


# Weekly Overview of Learning

Year Group: 6 Week beginning: 10.06.24

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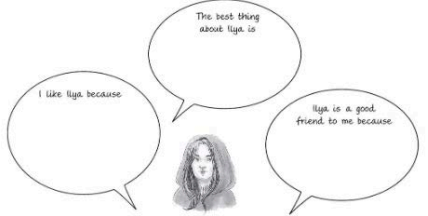

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English	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Reading and Writing</b> 	<p><u>L.I. We are learning to use suitable evidence to support opinions.</u></p> <p><u>L.I. To answer reading comprehension questions using skimming and scanning.</u></p>	<p><u>L.I. We are learning the features of a good balanced argument text.</u></p> <p><u>L.I. We are learning to organise our ideas into suitable FORs and AGAINSTs.</u></p>	<p><u>L.I. We are learning to include the necessary features in our draft balanced argument.</u></p>	<p><u>L.I. We are learning to include the necessary features to write a balanced argument.</u></p>	<p>Spelling Test</p> <p><u>L.I. We are learning to examine the relationship between characters and express this in role and in first person.</u></p> <p><u>L.I. We are learning to support our point with suitable evidence from the text.</u></p>
<b>Speaking and Listening Focus</b>	<p><b>Cold calling</b></p> <p>What can we remember from the previous chapters?</p> <p>What could happen next?</p>	<p>Think Pair Share / Cold Calling</p> <p>Children will be given thinking time to develop their thoughts and then share these with their partners and then with the class</p>	<p>Think Pair Share / Cold Calling</p> <p>Children will be given thinking time to develop their thoughts and then share these with their partners and then with the class</p>	<p>Think Pair Share / Cold Calling</p> <p>The children will be given feedback on their drafts to uplevel them. They will peer check these with a partner.</p>	<p>Think Pair Share / Cold Calling</p> <p>The children will work in pairs to make notes of key events of chapters 1-5 which have helped the two characters build a relationship and inform us what they might think of each other.</p>
<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p><b>Key Vocabulary:</b> accusatory, offhand, unobtrusive, immense, fuzziness, arthritis, barricades</p> <p><b>Key Questions:</b> What does the author mean when she says that Feo prepared her 'heart to fight the world'? What is a labour camp? Why does Feo get confused when she hears her mother will be sent to a camp? How do the wolves try to comfort Feo at the beginning of</p>	<p><b>Key Vocabulary:</b> evidence, fact, opinion, justify, support, for, against, power of three, logical connectives, introduction, conclusion,</p> <p><b>Key Questions:</b> What points can we make FOR supporting the question?  What points can we make AGAINST the question?  How can we record these in an organised way?</p>	<p><b>Key Vocabulary:</b> evidence, fact, opinion, justify, support, for, against, power of three, logical connectives, introduction, conclusion,</p> <p><b>Key Questions:</b> What points can we make FOR supporting the question?  What points can we make AGAINST the question?  How can we record these in an organised way?</p>	<p><b>Key Vocabulary:</b> evidence, fact, opinion, justify, support, for, against, power of three, logical connectives, introduction, conclusion,</p> <p><b>Key Questions:</b> Which points could be grouped together to build on your argument for each paragraph? Have you backed up your point with suitable evidence? Have you included the expected persuasive vocabulary and used it effectively?</p>	<p><b>Key Vocabulary:</b> character reflection, evidence, interpretation, understanding, characterisation, inferred thoughts, affects, outcomes, causes, point of view</p> <p><b>Key Questions:</b> What does Ilya think of Feo? How have his opinions changed? Why?  What does Feo think of Ilya? How have her opinions changed? Why?  What events occurred to make these impressions?</p>

