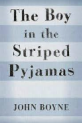


# Weekly Overview of Learning

Year Group: 6 Week beginning: 11.9.23

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English	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Reading and Writing</b> 	<u>LI: To utilise our reading skills to identify evidence and explain our opinion.</u> <u>LI: To explore content domains 2D, 2H, 2G, 2E &amp; 2F.</u>	<u>LI: To explore the language features of a text - identifying expanded noun phrases and prepositions.</u> <u>L.I. To use an author's technique to describe an environment from the text.</u>	<u>LI: To explore the language features of a text - identifying expanded noun phrases and prepositions.</u> <u>L.I. To use an author's technique to describe an environment from the text.</u>	<u>LI: We are learning to recall and demonstrate a range of reading skills.</u>	<u>LI: We are learning to recall and demonstrate...</u>
<b>Speaking and Listening Focus</b>	<b>Think Pair Share - Summarise what we know of the plot so far, from chapters 1 - 3?</b>	<b>Think Pair Share - children to look at example phrases from the text and try and identify expanded noun phrases and prepositional phrases.</b>	<b>Cold calling</b> <b>Children can read examples of their shared descriptions from yesterday and look at upleveling or 'magpie' ideas from hearing other examples to improve their versions.</b>		
<b>Key vocabulary and Key Blooms higher order thinking questions</b>	<u><b>Key Vocabulary:</b></u> stark, contrast, naive, innocent, unsettled <u><b>Key Questions:</b></u> What phrases help us understand and visualise what is being described?  Why do they describe what's behind the fence as nasty?  Who are the soldiers?  Why are they wearing the same clothes?	<u><b>Key Vocabulary:</b></u> preposition, prepositional phrases, expanded noun phrases. <u><b>Key Questions:</b></u> After looking at the example phrases from the text, discuss 'How does the author make the description so clear for the reader?'  What do you notice about what you have just read?  How does the author make the description more vivid?	<u><b>Key Vocabulary:</b></u> preposition, prepositional phrases, expanded noun phrases. examples of prepositions (word/phrase bank) <u><b>Key Questions:</b></u> Have you used a range of different prepositions?  Have you used high level description and expanded noun phrases?  Identify the prepositional phrases, expanded noun phrases in your examples.	<u><b>Key vocabulary</b></u> Define Explain Retrieve Identify Record Summarise Predict Meaning Choice of words comparison	<u><b>Key Vocabulary</b></u> Tenses Adverbs Relative clauses Expanded noun phrases Adjectives Nouns Verbs Modal verbs Commas Parenthesis Adverbials Punctuation Spelling
<b>Activities</b>	Read chapter 4. Children will need to complete the table, by: 1) Looking at quotes (as a form of evidence) from Chapter 4 and	Children to re-read pages 31 and 32.  Get them to appreciate how clear the description is. By looking at the author's language choice and	Children use their map with the added vocabulary to start planning their descriptive writing of the garden, fence and the area beyond the fence.  The children will share write their	In this assessment session, children will be required to show their understanding of their reading skills . They will be answering a variety of	In this assessment session, children will be required to show their understanding of their grammar, spelling and punctuation. They will be answering a variety of questions. The information from these

