

Weekly Overview of Learning

Year Group: 6 Week beginning: 13.03.23

Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

English	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Reading and Writing</p>	<p><u>LI: To explore a chapter in the text utilising reading skills.</u></p>	<p><u>LI: To explore figurative language to describe a setting.</u></p> <p><u>LI: To utilise the different elements of figurative language.</u></p>	<p><u>LI: To sequence and plan a setting description.</u></p> <p><u>LI: To identify figurative language to describe.</u></p>	<p><u>LI: To compose a setting description including figurative language.</u></p>	<p>English assessment To assess and review current understanding of tenses.</p>
<p>Speaking and Listening Focus</p>	<p>COLD CALLING</p> <p>Class teacher to ask questions about the text as we read to random children. Also unpick vocabulary with children giving definitions of words.</p>	<p>PEER & PEER WORK</p> <p>Children will work in pairs to identify figurative language to describe a particular picture/s that represent a setting from the text. Children will use alliteration, metaphor, simile, onomatopoeia, personification. Children will share their ideas with the class.</p>	<p>THINK PAIR SHARE</p> <p>Children will work in a pair to use the descriptive language provided to describe a particular setting. Children will write this on whiteboards.</p>	<p>THINK PAIR SHARE</p> <p>The children will in pairs identify the key features that will be required in our setting description. The children will also develop the success criteria.</p>	<p>COLD CALLING</p> <p>Class teacher to ask questions about tenses as we explore how the meaning changes</p>
<p>Key vocabulary and Key Bloom's higher order thinking questions</p>	<p>Key Vocabulary: mellifluous evensong, whirred and whined, whimpering, beseeching, benefactor, elated, ecstatically, plunged, cavorted, invigorated</p> <p>Key Questions:</p>	<p>Key Vocabulary: alliteration, onomatopoeia, similes, personification, metaphor, howling, gibbons hackles, menacing, inquisitive, reassurance, expedition, swathe, apprehension, mellifluous evensong, whirred and whined,</p>	<p>Key Vocabulary: alliteration, onomatopoeia, similes, personification, metaphor, fronted adverbials, adverbs, adjectives, island, beach, forest, setting</p> <p>Key Questions:</p>	<p>Key Vocabulary: alliteration, onomatopoeia, similes, personification, metaphor, fronted adverbials, adverbs, adjectives, island, beach, forest, setting</p> <p>Key Questions:</p>	<p>Key Vocabulary: past, present, future tenses,</p> <p>Key questions</p>

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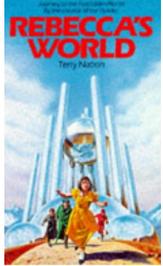
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	<p>*What is interesting about Stella's reaction to Kensuke? *Why is Kensuke cross? *What else do we learn about Kensuke? * How do Michaels thoughts and feelings on Kensuke differ in the chapter? * How long might have Kensuke been there? * What else do we learn about the island?</p>	<p>intertwining, parched, impenetrable, infinitely, droned</p> <p>Key Questions: *Why does an author use figurative language? * Why is figurative language particularly powerful in a narrative? * In what way does figurative language bring a setting to life? * What do you notice about how the author has mixed figurative language with elements of the story and other description?</p>	<p>What techniques will you use to effectively describe a setting? How will you sequence your setting description? How can you ensure you don't start your figurative language phrases with 'the'? What information needs to be included on your planning sheet?</p>	<p>What techniques will you use to effectively describe a setting? How will you sequence your setting description? How can you ensure you don't start your figurative language phrases with 'the'? How can you ensure your setting description displays good cohesion? Why is it important to balance your description with action?</p>	<p>How does the meaning change from one tense to another? How do the words change to show the different tenses? Why do we need to make the verbs agree with the tense?</p>
Activities	<p>We will read a further chapter of the text, children will be asked questions utilising their retrieval and inference skills while reading. We will also explore some of the key vocabulary. Children will then be answering comprehension questions about this section of text.</p>	<p>Today we will explore some of the sounds our main character will be hearing on the island - this is so we can awaken our senses to not just what he is seeing but also the sounds of the island. The children will have seen both images and heard the sounds as well as reading descriptions. They will use this information to begin to describe the images on big sheets of paper. As a class we will begin to generate our own bank of figurative language to describe.</p>	<p>Today the children will watch a short video that discusses how you can effectively describe settings. They will participate, by generating descriptive phrases using the vocabulary provided on screen. We will then move on to discuss the setting description the children will be writing based on our current class text. We will include the sequence of the setting description as well as the techniques that author has used to bring the setting to life. The children will be planning their setting description today.</p>	<p>The children will be writing their setting description today. They will be using their plan and will also have some vocabulary mats to utilise to help with their descriptive language. The children need to make sure that they have a balance of description, figurative language and moving the setting description forward.</p>	<p>The class teacher will lead the class through this lesson, with participation from the children on show me boards. They will be exploring the past, present and future tense and how the verb tense agreement has to be adapted correctly to make sure this is clear.</p>