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	<p>the chapter? Why is Rakov embarrassed? Where have the soldiers taken Marina?</p>																						
<p><b>Activities</b></p>	<p>Today the children will read more of the story and read Chapter 6.</p> <p>They will work collaboratively to answer comprehension questions based on this chapter.</p> <p>The children will need to use skimming and scanning to find the answers and use relevant quotes and evidence from the text to support answers.</p> <p>There will also be vocabulary questions using the author's choice of vocabulary.</p> <p>They will need to find synonyms and work out the meaning of these words using clues from how they have been used in context.</p>	<p>The children will look at the structure of balanced arguments and how these can be planned.</p> <p>They will look at the two sides of the argument being presented and how FORs and AGAINSTs can be created.</p> <p>They will learn the 'Power of 3' rule for putting their points together - to limit the amount for each point and making it a fair balanced argument.</p> <p>They will look at how points can be grouped and built on using causal, logical connectives such as: additionally, furthermore... etc and also they will use these to introduce contrasting points of view: however, on the other hand, even so... etc</p> <p>They will then consider the conclusion where the author's opinion can be given once all the evidence presented in the argument has been considered.</p>	<p>They children will use evidence from the five chapters read so far in the class reader: The Wolf Wilder to answer the following question:</p> <p><b><i>Should the aristocrats in Russia - during the time of the Tsar - tame and keep wolves as luxury pets?</i></b></p> <p>They will use a FOR and AGAINST table to record their relevant points. They will then start to group these and construct a plan for their balanced argument.</p> <p>They will then start to draft their argument.</p> <p>They will assess their draft with the success criteria.</p>	<p>The children will rewrite their draft argument into a final version. They will need to effectively support each of their points with suitable evidence - as well as use the expected openers and connecting vocabulary to introduce each point and build on them.</p> <p>They will also need to use the 'dare to disagree' phrases and emotional language to evoke empathy and understanding in the reader.</p> <p>They will assess this against the success criteria.</p> <table border="1" data-bbox="1368 858 1733 1193"> <thead> <tr> <th>BALANCED ARGUMENT</th> <th>Have you been successful?</th> </tr> </thead> <tbody> <tr> <td><b>Success Criteria</b></td> <td></td> </tr> <tr> <td>Correctly sequence your balanced argument</td> <td></td> </tr> <tr> <td>Include evidence to support your points.</td> <td></td> </tr> <tr> <td>Keep your <i>For</i> and <i>Against</i> paragraphs to a similar length.</td> <td></td> </tr> <tr> <td>Include the openers to introduce additional or opposing points of views.</td> <td></td> </tr> <tr> <td>Include an introductory paragraph including what the balanced discussion is about.</td> <td></td> </tr> <tr> <td>Include a concluding paragraph that sums up the main points and brings the discussion to an end.</td> <td></td> </tr> <tr> <td><b>NEXT STEP</b></td> <td></td> </tr> </tbody> </table>	BALANCED ARGUMENT	Have you been successful?	<b>Success Criteria</b>		Correctly sequence your balanced argument		Include evidence to support your points.		Keep your <i>For</i> and <i>Against</i> paragraphs to a similar length.		Include the openers to introduce additional or opposing points of views.		Include an introductory paragraph including what the balanced discussion is about.		Include a concluding paragraph that sums up the main points and brings the discussion to an end.		<b>NEXT STEP</b>		<p>The children will consider the relationship between Feo and Ilya.</p> <p>They will look through the book and decide what they think Ilya and Feo think of each other up until the end of Chapter 5.</p> <p>They will need to write in first person and complete a thought bubble for each character - where they are considering what they think about each other.</p> <p>Their opinions will need to be supported by appropriate evidence.</p> <div data-bbox="1780 774 2206 1300"> <p style="text-align: center;"><b>Feo and Ilya</b></p> <ul style="list-style-type: none"> <li>Write three things Feo might say about Ilya.</li> </ul>  <ul style="list-style-type: none"> <li>Write three things Ilya might say about Feo.</li> </ul>  </div>
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<p><b>Class Text – Reading Aloud</b> 10-15 mins each day</p>	<p><b>Opal</b> TEXT - Rebecca's World Author - Terry Nation</p> 	<p><b>Ruby</b> TEXT - Wonder Author - R J Palacio</p> 	<p><b>Jet</b> TEXT - Wonder Author - R J Palacio</p> 	<p><b>Coral</b> TEXT - Wonder Author - R J Palacio</p> 
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: To identify linear and non-linear sequences.</u></p>	<p><u>LI: To continue linear sequences.</u></p>	<p><u>LI: To continue non-linear sequences.</u></p>	<p><u>LI: To explain the term-to-term rule.</u></p>	<p><u>LI: To find missing terms.</u></p>