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<p>answering the questions about them, e.g. What clues in this quote help us to understand that Bruno feels unsettled in their new home? What is the meaning of this quote? 2) Looking at the explanation about a part of the chapter and finding evidence (in the form of a quote) from the text to support the explanation.</p> <p>Extension: Children need to read a given statement and either agree or disagree and then support their opinion by using knowledge of the text to prove their point. e.g., 'Father is very present in Bruno and Gretel's life.</p>	<p>technique.</p> <p>The author has used prepositional phrases and expanded noun phrases.</p> <p>The children will then be given phrases from the chapter which describes the view from the house across to what is beyond the fence in the story.</p> <p>They will work to identify prepositional phrases and expanded noun phrases.</p> <p>The children will then be given an A3 sheet showing a map of the area described in the text with the different features clearly laid out.</p> <p>They will start to annotate their map with examples of description which need to include prepositional phrases and expanded noun phrases for each part.</p>	<p>opening paragraph which initially describes what Gretel and Bruno can see immediately out of the bedroom window (e.g. the flower/garden)</p> <p>They will then share these and read aloud. They can then think how to improve their paragraph.</p>	<p>questions from the reading domains. The information from these assessments will help us to plan lessons for the term for individual children and for identified groups.</p> <table border="1" data-bbox="1384 432 1715 676"> <thead> <tr> <th colspan="2">Content domain reference</th> </tr> </thead> <tbody> <tr> <td>2a</td> <td>give / explain the meaning of words in context</td> </tr> <tr> <td>2b</td> <td>retrieve and record information / identify key details from fiction and non-fiction</td> </tr> <tr> <td>2c</td> <td>summarise main ideas from more than one paragraph</td> </tr> <tr> <td>2d</td> <td>make inferences from the text / explain and justify inferences with evidence from the text</td> </tr> <tr> <td>2e</td> <td>predict what might happen from details stated and implied</td> </tr> <tr> <td>2f</td> <td>identify / explain how information / narrative content is related and contributes to meaning as a whole</td> </tr> <tr> <td>2g</td> <td>identify / explain how meaning is enhanced through choice of words and phrases</td> </tr> <tr> <td>2h</td> <td>make comparisons within the text</td> </tr> </tbody> </table>	Content domain reference		2a	give / explain the meaning of words in context	2b	retrieve and record information / identify key details from fiction and non-fiction	2c	summarise main ideas from more than one paragraph	2d	make inferences from the text / explain and justify inferences with evidence from the text	2e	predict what might happen from details stated and implied	2f	identify / explain how information / narrative content is related and contributes to meaning as a whole	2g	identify / explain how meaning is enhanced through choice of words and phrases	2h	make comparisons within the text		<p>assessments will help us to plan lessons for the term for individual children and for identified groups.</p>
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<p><b>Class Text – Reading Aloud</b> 10-15 mins each day</p>	<p><b>Opal</b> TEXT - Wonder Author - R J Palacio</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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	<u>LI: To explore the numberline to 10,000,000.</u>	<u>LI: To solve problems involving conversion between units of time.</u>	<u>LI: To round numbers to 10, 100 and 1000.</u>	<u>LI: To round any integer.</u>	<u>LI: To use negative numbers in real-life contexts.</u>
<b>Key vocabulary and key questions</b>	<p><b><u>Key Vocabulary:</u></b></p> <p>multiples intervals divisions</p> <p><b><u>Key Questions:</u></b></p> <p>-What are the values of the start and the end of the number line? -How many small divisions are there between each of the large divisions on the number line? What is each small interval worth? -What is the same and what is different about a number line that goes from 0 to 10,000 and a number line that goes from 0 to 10,000,000? - What is the midpoint between _____ and _____? -What is each interval worth if one million is split into two/four/five/ten equal parts?</p>	<p><b><u>Key Vocabulary:</u></b></p> <p>convert pm / am digital clock analogue clock</p> <p><b><u>Key Questions:</u></b></p> <p>-How would you teach someone to convert between the 12-hour and 24-hour clocks? - What was the duration of the...?</p>	<p><b><u>Key Vocabulary:</u></b></p> <p>-previous multiple -next multiple -place value column</p> <p><b><u>Key Questions:</u></b></p> <p>-How can you represent the rounding of this number on a number line? - Which place value column should you look at to round the number to the nearest ten/hundred/thousand? -When is it best to round to the nearest 10/100/1000? Can you give an example? Justify your reasoning.</p>	<p><b><u>Key Vocabulary:</u></b></p> <p>-previous multiple -next multiple -place value column</p> <p><b><u>Key Questions:</u></b></p> <p>-Which multiples of 1,000,000 does the number lie between? -How can you represent the rounding of this number on a number line? -Which division on the number line is the number closer to? -What is the number rounded to the nearest million? -What is the most appropriate way of rounding this number? - Which place value column should you look at to round the number to the nearest ten/hundred/thousand/ten thousand/ hundred thousand/million?</p>	<p><b><u>Key Vocabulary:</u></b></p> <p>-positive/negative -difference -forwards/backwards -zero -horizontal/vertical</p> <p><b><u>Key Questions:</u></b></p> <p>-What is the same and what is different about the numbers 2 and -2 (negative two)? -How far is -5 from zero? How far is -5 from 1? -Which is the greater temperature, -1 degrees or -2 degrees? - How do you find the difference between two negative numbers? -How do you find the difference between a positive number and a negative number? - What is the same and what is different about counting forwards/backwards along a number line beyond zero?</p>

