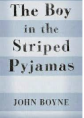


Weekly Overview of Learning

Year Group: 6 Week beginning: 13.11.23

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English	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Reading and Writing</p> 	<p>LI: To assess my comprehension skills in Reading</p>	<p><u>L.I. We are learning to use our understanding of the Blitz to form descriptive phrases using the 5 senses.</u></p> <p><u>L.I. We are using choice descriptions and vocabulary to create an effective poem about the Blitz.</u></p>	<p><u>LI: We are learning to identify themes, images, language and poetic devices in a range of war poetry.</u></p> <p><u>L.I. We are learning to understand imagery of a poem through the poet's use of language.</u></p> <p><u>I can empathise with the poet.</u></p>	<p><u>LI: We are learning to identify themes, images, language and poetic devices in a range of war poetry.</u></p>	<p>Spelling Test</p> <p><u>LI: We are learning to identify active and passive forms of sentences.</u></p> <p><u>L.I. We are learning to write our own sentences in both active and passive forms</u></p>
<p>Speaking and Listening Focus</p>	<p>Complete PiXL Reading Paper</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>Think, Pair, Share After reading the first verse, how did you feel? What do you think the poem is about? Back up your opinions with evidence.</p>	<p>Think, Pair, Share Children to discuss differences in tone and atmosphere between two poems.</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>Complete PiXL Reading Paper</p>	<p><u>Key Vocabulary:</u> Descriptions of sounds and emotions. Descriptions of explosions, fires, bombs falling - using word banks.</p> <p><u>Key Questions:</u> 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><u>Key Vocabulary:</u> Dulce et decorum est, patriotic, irony, thoughts, feelings, predict, empathy, imagery,</p> <p><u>Key Questions:</u> After reading the first verse, how did you feel? What do you think the poem is about?</p>	<p><u>Key Vocabulary:</u> Dulce et decorum est, patriotic, irony, thoughts, feelings, predict, empathy, imagery,</p> <p><u>Key Questions:</u> What is the difference in tone and atmosphere between the two poems? How would you describe the feelings of the two writers? What is the conclusion of the two poems?</p>	<p><u>Key Vocabulary:</u> subject, object, active voice passive voice tense formal adjectives adverb</p> <p><u>Key Questions:</u> 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>

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<p>Activities</p>	<p>Complete PiXL Reading Paper</p> <p>The children will use their up-levelled draft of their Blitz poem to write their final draft version onto subject specific bordered paper - for their English book, Topic book and display.</p> <p>They need to check they have added suitable and effective figurative language to create imagery.</p>	<p>Introduce the poem: Dulce et Decorum est, by Wilfred Owen.</p> <p>Read the first verse only - from the flip chart.</p> <p>Ask the children how it made them feel- why?</p> <p>Get them to predict what the poem is about - backing up opinions with evidence.</p> <p>Now read the whole poem aloud - each child to have their own copy to annotate.</p> <p>After discussing the theme, relating how this is a poem from WW1 not WW2.</p> <p>Unpick the unfamiliar terms used in it, such as: <i>five-nines</i>, the children will need to think about how the poet uses language to portray an image.</p> <p>The children will express their own thoughts and feelings, considering the use of imagery and language.</p> <p>These will be recorded on a descriptive lens frame.</p> <p>The children will be asked to write these down in their books next to a small version of the poem.</p> <p>Extension: How does the imagery of the poem impact on the reader? Consider the poet's use of language.</p> <p>Plenary: How do you feel the reader felt when they wrote it? What gives you that impression?</p> <div data-bbox="963 1244 1355 1532" style="border: 2px solid blue; padding: 10px; margin: 10px auto; width: fit-content;"> <div style="border: 1px solid blue; padding: 5px; width: 80%; margin: 0 auto;"> <div style="border: 1px solid blue; padding: 5px; width: 60%; margin: 0 auto;"> <div style="border: 1px solid blue; padding: 5px; width: 40%; margin: 0 auto;"> <p style="text-align: center; font-size: small;">How did the poem make you feel?</p> </div> </div> </div> </div>
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					in the passive voice, e.g. The subject of the sentence is not doing the action but is being acted upon .
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Class Text – Reading Aloud 10-15 mins each day	Opal TEXT - Wonder Author - R J Palacio 	Ruby TEXT - Wonder Author - R J Palacio 	Jet TEXT - Wonder Author - R J Palacio 	Coral TEXT - Wonder Author - R J Palacio 
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	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Maths	<u>LI: To convert improper fractions to mixed numbers and vice versa.</u>	<u>LI: To assess my reasoning skills in Maths.</u>	<u>LI: To use a numberline to identify equivalent fractions and to count in fractions.</u>	<u>LI: To compare and order fractions.</u>	<u>LI: To add and subtract fractions.</u>
Key vocabulary and key questions	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -mixed number -improper fractions -numerator -denominator <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -How many intervals are there on the number line? What is each interval worth? 	<p>Third space learning</p> <p>Reasoning Paper</p>	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -intervals -equivalent -numberline -mixed number -improper fractions <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -How many intervals are there on the number line? What is each interval worth? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -common denominator -common multiple -order -compare <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -How could you use a number line or a bar model to help you compare the fractions? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -common denominator -common multiple -add -subtract <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -Do the fractions have the same denominator?

