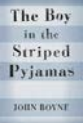


Weekly Overview of Learning

Year Group: 6 Week beginning: 06.11.23


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	Monday	Tuesday	Wednesday	Thursday	Friday
Reading and Writing 	<p>LI: We are learning to identify themes, images, language and poetic devices in a range of war poetry.</p> <p>L.I. We are learning to identify the writer's point of view and feelings from a poem</p>	<p>LI: We are learning to identify themes, images, language and poetic devices in a range of war poetry.</p> <p>L.I. We are learning to use our understanding of the Blitz in WW2 to analyse a poem about the Blitz.</p>	<p>LI: We are learning to identify themes, images, language and poetic devices in a range of war poetry.</p> <p>L.I. We are learning to use our understanding of the Blitz to form descriptive phrases using the 5 senses.</p>	<p>L.I. We are learning to use our understanding of the Blitz to form descriptive phrases using the 5 senses.</p> <p>L.I. We are using choice descriptions and vocabulary to create an effective poem about the Blitz.</p>	<p>Spelling Test</p> <p>LI: We are learning to identify active and passive forms of sentences.</p> <p>L.I. We are learning to write our own sentences in both active and passive forms</p>
Speaking and Listening Focus	<p>Think, Pair, Share Pupils will work together to unpick the two selected World War 2 poems and answer questions, supporting their opinions with suitable evidence.</p>	<p>Think, Pair, Share Look at these images of the Blitz. Can you come up with a detailed description - paragraph - for what you see? What about emotions? What would you hear or smell?</p>	<p>Think, Pair, Share The children will work in groups to devise effective descriptive phrases about what they would have: seen, heard, smelled and felt - both physically and emotionally during and after a bombing raid in the Blitz.</p>	<p>Think, Pair, Share The children will work in groups to use their effective descriptive phrases to write a poem about the Blitz.</p>	<p>Cold Calling Children to complete the 'now your turn' sections of the therapy on their white boards and share their conclusions and outcomes for feedback.</p>
<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p>Key vocabulary Define Explain Retrieve Identify Record Summarise Meaning Choice of words comparison Key Questions: What do you notice about the structure? What is being recounted in the poem? What does she mean when she writes, The voice said 'We are at War'?</p>	<p>Key Vocabulary: stanza, verse, Define Explain Retrieve Identify Summarise Meaning Choice of words comparison Key Questions: Are there any words or phrases you don't know? Which descriptions are effective? Why? This line in stanza 3 is especially effective. Why? Look at this phrase in stanza 2 line 1. What does this mean?</p>	<p>Key Vocabulary: Descriptions of sounds and emotions. Descriptions of explosions, fires, bombs falling - using word banks. Key Questions: What do we know about the Blitz? What happened to people in the cities? What would they have seen and experienced? What good descriptions can you think of to describe what someone would see, hear, smell, feel, think?</p>	<p>Key Vocabulary: Descriptions of sounds and emotions. Descriptions of explosions, fires, bombs falling - using word banks. Key Questions: What do we know about the Blitz? What happened to people in the cities? What would they have seen and experienced? What good descriptions can you think of to describe what someone would see, hear, smell, feel, think? How are you going to write your poem? What rhyming structure - of any, will you decide to have?</p>	<p>Key Vocabulary subject, object, active voice passive voice tense formal adjectives adverb Key Questions: Which sentences are in the active voice and which are in the passive voice? Which of the sentences below are written in the passive voice?</p>