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<p><b>Activities</b></p>	<p>In this lesson, children explore the number line to 10,000,000 using the unit of a million, making links to the familiar number lines to 10 and 10,000. They label partially filled number lines, identify points labelled on number lines and mark where a given number would lie on a number line. The children will learn that half a million is equal to 500,000 and know that the midpoints between divisions on the number line to 10,000,000 can be written as, for example, "three and a half million" or "3,500,000". This links to splitting different numbers and number lines into two, four, five and ten parts.</p>	<p>Today the children will calculate durations of events (such as the length of TV programmes) and read different timetables. They will calculate time differences on both analogue and digital clocks.</p> <p>Third Space Learning</p> <p>Arithmetic Paper</p>	<p>Today, the children are recapping rounding to 10,100 and 1000, using numberlines to support their learning. They must understand that the column from the question and the column to the right of it are used e.g when rounding 1450 to the nearest hundred - look at the hundreds and tens column.</p>	<p>In this lesson, the children learn to round any number up to 1,000,000 to any power of 10 up to 100,000. They will also learn to round to the nearest million. Children need to be confident with identifying the previous and next multiples of the appropriate power of 10 of the number, and finding the midpoints of those multiples. Number lines are useful as support here, as children can identify which multiple the number is closer to.</p>	<p>Today, the children will be using negative numbers in real-life contexts while using a numberline. Both horizontal and vertical number lines will be used, with the vertical line linking to reading temperatures on a thermometer. As well as adding and subtracting from positive and negative numbers, children learn to find the difference between numbers, including calculating intervals across zero.</p>
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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
<p><b>Unit: 'Hey, Mr Miller'. Lesson 1</b></p> <p>L.I. We are learning to explore the first two sections of the song 'Hey, Mr Miller' using information on a score.</p> <p><b>In this lesson, children will:</b></p> <ul style="list-style-type: none"> <li>Watch/ listen to <i>In the mood</i> by Glenn Miller, noticing the instruments and how they are played.</li> </ul>	<p><b><u>L.I: We are learning to understand how Buddhists live their lives according to the eight-fold path.</u></b></p> <p><b><u>L.I: We are learning to identify which areas of the eight-fold path are applicable to how I live my own life.</u></b></p> <p><b>Key questions:</b></p> <p>Can you recall the eight paths set out by the Buddha?</p> <p>Can you summarise each path?</p>	<p><b>Unit: Hockey Lesson 2</b></p> <p>L.I. We are learning to send and receive the ball with control under pressure.</p> <p>In this lesson children should be able to:</p> <ul style="list-style-type: none"> <li>•Forehand receiving: Left hand away from body.</li> <li>•Keep your stick lower than waist height.</li> <li>•Step forward as you pass to give you more power.</li> </ul>

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- Embody the rhythms of the solo instruments through movement.
- Practise looking at and finding information on a score.
- Learn the first two sections of the song *Hey, Mr Miller*.



Can you give an example of how the eight paths can be used in your life?

In R.E this week we will explore the eightfold path in detail, looking at how the rights are different and how they can be applied to your life. For example, giving to charity or completing something with the right intention.


### What is the Eightfold Path?



The Eightfold Path consists of eight areas of life that people focus on towards the path of Buddhism. It is designed to relieve suffering. Buddhism works on promoting learning and self-discovery rather than 'blind faith'.

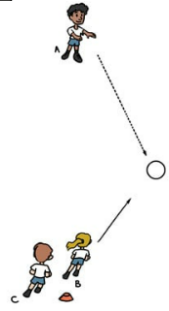
Blind faith is when a person accepts something without really thinking it through for themselves.

