


Weekly Overview of Learning

Year Group: 6 Week beginning: 11.03.24

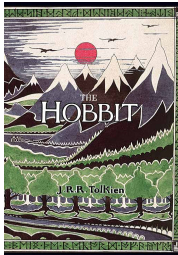
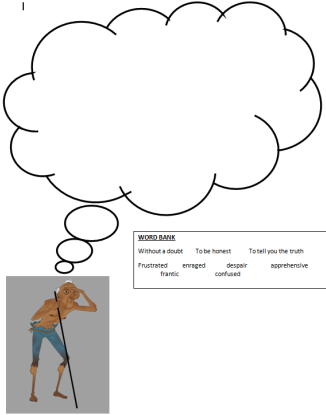
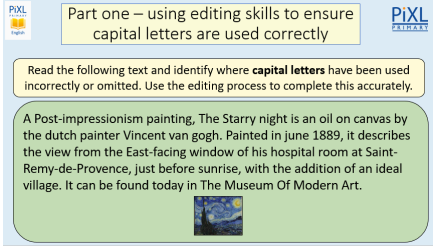
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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>L.I. We are learning to demonstrate our reading comprehension skills in a formal assessment</u></p>	<p><u>L.I. We are learning to answer comprehension questions using skimming and scanning.</u></p> <p><u>LI: We are learning to support our opinions by giving suitable evidence.</u></p>	<p><u>L.I. We are learning to infer a character's thoughts and feelings</u></p> <p><u>LI: To write from a character's point of view.</u></p>	<p><u>LI: We are learning to explore a chapter in the text through comprehension questions.</u></p>	<p>Spelling Test</p> <p><u>L.I. We are learning the rules for capital letters and to include them accurately in our written work</u></p>
<p>Speaking and Listening Focus</p>		<p>Think, Pair, Share Children will scan a piece of text in pairs to locate evidence to answer retrieval type questions.</p>	<p>COLD CALLING Children will need to recall what we explored last week about Kensuke. What emotions was he feeling? What questions did he have regarding Michael? This is a recap of our lesson from last week but will be required for the thought bubble the children will write today.</p>	<p>COLD CALLING Children will have a number from 1-4, the class teacher will call a number those children will then need to contribute their ideas.</p>	<p>Think, Pair, Share Children will discuss questions and use the rules given throughout the lesson to answer various questions regarding full stops and their use.</p>
<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p>Key Vocabulary:</p> <p>Key Questions:</p>	<p>Key Vocabulary: skim, scan, evidence, opinion, point, explain, support,</p> <p>Key Questions: What evidence can you find to support your answer? What is your opinion to answer the question? What technique can we use to locate the necessary information to form an answer?</p>	<p>Key Vocabulary: panicked, angry, concerned, resentful, anxious, powerful, upset, confused, caring, knowledgeable</p> <p>Key Questions: Why is Kensuke experiencing such a range of emotions? Why might Kensuke find it hard to share the island? Kensuke knows the island very well, what does this suggest about how long he has been there? Kensuke has a caring side, why do you think he is feeding Michael and Stella? What does Kensuke not want Michael to attract any attention to the island?</p>	<p>Key Vocabulary: throbbed, rarely, erstwhile, tenderly, vaulted, rudimentary, rummage, nimbly, footsure, affliction, conspiratorially, enunciated, outriggers, sparsely</p> <p>Key Questions: * How does Michael & Kensuke's relationship change? * How do you feel about Kensuke now? * What does sparsely mean? * Why has Kensuke helped Michael? * How do you think their relationship will develop? * Why are the Orang-utans wary of Stella and Michael?</p>	<p>Key Vocabulary: full stop, proper noun, common noun, proper adjectives, capitalised, acronym</p> <p>Key Questions: What is a proper noun? What is a common noun? Read the following text. Where have the capital letters used incorrectly or omitted?</p>