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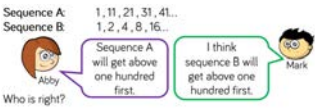
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<p><b>Key vocabulary and key questions</b></p>	<p><b><u>Key Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>-linear</li> <li>-non-linear</li> <li>-ascending</li> <li>-descending</li> <li>-difference</li> <li>-constant difference</li> </ul> <p><b><u>Key Questions</u></b></p> <ul style="list-style-type: none"> <li>-How is a linear sequence different from a non-linear sequence?</li> <li>-What do you look for in a sequence to decide if it is linear?</li> <li>-Can a linear sequence be decreasing?</li> </ul>	<p><b><u>Key Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>-linear</li> <li>-non-linear</li> <li>-ascending</li> <li>-descending</li> <li>-difference</li> <li>-constant difference</li> <li>-arithmetic</li> </ul> <p><b><u>Key Questions</u></b></p> <ul style="list-style-type: none"> <li>-Why does the common difference help us to work out the next term in a linear sequence?</li> <li>-How many terms do you need to be able to write a linear sequence?</li> </ul>	<p><b><u>Key Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>-linear</li> <li>-non-linear</li> <li>-ascending</li> <li>-descending</li> <li>-difference</li> <li>-constant difference</li> <li>-geometric</li> <li>-Fibonacci</li> </ul> <p><b><u>Key Questions</u></b></p> <ul style="list-style-type: none"> <li>-Why does the common difference help us to work out the next term in a linear sequence?</li> <li>-do geometric sequences always grow faster than arithmetic?</li> </ul>	<p><b><u>Key Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>-linear</li> <li>-non-linear</li> <li>-arithmetic</li> <li>-geometric</li> <li>-Fibonacci</li> </ul> <p><b><u>Key Questions</u></b></p> <ul style="list-style-type: none"> <li>-How would you explain the difference between an arithmetic and a geometric sequence?</li> <li>-How could you get from the first to the ...th term in this sequence?</li> </ul>	<p><b><u>Key Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>-difference</li> <li>-term</li> <li>-identify</li> <li>-ascending</li> <li>-descending</li> <li>-sequence</li> </ul> <p><b><u>Key Questions</u></b></p> <ul style="list-style-type: none"> <li>-How many terms are there between the first and third term?</li> <li>-How many differences are there between the first and third term?</li> </ul>
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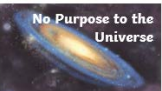



<p><b>Activities</b></p>	<p>Today's lesson builds on the previous step, the children will explore how to recognise from a list of numbers, rather than from a graph or table, whether the sequence is linear or not. The idea of constant difference between the terms will be focused on.</p> <ul style="list-style-type: none"> <li>■ 10, 20, 30, 40, 50...</li> <li>■ 10, 100, 1000, 10 000, 100 000...</li> <li>■ 90, 85, 80, 75, 70...</li> <li>■ 2, 3, 5, 8, 12...</li> <li>■ 1, 2, 3, 5, 8, 13...</li> </ul>	<p>In today's lesson, the children will learn how to work out the next term in a sequence of numbers through finding and using constant difference. The sequences that we will explore will be ascending, descending and include decimals.</p> <ul style="list-style-type: none"> <li>■ 60, 74, 88, __, __, __</li> <li>■ 8000, 11 000, 14 000, __, __, __</li> <li>■ 90, 85, 80, __, __, __</li> <li>■ 0.9, 1.2, 1.5, __, __, __</li> <li>■ 7.42, 6.81, __, __, __</li> </ul>	<p>Today, the children will learn how to identify whether a sequence is linear or not by checking to see whether the differences are constant- in the case where they are not, the children will explore how to efficiently get from one term to the next e.g focusing on the multiplier in a geometric sequence rather than the change in differences.</p> 	<p>In today's lesson, the children are continuing the unit of sequences. The children will be focusing on applying the correct mathematical vocabulary to describe non-linear and linear number sequences and being precise in their explanations.</p> <p>The term-to-term rule of a sequence is:</p> <div style="border: 1px solid red; padding: 5px; display: inline-block;"> <p>The next term is found by tripling the previous term.</p> </div> <p>Why can't we write out this sequence?</p>	<p>Today, in the final lesson of the 'sequences' unit, the children will be identifying the missing terms in a sequence. The children will start by considering finding a term further away than the next term in a given sequence. They will then explore and discover strategies to find missing terms in sequences where the rule cannot be determined from adjacent terms.</p> <p>Find the missing terms in each of these sequences:</p> <ul style="list-style-type: none"> <li>■ 2, 8, ____</li> <li>■ 2, ____, 8</li> <li>■ 2, ____, ____, 8</li> <li>■ 6, ____, 14, ____, 22, ____</li> <li>■ 8000, ____, ____, 6500, ____</li> </ul>
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Please continue logging into Doodle Maths and Times-table Rockstars regularly!