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	<ul style="list-style-type: none"> -What equivalent fractions have you found? -Is this fraction in its simplest form? How do you know? -Can you divide the number line into more intervals to place the fractions more accurately? -How will you place one sixteenth on a number line that is counting in eighths? -Which fraction was the easiest/hardest to label? Why? 		<ul style="list-style-type: none"> What equivalent fractions have you found? -Is this fraction in its simplest form? How do you know? -Can you divide the number line into more intervals to place the fractions more accurately? -How will you place one sixteenth on a number line that is counting in eighths? - Which fraction was the easiest/hardest to label? Why? 	<ul style="list-style-type: none"> - If the denominators are the same, how do you compare the fractions? - Is one denominator a multiple of the other? -If one denominator is not a multiple of the other, what do you need to do to be able to compare the fractions? - How is comparing mixed numbers different from comparing proper fractions? How is it similar? 	<ul style="list-style-type: none"> - When are two fractions equivalent? - How can you find a common denominator? - How many of the fractions do you need to convert? - Now the denominators are the same, how do you add/ subtract the fractions?
Activities	<p>In this lesson, the children will use their knowledge of division methods and remainders to convert improper fractions to mixed numbers. Cubes and visual representations will be used to support the conversions. The children will then apply their learning from the previous lesson to check that the fraction is in its simplest form.</p>	<p>The children will complete a Reasoning paper to assess their understanding of key concepts.</p>	<p>In this lesson, the children use number lines to count forwards and backwards in fractions and to find equivalent fractions. They will start by revising counting fractions above 1 on a number line to ensure they are able to count in fractions accurately. Using a number line clearly shows that finding equivalent fractions does not change the value of the fraction. The children will be encouraged to draw extra intervals on number lines to support them in placing the fractions. Number lines will also be used to support children in finding the difference between fractions. The children will be encouraged to spot patterns on number lines when simplifying, rather than thinking about fractions individually.</p>	<p>Today, the children will compare and order fractions with the same denominator. The children will first need to use their knowledge of equivalent fractions to find a common denominator in order to compare. They will begin by using bar models to help compare fractions. They first work with pairs of fractions where one denominator is a multiple of the other and then look at pairs of fractions where the denominators are not multiples of each other, using their knowledge of multiples and common multiples. The children will be encouraged to find the first common multiple. Once the children are confident expressing fractions</p>	<p>To recap, the children will add and subtract fractions with the same denominator to remind themselves that where the denominators are the same, they need to add/ subtract the numerators and leave the denominator unchanged. The children will build on previous learning to use equivalent fractions to add and subtract fractions where one denominator is a multiple of the other. They start by using bar models before moving on to finding the first common multiple of the denominators. As the focus is on addition and subtraction of simple fractions, children are not yet required to work with improper fractions and mixed numbers as this will be looked at later.</p>

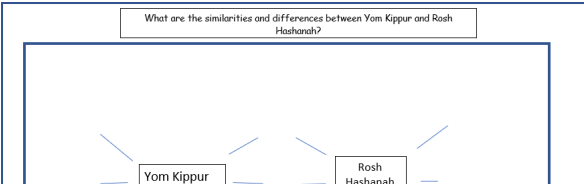

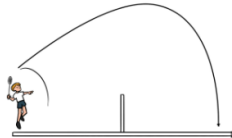
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				with a common denominator, they use this to order fractions.	
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Please continue logging into Doodle Maths and Times-table Rockstars regularly!

Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p>Unit: Shadows Lesson 2 (continued)</p> <p>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.</p> <p>In this lesson children will:</p>	<p>Unit: Judaism Lesson 2</p> <p>LI: We are learning to identify the similarities and differences between Rosh Hashanah and Yom Kippur. LI: We are learning to explain the symbolic meaning of fasting for Jewish people.</p> <p>Vocabulary: Atonement family friends pray charity repent</p> <p>The children will start this week's learning off by recalling what they learnt about Rosh Hashanah last lesson. This week the children will explore the meaning of Yom Kippur, how to prepare for it, and what is carried out in the synagogue. The children will then compare Yom Kippur to Rosh Hashanah which they studied last lesson.</p> <div data-bbox="831 1366 1413 1549"> <p>What are the similarities and differences between Yom Kippur and Rosh Hashanah?</p>  </div>	<p>Unit: OAA Lesson 2 (continued)</p> <p>L.I. We are learning to collaborate as a team to solve problems.</p>  <p>In this lesson children should be able to:</p> <ul style="list-style-type: none"> • Reflect on what your team did well and what you need to do to improve. <p>Unit: Badminton Lesson 2 (continued)</p> <p>L.I. We are learning to return the shuttlecock using an overhead clear.</p> <p>In this lesson children should be able to:</p> <ul style="list-style-type: none"> • 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. 

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- 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

Spanish – Language Angels

PSHE - Jigsaw

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Unit: Artist study

Lesson 1

LI: We are learning to interpret a picture and suggest its meaning.

In this lesson the children will explore artwork created by David Hockney and discuss what they can see.

My Parents
1977



The children will have to describe what they can factually see before exploring the artwork in depth by answering the following questions:

Do these people remind you of anyone that you know? Why?

How does this painting make you feel?

How might the people in this painting feel?

What might you be able to hear?

What do you think happened before this moment in time?

What might happen next?

Who do you think speaks first? What might they say?

Unit: Healthy Lifestyle













Lesson 2

LI: We are learning to consolidate all new words for healthy and unhealthy foods and drinks and use them with words for I drink and I eat.

In the lesson pupils will consolidate their learning of the new vocabulary including to eat and to drink using PowerPoint activities . They will also have the opportunity to look at the grammar rule for “the/some” in Spanish, allowing them a taste of the rules and concepts involved in the language.

Nombre:

Instructions: Write in the correct sentence using 'como..' or 'bebo..' or 'no como..' or 'no bebo..' for each item.

 ✓	<input type="text"/>	 ✓	<input type="text"/>
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Unit: Celebrating Difference

Lesson 3/ Puzzle 3

LI: We are learning to know some of the reasons why people use bullying behaviours.

LI: We are learning a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one.

In today's lesson, the children will be exploring what is classed as bullying and what is not. The class will look at a variety of different scenarios and discuss their opinion on it using the learning from today's lesson. The children will additionally explore different types of bullying such as direct, indirect and cyber bullying.

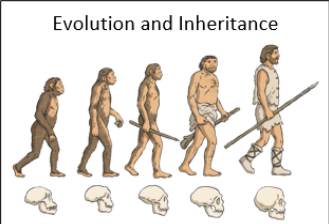
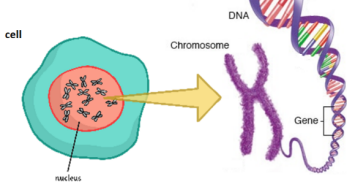
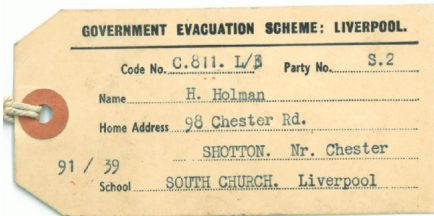
Read the scenarios below to identify if they class as bullying. Then, explain why.

Scenario	Bullying or Not bullying	Explain why?
1. Tomika is always teased by group of girls on the way to and from school who say she is dirty because she has a dark tone to her skin.		
2. Jaxon has been outed on the internet by Liam. Liam found out that Jaxon has been fostered and has told everyone in their social-media group even though Jaxon asked him not to.		