•Trapping the ball: Stick low to the ground to create a barrier to stop the ball.

**Unit:**  **Netball**  
**Lesson 2**

**L.I. We are learning to use a variety of attacking skills to lose a defender.**  
In this lesson children should be able to:

- Turn your hips to face the direction you want to run in.
- Use a change of speed and / or a change of direction to lose a defender.



ART - Kapow

Spanish – Language Angels

PSHE - Jigsaw



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LI: We are learning to explore expressive drawing techniques.(Lesson 2)

This week in Art we will continue to study Maya art exploring how we can recreate the patterns and shapes through a range of drawing techniques. To successfully do this the children will recall sketching techniques that they explored in year 5. The children will also make comparisons between the different art works discussing possible influences and mediums used to create the final piece.



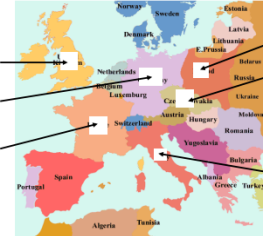
## Unit: La segunda guerra mundial

### Lesson 2

**LI: We are learning to identify some of the countries and languages involved in World War II in Spanish.**

This week, the children will learn the Spanish words for some of the countries and languages involved in World War II. This will have ties to prior learning the children would have had with previous Geography topics. After exploring with the class, the children will use their knowledge of country locations to complete a map of those involved in the World War and the languages that are spoken in those locations..

### La segunda guerra mundial



#### ¿Dónde está.....?

Inglaterra	Italia	Francia
Alemania	Polonia	Checoslovaquia

- 1) En Inglaterra se habla \_\_\_\_\_
- 2) En Francia se habla \_\_\_\_\_
- 3) En Italia se habla \_\_\_\_\_
- 4) En Polonia se habla \_\_\_\_\_
- 5) En Alemania se habla \_\_\_\_\_
- 6) En Checoslovaquia se habla \_\_\_\_\_
- 7) En los Estados Unidos se habla \_\_\_\_\_

## Unit: Being me in my world

### Lesson 1/ Puzzle 1

**LI: We are learning to identify our goals for the year, understand our fears and worries about the future and know how to express them.**

**LI: We are learning to know how to use our Jigsaw Journal to feel welcome and valued and know how to make others feel the same.**

In this lesson, children will explore JK Rowling and her success, understanding her resilience and worries she would have perhaps faced and overcome along the way. The children will also discuss their hopes for the year, discussing their own worries and how they can find ways to cope and express them to others.

In Year 6, I hope to...

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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p>Unit: LIGHT  <u>LI: To explain how we see light sources and non-light sources.</u></p> <p>The children will start by completing a defining frame - which shows their initial understanding and prior knowledge of LIGHT.</p> <p>Revision from Year 5.                      For the main lesson, they will revise how to recognise what light sources are and which are secondary sources of light. They will consider which are natural and man-made sources of light.                      They will learn how light travels in straight lines - demonstrated by several videos and practical demonstrations.                      They will use this knowledge to show how we see objects.</p> <p><b>Key vocabulary:</b>                      Reflection, light sources, non-light sources, secondary sources, light, darkness.</p> <p><b>Key questions:</b>                      What is a light source?                      What is a secondary source of light?                      How does light travel?                      How do we see objects?</p> <p>They will then extend their learning to the second part of the lesson.</p> <p><u>L.I: To explain how light is reflected off a rough or smooth surface.</u>  <u>To calculate the path of reflected light by applying the rule: angle of incidence equals the angle of reflection.</u></p>	<p>Unit: Britain at War                      Lesson 2</p> <p><u>L.I. We are learning to explore why men volunteered to fight in the war.</u>  <u>LI: We are learning to explore persuasive techniques that were used to recruit in the war.</u></p> <p>This week we will be exploring why so many men volunteered to take part in the war. We will explore the persuasive techniques and propaganda that was used.</p> <p>The British government used many different strategies to recruit volunteers.</p> <ul style="list-style-type: none"> <li>• Recruiting offices were set up all over Britain, where men could sign up to join the army.</li> <li>• Every eligible man was sent a letter asking him to enlist.</li> <li>• 54 million posters were printed to encourage men to join the army.</li> <li>• Meetings were held in every town and village, with politicians, priests, and other influential local figures encouraging men to join.</li> <li>• Speeches were made by members of the army to groups of young men.</li> <li>• Appeals were published in newspapers.</li> </ul> <p>After exploring some of the examples mentioned above the children will create their own persuasive strategies</p>	<p>UNIT 1. Computing systems and networks - Communication and collaboration                      Lesson 1:                      Internet addresses</p> <p><u>L.I. To explain the importance of internet addresses</u></p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>• I can recognise that data is transferred using agreed methods</li> <li>• I can explain that internet devices have addresses</li> <li>• I can describe how computers use addresses to access websites</li> </ul> <p>The children will explore what is necessary for effective communication and the importance of agreed protocols. They will apply this understanding to IP addresses and the rules (protocols) that computers have for communicating with one another.                      They will also use a Domain Name Server (DNS) to translate web addresses into IP addresses.</p>