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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> 
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Key vocabulary and key questions	<p>LI: To recognise that shapes with the same areas can have different perimeters and vice versa.</p> <p>Key Vocabulary: area, perimeter, length, width, total</p> <p>Key Questions: -How can you find the area of this shape? Is there more than one way? -Do shapes that have the same area have to look the same?</p>	<p>LI: To measure and calculate the perimeter of compound shapes.</p> <p>Key Vocabulary: length, compound, regular properties</p> <p>Key Questions: -What is perimeter? What is area? -How is finding the area/perimeter of a rectilinear shape different to finding the area/perimeter of</p>	<p>LI: To calculate the area and perimeter of rectilinear shapes.</p> <p>Key Vocabulary: area, perimeter, rectilinear, formula</p> <p>Key Questions: -What is perimeter? What is area? -How can you find the perimeter of the rectangle? -How can you find the area of the rectangle? -What is the formula to find</p>	<p>LI: To calculate the area of a triangle.</p> <p>Key Vocabulary: estimate, area</p> <p>Key Questions: -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?</p>	<p>LI: To calculate the area of a right-angled triangle.</p> <p>Key Vocabulary: area, base, perpendicular height</p> <p>Key Questions: -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</p>

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	<p>-How can you use factor pairs to find shapes that would have the same area? -How would you draw more than one rectangle that has an area of cm²?</p>	<p>a rectangle? How is it similar? -How can you work out the other side lengths?</p>	<p>the area of a rectangle? -How can you split the rectilinear shape into rectangles? Is there more than one way? -How is finding the area/perimeter of a rectilinear shape different to finding the area/perimeter of a rectangle? How is it similar? -How can you work out the other side lengths?</p>	<p>-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>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 height?</p>
Activities	<p>In this lesson, the children are finding the areas of shapes by counting squares and will then identify shapes that have the same area. The children explore that shapes can look different but still have the same area. The children then explore instances when multiplication can be used to find the areas of shapes.</p>	<p>Arithmetic Paper Third Space Learning In this lesson, the children will be calculating the perimeter of compound shapes, including shapes with missing lengths.</p>	<p>Today, the children will be calculating the area and perimeter of rectilinear shapes. They will explore methods for finding the perimeters and areas of rectangles and rectilinear shapes and compare their efficiency. When finding the area of a rectilinear shape, the children will look for the most efficient way to split the shape rather than always splitting it the same way. They will also explore when it may be efficient to find the area of a rectilinear shape by subtracting the missing part from the area of a whole rectangle.</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>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>