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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing																																						
<p>NEW UNIT: Evolution and Inheritance. Lesson 1</p> <p>The children will complete their end of unit science self-evaluation and their end of unit defining frame for the previous unit – Light Theory.</p> <p>After completing the start of unit pre-knowledge baseline assessment task and start of unit defining frame, the children will start their new unit.</p> <p>LI: To explain the scientific concept of inheritance.</p> <ul style="list-style-type: none"> I can identify inherited characteristics that are passed on from parent to offspring. I can explain how inherited characteristics can lead to variation. <p>As well as considering DNA and genes and how some characteristics are inherited - inheriting characteristics from our parents - they will learn that some characteristics are not always passed on through DNA. Some are learnt as we grow up. These learnt characteristics are called acquired characteristics.</p> <div style="text-align: center;">  <p>Evolution and Inheritance</p> </div> <div style="text-align: center;">  <p>cell, nucleus, Chromosome, DNA, Gene</p> </div>	<p style="text-align: center;">Unit: Britain at War Lesson 9</p> <p>LI: We are learning to explore how war was prepared for, focusing on evacuation.</p> <p>LI: We are learning to understand and reflect as an evacuee using think hat based questioning.</p> <p>This week, the children will be exploring how people prepared for the Second World War. After exploring various different ways, the children will be putting themselves in the role of an evacuee child. They will be creating themselves evacuee tags and the importance of these for themselves.</p> <div style="text-align: center;">  </div> <p>After class discussions and exploring evacuation in more detail, the children will be using their thinking skills to answer a variety of questions.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top;"> <p>Green Hat: Creative</p> <p>What can you do to make this experience as positive as possible? How can you solve the black hat evacuation problems? How can you help others?</p> </td> <td style="width: 33%; vertical-align: top;"> <p>Red Hat: Emotions</p> <p>How do you feel about being evacuated? What do and don't you like about being evacuated? What are you most nervous or worried about?</p> </td> <td style="width: 33%; vertical-align: top;"> <p>Yellow Hat: Positives</p> <p>Why is evacuation happening? What are the good points about being evacuated? How is being evacuated going to help you?</p> </td> </tr> <tr> <td style="vertical-align: top;"> <p>White Hat: Information</p> <p>What do you already know about evacuation? What else would you like to know? What key facts can you recall?</p> </td> <td style="vertical-align: top;"> <p>Blue Hat: Thinking</p> <p>What do you need to think about as you embark on this journey? How can you prepare yourself for this?</p> </td> <td style="vertical-align: top;"> <p>Black Hat: Problems</p> <p>What might go wrong or not as expected? Is evacuation going to work out? Will my new family accept me?</p> </td> </tr> </table>	<p>Green Hat: Creative</p> <p>What can you do to make this experience as positive as possible? How can you solve the black hat evacuation problems? How can you help others?</p>	<p>Red Hat: Emotions</p> <p>How do you feel about being evacuated? What do and don't you like about being evacuated? 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They will gain an understanding of why they should only use copyright-free images and will find appropriate images to use in their work from suggested sources.</p> <p>By the end of today's lesson:</p> <ul style="list-style-type: none"> I can say why I should use copyright-free images I can find copyright-free images I can describe what is meant by the term 'fair use' <p>Read through the scenarios and decide whether they are copyright or copyWRONG! Make notes about the reason your group thinks this because you will need to share with the class at the end!</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Name</th> <th style="width: 10%;">✓</th> <th style="width: 10%;">✗</th> <th style="width: 50%;">Reason</th> </tr> </thead> <tbody> <tr><td>Katie</td><td></td><td></td><td></td></tr> <tr><td>Gabby</td><td></td><td></td><td></td></tr> <tr><td>Phillip</td><td></td><td></td><td></td></tr> <tr><td>Abdul</td><td></td><td></td><td></td></tr> <tr><td>Pierre</td><td></td><td></td><td></td></tr> <tr><td>Mel</td><td></td><td></td><td></td></tr> <tr><td>Kobi</td><td></td><td></td><td></td></tr> </tbody> </table>	Name	✓	✗	Reason	Katie				Gabby				Phillip				Abdul				Pierre				Mel				Kobi			
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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 and 2

persuade	profession
physical	programme
prejudice	pronunciation
privilege	queue

Group 1 only

principal	stationary
principle	stationery
profit	steal
prophet	steel

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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	unconquerable	parody		
	recoil	stirrings		