Weekly Overview of Learning

Year Group: 6 Week beginning: 06.11.23


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

	<p>How does the writer get across how they felt when war was announced? What did you think and feel when you read this poem? Can you find some great examples of imagery? What examples of the different types of figurative language can you find?</p>	<p>Can you work out the meaning of the last stanza?</p>																			
<p>Activities</p>	<p>The children will discuss this question, what is a poem? Using their thoughts they will complete a class descriptive lens. They will appreciate that a poem can be written in many forms and styles covering an infinite subject matter. They will then analyse two different poems. The Second World War, By Elizabeth Jennings. They will work in pairs to answer questions on the poem. They will then look at how to unpick the evidence throughout the poem to answer a 3 mark question: How does the writer feel in the poem? They will then analyse the poem: Black Out by Mary Anderson. This uses tricky figurative language. The children will work together to discuss what</p>	<p>The children will be introduced to the term stanza to describe certain ways a poem is constructed. The children will focus on the Poem, 'Blitz', by Mary Anderson. They will use their prior knowledge from their topic unit on WW2 to pick out the meaning of the stanzas in the poem. They will pick out effective phrases and figurative language used to describe the effects of the Blitz and explain why they are effective. The children will look again at images of the Blitz in WW2 and use this to share- write a descriptive paragraph about the Blitz. Thinking about the senses: What do you see? What about emotions? What would you hear or smell?</p> 	<p>Using white boards the children will complete a whole class descriptive lens about the Blitz. The children will recall facts from their topic work about the Blitz to help them do this as well as from yesterday's English lesson. They will remember their descriptive paragraph from last lesson. Using Post-It notes, they will work in their groups to break up their ideas into the 5 senses. Focussing in particular on what people experienced both during and after the bombing and the effects on them. Each group will write words, phrases and sentences if necessary for the sense they are given, e.g 'Hear'. These will be stuck at sensory points around the room for reference. They will then be shown a poem about the Blitz, written by a school child in Year 6. They will discuss the language and identify how and where the child used figurative language effectively. They will feedback how the poem could be improved - using some of their ideas from the Post-It notes. It will be explained to them that they will be writing a poem about the Blitz, using the ideas thought about today and after discussing the child's poem. To prepare for this, they will complete a</p>	<p>The children will work in pairs to draft a poem about the Blitz using their senses vocabulary planning sheets from yesterday. They need to work out the verse length and rhyming patterns. They will need to add suitable and effective figurative language to create imagery. These will be up-levelled via teacher feedback and then re-drafted onto subject specific bordered paper - for their English book, Topic book and display. The children will also have additional categorised vocabulary sheets to aid vocabulary breadth and variety e.g.</p> <table border="1" data-bbox="1377 1157 1720 1380"> <tr> <th colspan="4">loud</th> </tr> <tr> <td>deafening</td> <td>intense</td> <td>raucous</td> <td>resounding</td> </tr> <tr> <td>roaring</td> <td>thundering</td> <td>booming</td> <td>crashing</td> </tr> <tr> <td>ear-piercing</td> <td>piercing</td> <td>deep</td> <td>boisterous</td> </tr> </table>	loud				deafening	intense	raucous	resounding	roaring	thundering	booming	crashing	ear-piercing	piercing	deep	boisterous	<p>Children will link previous knowledge about the object and subject of a sentence to help them see active and passive versions. e.g. A sentence is written in the active voice when the subject of the sentence performs the action (verb) in the sentence. A sentence is written in the passive voice when the subject of the sentence has an action done to it by someone or something else. They will consider how the active voice often uses fewer words than the passive voice. Cutting out unnecessary words can improve a piece of writing. Also, using the active voice in a piece of writing can make it more energetic and exciting by using powerful verbs and adjectives and linking them to the subject of the sentence. They will practise improving a sentence using the rules for active voice. They will then learn how they might use the passive voice when we want to put the focus on a particular part of the sentence. They will then learn that they might also use the passive voice in more formal pieces of writing, such as reports and legal documents. This is because often the person doing the action does not need to be included, or the action being</p>
loud																					
deafening	intense	raucous	resounding																		
roaring	thundering	booming	crashing																		
ear-piercing	piercing	deep	boisterous																		

Weekly Overview of Learning

Year Group: 6 Week beginning: 06.11.23

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

<p>the meaning is within each verse.</p> <div style="border: 1px solid blue; padding: 10px; width: 100px; margin: 0 auto;"> <p style="text-align: center;">what is a poem?</p> </div>		<p>senses planning sheet - where they will 'cherry pick' from the examples and create effective phrases for each of the 5 senses. This will be used in tomorrow's lesson.</p> 	<p style="text-align: center;">bad</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>appalling</td> <td>atrocious</td> <td>awful</td> <td>gross</td> </tr> <tr> <td>dreadful</td> <td>frightful</td> <td>horrendous</td> <td>hideous</td> </tr> <tr> <td>nasty</td> <td>terrible</td> <td>unacceptable</td> <td>shocking</td> </tr> </table>	appalling	atrocious	awful	gross	dreadful	frightful	horrendous	hideous	nasty	terrible	unacceptable	shocking	<p>described is general information which concerns everyone.</p> <p>They will then complete independent tasks where they need to:</p> <ul style="list-style-type: none"> change an active sentence to a passive sentence. identify active or passive sentence Change active sentences to passive sentences and vice versa. <p>Importantly, they will learn the tricky rules where it's not always easy to identify a sentence written in the passive voice, e.g. The subject of the sentence is not doing the action but is being acted upon.</p>
appalling	atrocious	awful	gross													
dreadful	frightful	horrendous	hideous													
nasty	terrible	unacceptable	shocking													