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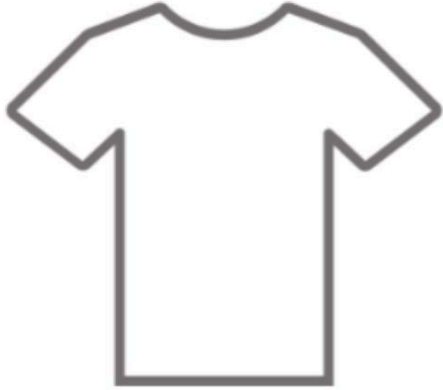
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Music – Sing Up	RE - Widening Horizons	PE – Get Set 4 PE				
<p style="text-align: center;"><b>Unit: Hounslow Music</b> <b>Lesson 5</b></p>  <p style="text-align: center;">This term the children will receive weekly music lessons from an external music teacher. They will explore the instrument of drums.</p>  <p style="text-align: center;">Coral and Jet will receive their lessons on a Monday and Ruby and Opal will receive their lessons on a Tuesday.</p>	<p style="text-align: center;"><b>Unit: Humanism</b> <b>Lesson 2</b></p> <p><b>LI – We are learning to identify what Humanist believe in.</b></p> <p>Children will be looking at the different beliefs of Humanists and identifying if there are any similarities or differences with their own.</p> <p style="text-align: center;"><b>Humanist Beliefs</b></p> <p style="text-align: center;">Today, we will consider the following humanist beliefs:</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="width: 30%; text-align: center;">  <p>Non-Existence of Gods</p> </div> <div style="width: 30%; text-align: center;">  <p>Meaning of Life</p> </div> <div style="width: 30%; text-align: center;">  <p>Science</p> </div> <div style="width: 30%; text-align: center;">  <p>No Purpose to the Universe</p> </div> <div style="width: 30%; text-align: center;">  <p>Reason</p> </div> <div style="width: 30%; text-align: center;">  <p>Ethical Decisions</p> </div> </div> <p>Children will collect information on each belief and present it to the class. Children will then illustrate and summarise Humanist's different beliefs on a grid.</p> <table border="1" style="width: 100%; height: 150px; text-align: center;"> <tr> <td style="width: 50%; height: 50%; vertical-align: middle;">I</td> <td style="width: 50%; height: 50%;"></td> </tr> <tr> <td style="width: 50%; height: 50%; vertical-align: middle;">Humanism</td> <td style="width: 50%; height: 50%;"></td> </tr> </table>	I		Humanism		<p style="text-align: center;"><b>Unit: Tennis</b> <b>Lesson 2</b></p> <p style="text-align: center;">We are learning to develop placement of the ball using a backhand groundstroke.</p> <div style="background-color: #d4edda; padding: 10px; margin: 10px 0;"> <ul style="list-style-type: none"> <li>Make contact with the ball when your racket face is facing your target.</li> <li>Turn your body so that the back of your hand is showing.</li> </ul> </div> <p style="text-align: center;"><b>Unit: Volleyball</b> <b>Lesson 2</b></p> <p style="text-align: center;">We are learning to develop the set shot and understand when to use it.</p> 
I						
Humanism						

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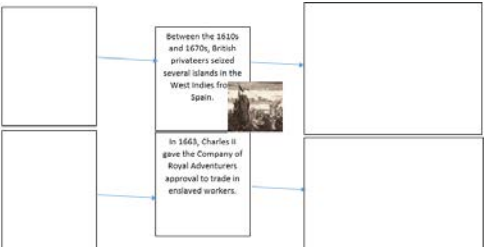

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ART - Kapow	Spanish – Language Angels	PSHE - Jigsaw						
<p><b>Unit:</b> Craft and design photo opportunity <b>Lesson 1</b></p> <p><b>LI - we are learning to apply an understanding of composition to create an effective photomontage advertising poster</b></p> <p>Children will define what photomontage is. They will look at the work of Hannah Hoch and discuss how it was created.</p>  <p>Children will then select images and cuttings from magazines to create their own photomontage.</p>  <p>After this the children will create their own cityscape using images of everyday objects. They will carefully select their backgrounds and identify how they wish the images to be stuck on the page through exploration.</p> 	<p><b>Unit:</b> Revision</p> <p><b>LI: We are learning to revise all languages explored in Spanish this year.</b></p> <p>The children will use their Spanish lessons to build fluency when reading, writing and speaking in Spanish.</p> <table border="1" data-bbox="786 584 1435 683"> <tr> <td><b>Year 6</b></td> <td>Phonetics 4 &amp; WWII (P)</td> <td>Healthy Lifestyle (P)</td> <td>Regular Verbs (P)</td> <td>The Weekend (P)</td> <td>The Planets (P)</td> </tr> </table> 	<b>Year 6</b>	Phonetics 4 & WWII (P)	Healthy Lifestyle (P)	Regular Verbs (P)	The Weekend (P)	The Planets (P)	<p><b>Unit:</b> Changing me <b>Lesson 2</b></p> <p><b>LI: We are learning to identify what we are looking forward to and what worries me about the transition to secondary school /or moving to my next class.</b></p> <p><b>LI: We are learning to understand how to prepare myself emotionally for the changes next year.</b></p> <p>This week, the children will discuss what they are looking forward to - with starting their secondary schools soon. During these discussions, the children will be able to share worries and discover ways to support them.</p> <p>The children will then complete their worksheet where they will fill the outside space with their worries that they have with starting their new schools. On the inside, they will write all the positive thoughts and ways they can support themselves if they have any negative feelings.</p> 
<b>Year 6</b>	Phonetics 4 & WWII (P)	Healthy Lifestyle (P)	Regular Verbs (P)	The Weekend (P)	The Planets (P)			

