the whole is 100%, what is $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{8}$? - If $1/10$ is equal to 10%, what is $3/10$ equal to? -How do you find equivalent fractions? -How many 5s are there in 100? -Can the fraction be simplified? How do you know? -What does per cent mean? | <u>Key Vocabulary:</u> compare, order, greater than, less than, per cent, percentages, fractions, equivalent, convert, tenths, hundredths, numerator, denominator, equal to, part/whole <u>Key Questions:</u> -What fraction/decimal/percentage is equivalent to ___? -Which is the greater amount, ___ or ___? How do you know? - Which of the amounts are greater than a half? -Which of the amounts is closer to 1 whole? - Where do these amounts go on a number line? -Is it easier to convert the numbers to fractions, decimals or percentages? | <u>Key Vocabulary:</u> part/whole, per cent, fraction, simplify, multiply, divide, numerator, denominator <u>Key Questions:</u> -How are percentages and fractions similar/different? -How do you find a fraction of an amount? - How can you represent this question with a bar model? - How many lots of 10/20/25/50% are there in 100%? - What do you need to divide a number by to find 10/20/25/50%? - What strategies could you use to divide by ___? |
| Activities | 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. | Today, the children will begin to recognise fraction, decimal and percentage equivalents. Place value charts will also be used to support the partitioning of decimal numbers into tenths and hundredths. The children need to apply their learning of 'per cent' meaning out of 100. Third Space Learning Arithmetic Paper | Today, the children will be identifying fraction, decimal and percentage equivalents. The children will apply their previous learning of common equivalent fractions and decimals to find the equivalent percentage. A hundred square will be used to help children visualise these equivalences and to support understanding the difference between tenths and hundredths and their equivalent percentages. Place value charts will also be used to support the partitioning of | Today, the children will be applying their learning of fraction, decimal, percentage equivalences to order and compare them. The children have learned various methods to identify equivalences and will now be applying these methods efficiently to order and compare fractions, decimals and percentages. A place value grid and a hundred square will be used to support the conversions and help visualise the fractions and percentages. | Today, children will calculate percentages of amounts. To begin with, the children will explore how to find percentages of amounts that can be completed in one step, for example finding 1%, 10%, 20%, 25% and 50% by dividing by 100, 10, 5, 4 and 2 respectively. Using bar models to represent this will allow the children to see the links between finding fractions of amounts that they have previously learned. They will explore different strategies for dividing by these amounts, looking for the most efficient method for the calculation, |

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| | | | decimal numbers. | | including moving the digits when dividing by 10 and 100, as well as the formal written division method. |
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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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| <u>L.I: To sing 5-note scales, and arpeggios.</u> <u>L.I: To learn to sing Section 3 of the round <i>Dona nobis pacem</i>.</u> <u>L.I: To learn about monophonic, homophonic, and polyphonic textures.</u> 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 and will then try to identify these in <i>Dona nobis pacem</i> . | <u>L.I: To understand the significance of Vesak and explore ways Buddhists celebrate it.</u> <u>L.I: To compare the festival of Vesak to another religious festival.</u> In this lesson, the children will be exploring the Buddhist festival Vesak. Key Questions: -Who is it celebrated by? -When is it celebrated? -Why is this festival celebrated? -What is done during this celebration? While children are learning about the festival, they will be applying their prior knowledge to draw out similarities and differences with the traditions of other religious festivals. | <u>Unit: Tag Rugby</u> <u>L.I: To develop dodging skills to lose a defender.</u> In this lesson, the children will develop the skills to lose a defender in a game. The children will learn to bend down low and push off in a different direction, and change direction or speed to lose a defender. <u>Unit: Fitness</u> <u>L.I: To develop co-ordination through skipping.</u> In this lesson, the children will be developing their co-ordination skills through skipping. The children will focus on keeping their hands at waist height and turning the rope, then jumping. |
| SCIENCE EXTRA- Workshop - The circulatory system | Spanish – Language Angels | PSHE - Jigsaw |