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<p>Activities</p>	<p>The children will complete a formal Reading Comprehension assessment.</p>	<p>The children will be given selected text extracts where they will need to use retrieval skills to answer questions in the style of SATS papers to increase accuracy in SATS based assessments.</p> <p>They will use the scanning technique to locate key words and phrases and then decide which ones are needed to answer the question and then work collaboratively to answer to give an answer which fits the requirements of the mark scheme.</p> <p>The children will then have opportunities to feedback their answers and self-evaluate their responses with the aim to become more focussed and accurate for the next set of questions.</p> 	<p>To start the lesson we will look at the thoughts, feelings and emotions of Kensuke explored in yesterday's lesson. We will then consider some effective multi-clause sentences written in the first person, that effectively illustrate Kenseuke's feelings. The children will then complete a thought bubble written from Kenseuke's perspective.</p>  <p>WORD BANK Without a doubt To be honest To tell you the truth Frustrated enraged despair apprehensive frantic confused</p>	<p>Today we will read another chapter of the book. Kensuke helps Michael and their relationship changes significantly.</p> <p>In this chapter we will explore how the relationship changes and the reasons for this. We will also consider what may happen in the rest of the text.</p> <p>The children will be completing comprehension questions about this chapter.</p>	<p>Part one will show how to use capital letters accurately, including common misconceptions. It provides a lot of detail about the focused element of capital letters and will reinforce the very basics of this punctuation.</p> <p>Part two provides the opportunity to REVISIT the skill, aiming for conceptual fluency by demonstrating all of the different ways that capital letters could be tested and the skills that are required to answer different types of questions e.g. multiple choice, tabulated, insert, circle, rewrite, explain etc.</p> <p>Through the therapy, pupils will be challenged to edit pieces of writing and identify mistakes focusing entirely on capital letters. To do this, they will be using the familiar process seen throughout the Editing Package, which asks pupils to do the following:</p> <ul style="list-style-type: none"> • Check it for mistakes/omissions (on this occasion focusing on capital letters). • Choose the section of the text that must be improved. • Make the change so that capital letters are being used accurately. 
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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> 	<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
	<p><u>LI: To calculate the area of a triangle.</u></p>	<p><u>LI: To calculate a percentage of an amount.</u></p>	<p><u>LI: To calculate the area of a right-angled triangle.</u></p>	<p><u>LI: To calculate the area of any triangle.</u></p>	<p><u>LI: To calculate the area of a parallelogram.</u></p>
<p>Key vocabulary and key questions</p>	<p><u>Key Vocabulary:</u> length, compound, regular properties</p> <p><u>Key Questions:</u> -How is finding the area of a triangle similar to finding the area of a rectangle when counting squares? How is it different? -How will you count the squares accurately? -Is more or less than half the square shaded? -Can you see any parts of squares that combine to make approximately one full square? -How does the area of the rectangle link to the area of a triangle? Why do you think this happens?</p>	<p><u>Key Vocabulary:</u> part, whole, lots of, divide, multiply, bar model</p> <p><u>Key Questions:</u> -How can you find 1%/10%/20%/25%/50% of a number? - How can you use 10% to find 30%? - How can the percentage 36% be made using 1%, 5%, 10%, 20%, 25%, 50% and 100%? - If you know 1% of an amount, how can you work out 37% of that amount? - If you know 1% of an amount, how can you work out 99% of that amount?</p>	<p><u>Key Vocabulary:</u> area, base, perpendicular height</p> <p><u>Key Questions:</u> -How can you split the rectangle into two right-angled triangles? -What do you notice about the two triangles? -What do you notice about finding the area of a rectangle and finding the area of a right-angled triangle? - What is the formula to find the area of a right-angled triangle? - What does “perpendicular” mean? - How do you know which measurement is the base/perpendicular he</p>	<p><u>Key Vocabulary:</u> area, base, perpendicular height</p> <p><u>Key Questions:</u> -What is the formula for the area of a triangle? - How do you know which side is the base? -How do you know what the perpendicular height is? -How do you know that you are using the correct lengths? - Is there more than one way to find the area of this triangle? - Is the base always at the bottom of the triangle?</p>	<p><u>Key Vocabulary:</u> parallelogram, rectangle, area, base, perpendicular height</p> <p><u>Key Questions:</u> -How could you change the parallelogram into a rectangle? How will this help you to find the area? - How can you count the squares accurately to find the area? -How do you know you have found the base/perpendicular height? - What is the formula for finding the area of a parallelogram? -When you have different units, what is your first step?</p>

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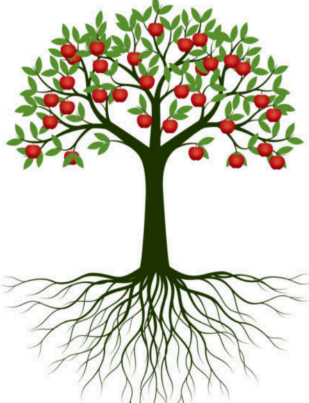