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## Key vocabulary:

Angle of incidence, angle of reflection, refraction, medium, density, focal point,

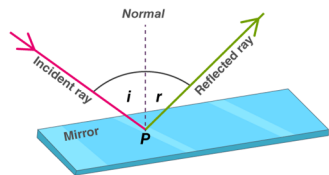
## Key questions:

Why do smooth and rough objects reflect light differently?

What will happen if...?

How does a periscope work?

### REFLECTION OF LIGHT



The children will learn that when we measure the angle of reflected light, we measure it from the 90 degree (perpendicular) Normal Line.

This angle is called the **Angle of Incidence**.

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.

Notice that the Angle of Incidence is equal to the **Angle of Reflection**.

They will then use this knowledge to predict the pathway of light using a series of mirrors at different angles and calculating the reflected angles of reflection.



## Homework

Homework is set on a Thursday. Where applicable, it should be returned by the following Monday. Weekly spellings are set Friday to Friday - with tests on Friday.

Reading/Spelling and Grammar

Maths


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



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<p>Please read for at least 20 minutes every day and complete tasks in your purple task book.</p> <p>Your teacher will check and sign your work once every two weeks.</p> <p>Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.</p> <p><b>Doodle Spell</b> – log in to your account at least 3 times this week.</p>	<p><b>Spelling and dictation</b> – Remember to try and use these words in sentences to show that you understand their meanings.</p> <p><b>Group 1 and 2</b></p> <table border="1"> <tr><td>accommodate</td><td>aggressive</td></tr> <tr><td>accompany</td><td>amateur</td></tr> <tr><td>according</td><td>ancient</td></tr> <tr><td>achieve</td><td>apparent</td></tr> </table> <p><b>Group 1 only</b></p> <table border="1"> <tr><td>deceive</td><td>ceiling</td></tr> <tr><td>conceive</td><td>conceited</td></tr> <tr><td>receive</td><td>receipt</td></tr> <tr><td>perceive</td><td>inconceivable</td></tr> </table> <p><b>Group 1 and 2 (bonus Topic Words)</b></p> <table border="1"> <tr><td>munitions</td><td>imperialism</td></tr> <tr><td>nationalism</td><td>militarism</td></tr> </table>	accommodate	aggressive	accompany	amateur	according	ancient	achieve	apparent	deceive	ceiling	conceive	conceited	receive	receipt	perceive	inconceivable	munitions	imperialism	nationalism	militarism	 <p><b>Doodle Maths</b> – 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 <b>green</b> zone yet?</p> <p><b>Times Tables Rockstars:</b></p> <p>It will help you to practise your multiplication facts.</p> <p>You will receive homework on paper this week answering a range of questions on place value.</p>	<p><b>When can I apply for a Secondary School Transfer?</b></p> <p>Children born between 1 September 2012 and 31 August 2013, currently in Year 6, will transfer to secondary school in September 2024.</p> <p>Applications open on 1 September 2023.</p> <p>Applications close on 31 October 2023.</p>
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