<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> 
--	---	---	--	--

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Maths	<u>LI: To solve multistep word problems involving the four operations.</u>	<u>LI: To assess my current understanding of arithmetic calculations.</u>	<u>LI: To apply my knowledge of the order of operations to carry out calculations involving the four operations.</u>	<u>LI: To assess my current understanding of problem solving and reasoning.</u>	<u>LI: To simplify fractions.</u>
Key vocabulary and key questions	<p><u>Key Vocabulary:</u></p> <p>-multiply -divide -add</p>	<p>Arithmetic Assessment</p>	<p><u>Key Vocabulary:</u></p> <p>-brackets -orders -division</p>	<p>Reasoning Assessment</p>	<p><u>Key Vocabulary:</u></p> <p>highest common factor numerator denominator</p>

Weekly Overview of Learning

Year Group: 6 Week beginning: 06.11.23

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

	<p>-subtract</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -What model can help us to unpick the word problem? -What do we need to do first/next? -Have we reached the final answer? Explain your reasoning. -What is the most efficient method? - What operation do we need to apply? What language in the word problem tells us this? 		<p>-multiplication -addition -subtraction</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -What operations are there in this number sentence? -Which operation do we do first? Why? -What operations can we use to get this number sentence to equal ____? -Do we need brackets? Why/why not? 		<p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -What are the common factors of and ? -Why is it better to identify the greatest possible number that both the numerator and denominator can be divided by? - Does the simplified fraction have the same value? - Do the numerator and denominator have any more common factors? -How can you tell if a fraction is in its simplest form? - When simplifying a mixed number, why does the integer not change?
--	---	--	--	--	--

Weekly Overview of Learning

Year Group: 6 **Week beginning: 06.11.23**

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

<p>Activities</p>	<p>Following our learning of the formal written methods of the four operations, the children will now focus on when to apply these. They will be solving word problems that involve the four operations and will look closely at the language within these questions to decide which operations, and in what order, they will use to solve the problem.</p>	<p>In this assessment session, children will be required to show their understanding of their arithmetic skills . They will be answering a variety of questions from the content covered throughout KS2. The information from these assessments will help us to plan lessons for the term for individual children and for identified groups.</p>	<p>In this unit of work, the children have been practising various methods for the four operations. They will be learning the rules of BODMAS to ensure that operations are completed in the correct order when a number sentence includes multiple operations.</p>	<p>In this assessment session, children will be required to show their understanding of their reasoning and problem solving skills . They will be answering a variety of questions from the content covered throughout KS2. The information from these assessments will help us to plan lessons for the term for individual children and for identified groups.</p>	<p>In this lesson, children build on prior knowledge of equivalent fractions to recognise when fractions are, and are not, in their simplest form. They will use their understanding of common factors to simplify fractions. They will learn that when the numerator and denominator have no common factors greater than 1, the fraction is in its simplest form.</p>
--------------------------	---	--	---	---	--

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

<p>Music – Sing Up</p>	<p>RE – Widening Horizons</p>	<p>PE – Get Set 4 PE</p>
-------------------------------	--------------------------------------	---------------------------------

Weekly Overview of Learning

Year Group: 6 Week beginning: 06.11.23

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

Unit: Shadows

Lesson 2

L.I. We are learning to explore the influences on Tokio Myers.

LI: We are learning to discuss and plan ideas for creative response to music.

In this lesson children will:

- Pupils are going to create a response to music using shadows. Can they remember from Lesson 1, Lindsey Stirling created a piece called *Shadows*, which also involved shadows within the performance? It's now their turn! Before they begin, they get some inspiration from a group who performed on *Britain's Got Talent 2022*.
- Watch the performance from a group called Attraction Juniors. They perform a heartfelt story about bullying and the pressures of social media through the power of shadow theatre.

Shadow performance planning



Attraction Juniors
Britain's Got Talent audition

ART - Kapow

Unit: Judaism

Lesson 1- Continued

L.I. We are learning to explain the Jewish Celebration of Rosh Hashanah

L.I. We are learning to consider the importance of having a New Year celebration like Rosh Hashanah to help you reflect on your actions and have a new start.

This week the children will explore how Rosh Hashanah is celebrated by Jews and what it symbolises. By the end of the lesson the children will be able to explain why this festival is important in Judaism, traditions during the festival and the symbolism behind the food that is typically eaten during this celebration.



Spanish – Language Angels

Unit: OAA

Lesson 2

L.I. We are learning to collaborate as a team to solve problems.



In this lesson children should be able to:

- Reflect on what your team did well and what you need to do to improve.