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

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Art - Kapow	RE – Widening Horizons	PE – Get Set 4 PE
<p><u>Rolled over from last week due to World Book Day activities</u></p> <p>Topic: Drawing: Make my voice heard</p> <p><u>L.I: To explore expressive drawing techniques</u></p> <ul style="list-style-type: none"> • I can collect information to identify the key features of Maya art. • I can explore mark-making using a range of handmade tools • I can make comparisons between different artworks. <p>After looking at different examples of Maya art and the typical characteristics of these, such as using swirls and dots to fill in details, the children will create their own mythical creatures based on these observations. These should be able to blend in with the real examples.</p> <p>they will sketch these and then colour them using similar Maya colour schemes. They will make their drawings stand out by giving the outline a hard black line.</p> <p>This will link to their Topic work on Maya gods.</p>	<p><u>Rolled over from last week due to World Book Day activities</u></p> <p><u>L.I: To find out more about Christian Aid.</u></p> <p><u>L.I: To consider the motivation of Christian Aid as a faith-based charity.</u></p> <p>In RE this week, the children explore the work of the charity Christian Aid. They will learn about how Christian Aid was started and why people support it, examples of the work Christian Aid does and write examples of people who have changed their lives with help from Christian Aid.</p>	<p><u>Unit: Dodgeball</u></p> <p><u>L.I: To use timing, balance and agility to avoid being hit.</u></p> <p>In this lesson, the children will use timing, balance and agility to develop their dodging skills and avoid being hit by the ball. They will learn to bend their knees so that they are ready to move and keep their head up to sight the ball.</p> <p><u>Unit: Volleyball</u></p> <p><u>L.I: To develop the dig and understand when to use it.</u></p> <p>Today, the children will learn the dig move by directing their arms where they the ball to go and tensing their arms to provide a stable shot.</p>
Music Sing-Up	Spanish – Language Angels	PSHE - Jigsaw

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Unit: Twinkle Variations

L.I:

- Interpret a score and perform a piece using body percussion.
- Learn about theme and variations form.
- Invent variations upon a theme using body percussion.
- Listen to Mozart.

The children will learn that theme and variations is a musical form that has been used by composers for centuries. The composer chooses an often simple tune and then creates multiple versions (variations) of it by changing it in subtle ways. Making a variation of a theme is much easier than writing a new tune/song as the difficult initial problem of thinking up material is done for us – all we have to do is manipulate it, and in doing so we can learn many useful techniques and terminology. The children will start off analysing the simple tune for 'Twinkle Twinkle little star'.

Rolled over from last week due to World Book Day activities

Unit: La Clase

(rolled on from last week)

L.I: To learn a further six classroom object nouns with their indefinite articles/determiners (one in plural form) whilst recycling and consolidating the six nouns from last week so that by the end of the unit these can be used to describe what pupils have and do not have in their pencil cases.

In this lesson pupils will learn how to repeat, recall and spell the final six different nouns for classroom objects along with their indefinite articles/determiners in Spanish. Pupils will also consolidate the six different nouns learnt last week.

Rolled over from last week due to World Book Day activities

L.I: To understand how charities work towards making the world a better place.

L.I: To describe some ways in which I can work with other people to help make the world a better place.

In this lesson, the children explore what charity is and what is meant by being charitable. The children will explore the aims and purposes of different charities and then learn in more detail about the British Heart Foundation.

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F	F	C	C	X	X	C	-
S	S	T	T	K	K	F	-
C	C	S	S	T	T	K	-
C	C	S	S	T	T	K	-
F	F	C	C	X	X	C	-
S	S	T	T	K	K	F	-

Key:

- F = Foot stamp
- T = Tummy tap
- C = Clap hands
- X = Click fingers
- S = Shoulder tap
- K = Knee tap
- = Rest

Using the above 'Twinkle Diagram' the children will learn how this diagram represents a piece of music that can be performed using body percussion but don't tell them its name. They will learn when music is written down it is known as a score. They will use the key to perform the piece.

The children should hear that the piece is *Twinkle, twinkle little star*. They will learn that composers often use one simple theme as the basis of a longer piece of music. They take a tune, like 'Twinkle, twinkle', and make lots of different versions of it. These are called 'variations'.

The children will experiment with idea and create a new variation of 'Twinkle, twinkle' using just body percussion, by changing, i.e.

- Change the speed, play with different speeds (tempo).
- Choose your favourite section, make a new piece around it.
- Choose a rhythm, add new sounds to it.