<p>Activities</p>	<p>In this lesson, the children will use their previous knowledge of approximating and estimating to work out the area of different triangles by counting squares. The children will begin to explore the link between the area of a triangle and the area of a rectangle or square.</p>	<p>In today's lesson, the children will be consolidating previous learning by finding percentages of amounts that require more than one step. Using knowledge of how to find 1%, 10%, 20%, 25%, 50%, children find multiples of these amounts. For example, to find 75% they can find 25% and multiply it by 3; to find 60% they can find 10% and multiply it by 6. They then move on to more complex percentages. The children will explore different ways of making percentages without actually calculating the percentages of amounts, for example 45% can be made from 25% + 10% + 10%, 5% × 9, 1% × 45, 50% – 5%. They will then apply this to finding a percentage of an amount using the most efficient method.</p>	<p>Today, the children look in more detail at finding the areas of right-angled triangles. The children will move on from counting squares to identifying and using a formula. They explore the fact that a right-angled triangle with the same length and perpendicular height as a rectangle has an area that is half the area of the rectangle. They then adapt the formula for the area of a rectangle to find the area of a right-angled triangle - the children will use the formula $\text{area} = \frac{1}{2} \times \text{base} \times \text{perpendicular height}$.</p>	<p>In this lesson, children extend their knowledge of finding the area of a right-angled triangle to find the area of any triangle. They will use the same formula as before, but now need to identify that the perpendicular height is not always the length of one of the sides. Initially, they find the areas of triangles where only the base and perpendicular height are given, before looking at triangles where more measurements are given.</p>	<p>Today, the children explore the area of a parallelogram, identifying and using a formula. They will look at the properties of a parallelogram and compare these to a rectangle, using the "cut-and-move method". Through this, they recognise that the area of a parallelogram can be found by using the formula $\text{area} = \text{base} \times \text{perpendicular height}$. As they did for triangles, children need to be able to identify the base and perpendicular height when given more than the required measurements.</p>
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Please continue logging into Doodle Maths and Times-table Rockstars regularly!

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Music – Sing Up	RE - Widening Horizons	PE – Get Set 4 PE
<p style="text-align: center;">Unit: Lesson 6</p> <p>LI: We are learning to explore rhythmic compositions, using provided melodies.</p> <p>This week we will:</p> <ul style="list-style-type: none"> Recap the three sections of the round and sing the whole song in unison. Sing the whole song as a round in three parts. Continue the composing activity started the previous lesson. Perform and record the pieces. <p>In this music lesson, children will focus on three main objectives. Firstly, they will review and sing the entire song "Dona nobis pacem" both in unison and as a round in three parts. Secondly, they will continue their composing activity from the previous lesson, where they will add melody to their rhythm compositions using provided chord notes and percussion instruments. Lastly, children will rehearse, perform, and potentially record their compositions.</p> 	<p style="text-align: center;">Unit: Lesson 3</p> <p>LI: We are learning to find out more about Christian Aid.</p> <p>LI: We are learning to consider the motivation of Christian Aid as a faith-based charity.</p> <p>In this lesson, the children will be exploring what a charity is. They will be able to explain what Christian aid is and explain the work that the organisation does.</p> <p style="text-align: center;">What is a charity?</p> <div style="text-align: center;">  </div> <p>The children will have a clear understanding on why this charity was started and the impact it has on people's lives by exploring case studies.</p> 	<p style="text-align: center;">Unit: Gymnastics Lesson 7</p> <p>LI: We are learning to develop inverted movements with control.</p> <p>•Engage your core muscles for strong body tension and stability.</p> <p style="text-align: center;">Lesson 8</p> <p>LI: We are learning to develop inverted movements with control.</p> <p>•Engage your core muscles for strong body tension and stability.</p> 