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| <p>In the Year 6 Circulation and Heart Dissection Workshop the children will investigate:</p> <ul style="list-style-type: none"> ● The function of the heart and how to keep it healthy ● Circulation of blood through the heart and lungs ● The anatomy of the heart and the roles of the different parts ● How to dissect a lamb's heart safely and identify the main structures ● Diseases of the heart and how surgeons can repair defects such as holes in the heart | <p>Unit: Me presento Lesson 6</p> <p>L.I: To revise all language covered so far and to complete the end of unit assessment.</p> <p>All language from the unit will be revised as the children complete 'I can do...' grids. Pupils work in pairs and each pupil should fill in their own grid. The children tick the box they feel meets their ability. The partner helps by asking them the questions where appropriate in Spanish if they can. It is not a test but it is meant to show the children how much they have learnt in this unit. There are no crosses, only ticks (or they can colour in the box if they prefer). They have to answer in Spanish to all the statements in this lesson to make sure they tick the correct box. Every child must feel they have achieved. The class teacher will go to each pair and constantly support These sheets are then kept safely in folders for the children as a record of their achievement.</p> | <p>L1: To know my learning strengths and set challenging but realistic goals for myself.</p> <p>L2: To understand why it is important to stretch the boundaries of my current learning.</p> <p>Today the children will be identifying their strengths and also will be focus on setting challenging goals (goals that will stretch them and motivate them) and goals that are also realistic and achievable. The children will set one in-school (learning) goal and one out-of –school (personal) goal.</p> |
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| <p>LI: To explain how light is reflected off a mirror and how the angle can be calculated, e.g. the Angle of Incidence equals the Angle of Reflection.</p> <p>The children will learn the difference between irregular and regular reflection. As light reflected off a reflective surface, like a mirror, is regular, it can be calculated. The children will then carry out an investigation on regular reflection. They will learn how to calculate the angle of reflection, by starting at a line of reference, called the Normal Line. If a ray of light shines on the mirror at an angle, the ray is called an Incident Ray. They will learn how to draw this as a diagram. The reflected ray of light starts at the point of incidence and that light ray is called the Reflected Ray. Its angle is called the Angle of Reflection. They will draw diagrams noticing that the Angle of Incidence is equal to the Angle of Reflection. They will use a protractor to measure different angles of incidence and calculate the angle of reflection - recording these and drawing them on diagrams. They will apply this knowledge to explain how a periscope works. If possible, they will be challenged to make a periscope.</p> | <p>LI: To understand and describe the characteristics of different climates for different locations of the Americas.</p> <p>The children will watch videos about Death Valley in North America and use the information from this, and written resources, to describe its climate and even the reasons for it - e.g. because it's so low below sea level and surrounded by high mountains, it traps the heat during the day - getting intensely hot. They will then use the Chrome books to research the climate for two other locations - all at different latitudes across the Americas (Rio and New York). They will present this in a categorising frame (tree map).</p> | <p>LI: To choose how to improve a game by using variables</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can decide where in a program to change a variable ● I can make use of an event in a program to set a variable ● I can recognise that the value of a variable can be used by a program <p>The children will apply the concept of variables - learned in the previous two lessons - to enhance an existing game in Scratch. They will predict the outcome of changing the same change score block in different parts of a program, then they will test their predictions in Scratch. They will also experiment with using different values in variables, and with using a variable elsewhere in a program. Finally, they will add comments to their project to explain how they have met the objectives of the lesson.</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 |
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| Please read for at least 20 minutes | <u>Spelling and dictation</u> – Remember to try |  There is a special Science workshop this Wednesday |

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| <p>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>and use these words in sentences to show that you understand their meanings.</p> <p>Group 1 only</p> <table border="1" data-bbox="489 330 929 601"> <tbody> <tr> <td>communal</td> <td>exhilaration</td> </tr> <tr> <td>imaginary</td> <td>dexterity</td> </tr> <tr> <td>perspiration</td> <td>eking</td> </tr> <tr> <td>marvellous</td> <td>murmured</td> </tr> </tbody> </table> <p>Group 1 and 2</p> <table border="1" data-bbox="489 669 929 947"> <tbody> <tr> <td>appreciate</td> <td>awkward</td> </tr> <tr> <td>attached</td> <td>bargain</td> </tr> <tr> <td>available</td> <td>bruise</td> </tr> <tr> <td>average</td> <td>category</td> </tr> </tbody> </table> | communal | exhilaration | imaginary | dexterity | perspiration | eking | marvellous | murmured | appreciate | awkward | attached | bargain | available | bruise | average | category | <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>(25th January) where Year 6 will carry out practical experiments on the heart - including a dissection.</p> |
| communal | exhilaration | | | | | | | | | | | | | | | | | | |
| imaginary | dexterity | | | | | | | | | | | | | | | | | | |
| perspiration | eking | | | | | | | | | | | | | | | | | | |
| marvellous | murmured | | | | | | | | | | | | | | | | | | |
| appreciate | awkward | | | | | | | | | | | | | | | | | | |
| attached | bargain | | | | | | | | | | | | | | | | | | |
| available | bruise | | | | | | | | | | | | | | | | | | |
| average | category | | | | | | | | | | | | | | | | | | |