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<ul style="list-style-type: none"> ○ Perform backwards. <p>The rules are simple: they can do whatever they like as long as something from the original version is present. Can they disguise the theme so much that it can't be recognised?</p>		
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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><u>Evolution and Inheritance.</u></p> <p><u>L.I. I can explain how human intervention affects evolution.</u></p> <p><u>I can demonstrate understanding of the issues raised by human intervention in the evolutionary process.</u></p> <p>Building on from last week and their knowledge of evolution, they will learn how human beings are unique among living things in their ability to affect the evolutionary process of natural selection. They have done this through a process called selective breeding. There is evidence from as long ago as 7000BC that farmers were selectively breeding plants and animals.</p> <p>Process of Selective Breeding:</p> <ol style="list-style-type: none"> 1. Decide which characteristic is important e.g. amount of milk produced. 2. Find parents who show this characteristic. 3. From their offspring, choose the ones who share this characteristic and only let them reproduce. 4. Repeat the process continuously. 	<p><u>LI: To learn and use the Maya number system</u></p> <p>The children will carry out a Maya maths lesson - learning how the Maya come up with their number system - in advance of other cultures. They will compare the numbers 1 to 19 to the Roman numeral style of counting, but then see that after that from 19 onwards, the counting is written vertically using multiples of 20.</p> <p>After some practical activities to help with the symbols and identifying numbers, the children will work out the value of different numbers in the Maya system and translate them to the standard Arabic number system we use today. They will also have to convert Arabic numbers to the Maya way of writing numbers. This will all include numbers from 0 to 5080.</p> <p>This will certainly be a challenge!</p>	<p><u>Rolled over from last week due to World Book Day activities</u></p> <p><u>Lesson 3: What's the formula?</u></p> <p><u>L.I: To explain that formulas can be used to produce calculated data</u></p> <p>Success Criteria</p> <ul style="list-style-type: none"> ● I can explain which data types can be used in calculations ● I can construct a formula in a spreadsheet ● I can identify that changing inputs changes outputs <p>The children will begin to use formulas to produce calculated data. They will understand that the type of data in a cell is important (e.g. numbers can be used in calculations whereas words cannot). The pupils will create formulas to use in a spreadsheet using cell references and identify that changing inputs will change the output of the calculation.</p>

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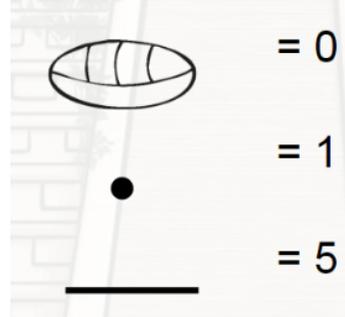
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The children will then analyse that there is no evolutionary advantage to the living thing from the selective breeding process. If there had been, these characteristics would have occurred through the natural selection process.

They will also consider the process of cross-breeding and also the controversial area of science - genetic modification.

They will then study and make comparisons between parents and offspring for cross-breeding, and discuss the advantages and disadvantages of genetic modification.



Homework

Homework is set on a Thursday and uploaded to Google Classroom. 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

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			REMINDERS – trips/events/items to bring in																		
<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>Doodle Spell – log in to your account at least 3 times this week.</p>	<p>Spelling and dictation – Remember to try and use these words in sentences to show that you understand their meanings.</p> <p>(spelling rule: to spell regular verb endings - s, ed, ing with words ending with y)</p> <p>If a word ends in a consonant plus y, change the y to i before adding es, ed or ing – WARNING: avoid creating a double i, keep the y in place for the adding of ing. E.g. carry/carrying/carries/carried.</p> <p>Group 1 only</p> <table border="1"> <tr><td>similarities</td><td>tries</td></tr> <tr><td>marries</td><td>families</td></tr> <tr><td>countries</td><td>puppies</td></tr> <tr><td>carries</td><td>lorries</td></tr> <tr><td>parties</td><td>babies</td></tr> </table> <p>Group 1 and 2</p> <table border="1"> <tr><td>interrupt</td><td>marvellous</td></tr> <tr><td>language</td><td>mischievous</td></tr> <tr><td>leisure</td><td>muscle</td></tr> <tr><td>lightning</td><td>necessary</td></tr> </table>	similarities	tries	marries	families	countries	puppies	carries	lorries	parties	babies	interrupt	marvellous	language	mischievous	leisure	muscle	lightning	necessary	 <p>Doodle Maths – 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 green zone yet?</p> <p>Times Tables Rockstars:</p> <p>It will help you to practise your multiplication facts.</p>	<p>Guided Reading tasks in Purple book will need to be completed for their reading day.</p> <p>Please can 'Big Camp' slips be returned as soon as possible, indicating whether you have a sleeping bag and a sleeping mat (this could be an exercise mat – yoga mat).</p> <p>Don't forget to order the Year 6 – leavers hoodie!</p>
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