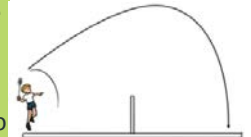
Unit: Badminton

Lesson 2

L.I. We are learning to return the shuttlecock using an overhead clear.

In this lesson children should be able to:

- Stand in a ready position in the centre of your court when waiting for a shuttlecock.
- Transfer your weight from your back to your front leg as you hit the shuttlecock.



PSHE - Jigsaw

Weekly Overview of Learning

Year Group: 6 Week beginning: 06.11.23

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

Unit:
Lesson 1

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

Before the half term, the children planned their own piece of artwork by exploring tone and a message to convey to their audience. They used ideas that had been shared with them over the last few weeks. This week the children will choose their final design and create it using chalk and oil pastels.



Unit: Healthy Lifestyle
Lesson 2

LI: to improve their range of vocabulary by learning nine new words comparing healthy foods to unhealthy foods..

In this lesson the children will increase their range of vocabulary by learning nine new words, this time nine foods/drinks considered bad for your health when taken in excess. The idea is to quickly revise the words for healthy foods and drinks from last week and then compare them to the unhealthy foods and drinks that we will introduce in this lesson. Keep as fast a pace as possible and let the IWB do the work!



Unit: Celebrating Difference
Lesson 2/ Puzzle 2

LI: We are learning to explain some of the ways in which one person or a group can have power over another.

LI: We are learning to know how it can feel to be excluded or treated badly by being different in some way.

First, the children will learn about power that can be used in a negative way. As we go through the lesson, children will do lots of reflecting, in the shoes of someone being treated badly and how this may make them feel. Their task will be various scenarios, which they will have to identify who has the power and how they know this.

Scenario	In the scenario, who has the power? How have they gained power over others?
A new child joins the class but doesn't know much English. He feels that he isn't part of the group because it doesn't understand what is being said by the other children.	_____ have more power. I know this because...
A child gets threatening text messages from someone they don't recognise.	In this scenario, _____ has more power as...
A boy in knows something serious about another child.	_____ has more power. This is because...

Weekly Overview of Learning

Year Group: 6 Week beginning: 06.11.23

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

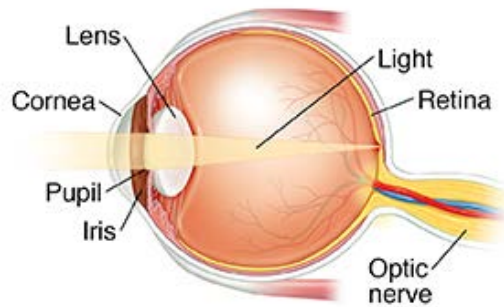
Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p style="text-align: center;">Unit: Light Theory Lesson 8 - last lesson</p> <p>L.I. We are learning how the eye works and the functions of each part which allows us to see.</p> <p>L.I. We 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>The children will revise from their Year 5 work, how</p>	<p style="text-align: center;">Unit: Britain at War Lesson 8</p> <p><u>L.I: We are learning to explain interconnections between two or more areas of the world.</u></p> <p><u>L.I: We are learning to identify who led the Axis and Allied powers.</u></p> <p>This week, the children will explore the different allies in WW2 by identifying which countries were part of the Allied and Axis powers. They will also learn about which leader led the country at the time and briefly explore their intentions and make connections between commonalities. They children will then independently identify which countries were part of each power and demonstrate this using a map.</p>	<p style="text-align: center;">Unit: Website Creation Lesson 2</p> <p>L.I. We are learning to plan features of a web page.</p> <p>Today, the children will rely on their prior learning from the last lesson to choose the relevant features for their webpage. They will spend time planning these while reflecting back on what is the purpose and who it is aimed at, before making their decisions.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ● I can recognise the common features of a web page ● I can suggest media to include on my page ● I can draw a web page layout that suits my purpose

Weekly Overview of Learning

Year Group: 6 Week beginning: 06.11.23

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

the eye works.



They will then complete an end of unit assessment.



What's the purpose of your web page?



Question: What will be the purpose of your web page? Who is your audience?

Think, pair, share

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

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.

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

Group 1 and 2

mischievous	occupy
muscle	occur
necessary	opportunity

Maths



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?

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

Weekly Overview of Learning

Year Group: 6 Week beginning: 06.11.23

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

Doodle Spell – log in to your account at least 3 times this week.	nuisance	parliament	<u>Times Tables Rockstars:</u> It will help you to practise your multiplication facts.	
	Group 1 only			
	led	past		
	lead	passed		
	morning	precede		
	mourning	proceed		
	Group 1 and 2 (bonus Topic Words)			
	wreath	consulting		
	inconsolable	piercing		