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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing															
<p style="text-align: center;"><b>Unit: The Circulatory System</b> <b>Lesson 2</b></p> <p><b><u>LI: We are learning to explore the effect of exercise on our heart rate.</u></b></p> <p>In this lesson the children will use their previous knowledge of the cardiovascular system (including the respiratory system) to consider heart rate. They felt their pulse and used the 15 second measuring x 4 to get a measurement for their resting pulse rate (bpm).</p> <p>They then investigated how their pulse rate changes after exercise. They exercised for 2-3 minutes, doing running on the spot - interweaved with star jumps. They then calculated their pulse and recorded it - and produced a graph. This was then analysed and compared with a partner's. They then wrote conclusions based on what the investigation told them.</p>  <p style="text-align: center;">Taking the radial pulse</p> <p style="text-align: center;">Table showing resting heart rate</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Number of heart beats in 15 seconds</th> <th>Beats per minute (bpm)</th> </tr> </thead> <tbody> <tr> <td>1<sup>st</sup></td> <td></td> <td></td> </tr> <tr> <td>2<sup>nd</sup></td> <td></td> <td></td> </tr> <tr> <td>3<sup>rd</sup></td> <td></td> <td></td> </tr> <tr> <td></td> <td>Average bpm</td> <td></td> </tr> </tbody> </table>		Number of heart beats in 15 seconds	Beats per minute (bpm)	1 <sup>st</sup>			2 <sup>nd</sup>			3 <sup>rd</sup>				Average bpm		<p style="text-align: center;"><b>Unit: Maafa</b> <b>Lesson 3-4</b></p> <p><b><u>LI: - We are learning to identify common traits and motives of leaders and monarchs.</u></b></p> <p>Children will be identifying how leaders and monarchs were motivated by 'Glory, God and Gold' and how this impacted the slave trade.</p> <p>Children will categorise the information about Portugal and Spain's actions in the 15th century and discuss the motivations behind actions of leaders.</p>  <p><b><u>LI: - We are learning to identify the causes and effects of Britain's involvement in Maafa</u></b></p> <p>Children will read information about Britain involvement in Maafa and identify the causes and effects of actions taken. Children will explain the impact of Maafa and what Maafa means.</p> 	<p style="text-align: center;"><b>Unit: Sensing Movement</b> <b>Lesson 2</b></p> <p><b><u>LI: We are learning to to explain that selection can control the flow of a program</u></b></p> <p>Children will explore how 'if, then, else' statements are used to direct the flow of a program. They will initially relate 'if, then, else' statements to real-world situations, before creating programs in MakeCode.</p> <p>They will apply their knowledge of 'if, then, else' statements to create a program that features selection influenced by a random number to create a micro:bit fortune teller project.</p> <div style="background-color: #fff9c4; padding: 10px; margin-top: 20px;"> <p><b>If, then, else statement in a program</b></p> <p>Have look at this project: <a href="https://ncc.eio/icons">ncc.eio/icons</a></p> <p>An if, then, else statement is being used:</p> <pre> If button A is pressed then   Show a tick Else   Show a cross                     </pre>  </div>
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## 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.

**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 only

rustling	reprimanded
clambering	unwieldy
ascertain	lunging
exquisite	hauled
mutinous	wincing

#### Group 1 and 2

competition	convenience
conscience	correspond
conscious	criticise
controversy	curiosity

Group 1 and 2 (bonus Topic Words)

### 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?

#### **Times Tables Rockstars:**

It will help you to practise your multiplication facts.

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

Please can the children bring in cardboard boxes - preferably a shoe box - for their art this week.

Please ensure all medical forms for PGL are returned to Mr Laming as soon as possible.

# Weekly Overview of Learning

Year Group: 6    Week beginning: 10.06.24

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

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