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ART - Kapow	Spanish – Language Angels	PSHE - Jigsaw
<p>Unit: Sculpture & 3D: Making memories Lesson 2 continued:</p> <p>LI: We are learning to explore the concept of self through a range of different mediums.</p> <p>The children will be shown a range of sculptures that the children will discuss using the questions below:</p> <p>What inspired these artists? Why did they make three- dimensional art? How have the artists represented their ideas? How have the artists constructed their pieces?</p> <p>Last week the children explored abstract shapes and discussed which types of shapes they would want in their own sculpture. They will use their abstract collages and turn them into cardboard expressions.</p> 	<p>Unit: The weekend Lesson 4</p> <p>LI: We are consolidating the new language for weekend activities with a variety of reading and listening work.</p> <p>The children will augment the language they need to describe what they do at the weekend through a range of activities including listening and writing.</p> 	<p>Unit: Healthy Me Lesson 4</p> <p>LI: We are learning to identify why some people join gangs and the risks that this involves.</p> <p>LI: We are learning to suggest strategies that someone could use to avoid being pressured.</p> <p>This week, the children will work in groups to discuss why some people join gangs and the risks that they are exposing themselves to if they do. They will explore and create strategies that an individual could use to avoid being pressured - thinking back to last lesson's story with Kieran. Afterwards, the children will identify why each of the scenario characters may or did join a gang.</p> <div data-bbox="1482 906 1733 1056" style="border: 1px solid black; padding: 5px;"> <p>Marlon is 18. He lives in a city where there are lots of rival gangs.</p> </div> <div data-bbox="1751 874 2123 1088" style="border: 1px solid black; padding: 5px;"> <p>Gangs are cool and give me street-cred. No one disrespects me because I'm part of the gang. If they did, my gang would cause trouble for them. I used to get bullied but not now.</p> </div> <div data-bbox="1482 1136 1733 1286" style="border: 1px solid black; padding: 5px;"> <p>Reeta is 15. Her parents are both doctors and she goes to a private school.</p> </div> <div data-bbox="1751 1104 2123 1318" style="border: 1px solid black; padding: 5px;"> <p>Gangs are terrifying. I've joined a gang and I wish I hadn't. Some of them carry knives and take drugs. They have threatened me because I want to leave.</p> </div>

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Unit: **Evolution and Inheritance.**

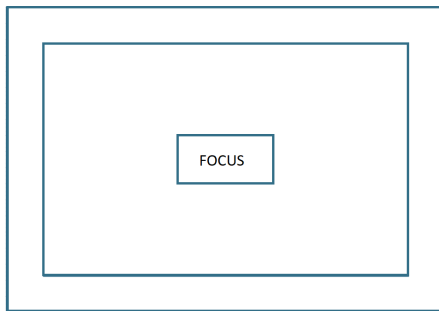
Pupils to complete the end of unit defining frame to assess their new learning since the start of the unit.

NEW UNIT:

Complex electrical circuits

L.I. We are learning to explain how to wire up a simple series circuit.

Pupils to complete the start of unit defining frame to assess their starting point of understanding for the new unit.



Main Lesson:

The children will revise work from Year 4. Can they use the given equipment to build a simple series circuit to light a light bulb?

They will use familiar components to help make their circuit.

Two crocodile clip leads, a bulb holder, two batteries and battery holder.

They will learn this is a series circuit.

They will be challenged to insert a switch to the circuit using an extra lead.

They will be challenged to answer these questions:

What was important when making your circuit?

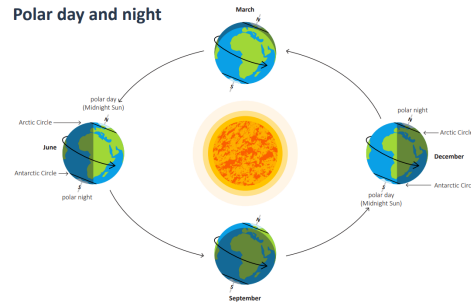
How was the bulb connected?

What was important when connecting the batteries?

Unit: **Frozen Kingdoms**

Lesson 3- continued

L.I: We are learning to explore the polar regions' experience of different light, as a result of the Earth's tilt.



This week, the children will explore how the earth spins on an axis. They will explore what day time and night time looks like within polar regions and the causes of this. Afterwards, they will complete a series of activities to test their learning - one of which will involve a touch and a globe to give verbal explanations of how the Earth turns.

By the end of this lesson children should know:

- The polar regions experience the largest differences in daylight, as the effect of Earth's tilt is much more pronounced.
- When the Earth tilts towards the Sun it create near-constant daylight, known as polar day or Midnight Sun.
- When the Earth tilts away from the Sun it creates near-constant darkness, known as polar night.

Unit: **Introduction to spreadsheets**

Lesson 4

L.I: We are learning to apply formulas to data.

Learners will calculate data using the operations of multiplication, subtraction, division, and addition. They will use these operations to create formulas in a spreadsheet. Learners will then begin to understand the importance of creating formulas that include a range of cells and the advantage of duplicating in order to apply formulas to multiple cells.

To apply formulas to data

- I can calculate data using different operations
- I can create a formula which includes a range of cells
- I can apply a formula to multiple cells by duplicating it



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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

similarities	tries
marries	families
countries	puppies
carries	lorries
parties	babies

Group 1 and 2

neighbour	opportunity
nuisance	parliament
occupy	persuade
occur	physical

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

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	searing	dejected		
	nonchalantly	provocatively		