


# Weekly Overview of Learning

Year Group: 6 Week beginning: 13.05.24


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	Monday	Tuesday	Wednesday	Thursday	Friday
<b>English Reading and Writing</b> 	SATs GPS and Spelling Paper	SATs Reading Paper	<u>LI: To effectively integrate dialogue to narrate the story and advance the action.</u>	<u>LI: To explore writing with the DASH technique.</u>  <u>LI: To identify and explore a character to include in my narrative.</u>	<u>LI: To explore writing with the DASH technique.</u>  <u>LI: To identify and explore a character to include in my narrative.</u>
<b>Speaking and Listening Focus</b>			<b>THINK PAIR SHARE</b>  Children will recall any rules for direct speech and give some examples. They will then be asked during and after some discreet teaching to correct, or add punctuation to some dialogue in some text.	<b>THINK PAIR SHARE</b>  Children discuss how atmosphere and suspense may be achieved in their writing - then share ideas with class.	<b>THINK PAIR SHARE</b>  Children will recall the new character from the class reader : Ilya, and how the interaction between Feo and him went.
Key vocabulary and Key Blooms higher order thinking questions			<u><b>Key Vocabulary:</b></u> quotation marks, speech marks, dialogue, direct, indirect, reported, interrupted, embedded clause,  <u><b>Key Questions:</b></u> When should a capital letter be used for direct speech? Where do the speech marks go in this sentence? Why do I not need to start the second part of interrupted speech with a capital letter?	<u><b>Key Vocabulary:</b></u> DASH, atmosphere, tension, suspense, speech, characters, adventure, desert island, explore  <u><b>Key Questions:</b></u> How does an author effectively create atmosphere and tension? What does the DASH technique help us to achieve? What are the rules for including speech? Why is character description so important? How does a new character need to be described for the reader?	<u><b>Key Vocabulary:</b></u> DASH, atmosphere, tension, suspense, speech, characters, adventure, desert island, explore  <u><b>Key Questions:</b></u> How will you use DASH to effectively create atmosphere and tension? What does the DASH technique help us to achieve? What are the rules for including speech? What do we know about Ilya's description which we could include in our writing?

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<p>Activities</p>			<p>Today we will be revising and using the rules for direct speech for a future short story.</p> <p>They will start by looking at the simple rules for direct speech, e.g. : In our writing, we use inverted commas to show that someone is speaking.</p> <p>Speech always begins with a capital letter.</p> <p>By the end of the lesson the children will know how dialogue should be woven into the narrative along with <b>description</b> and <b>action</b>.</p> <p>The children will carry out tasks for each rule and peer assess their writing.</p> <p>They will then complete a task where they have to add all necessary speech punctuation to a paragraph.</p> <p>To conclude - the children will continue an interaction between two characters - applying characterisation within the speech.</p>	<p>Today we will be exploring the DASH technique for and how this can help us write a good adventure story. We will look at how DASH works and then apply this to an example.</p> <p>The children are going to use this to write a new part to their new class reader - using characters already introduced.</p> <p>They will focus in particular on the rules of direct speech as well as setting description and character.</p> <p>They will be learning to write paragraphs with DASH to create tension, suspense and atmosphere in an adventure story.</p> <div data-bbox="1339 933 1697 1189"> <p><b>What Is a DASH? Paragraph?</b></p> <p>Using <b>DASH!</b> can help you to make your paragraphs really exciting to hook your reader in and make them want to read on. <b>DASH!</b> paragraphs can help to add tension, atmosphere and suspense to your writing.</p> <p>Each sentence in a <b>DASH!</b> paragraph needs to follow this pattern...</p> <ul style="list-style-type: none"> <li><b>Description</b> 1. Describe the setting using ambitious adjectives.</li> <li><b>Action</b> 2. Make something exciting happen!</li> <li><b>Speech</b> 3. Have your main character(s) speak to react to the action.</li> <li><b>How is your character feeling?</b> 4. Show how your character is feeling through their movements, reactions and body language</li> <li><b>?</b> 5. Add a cliffhanger or rhetorical question.</li> </ul> </div>	<p>The children will read chapters 3 and 4 from the class reader and analyse the interaction between Ilya and Feo.</p> <p>They will use the DASH technique to 'fill in the gap' in the narrative where they stayed in the snow for hours, looking after the newborn pup and Tenderfoot.</p> <p>They will then use the DASH method to write this missing period of time.</p> <p>They will need to think about action - perhaps they hear sounds in the forest and become alert and panicked etc.</p> <p>Perhaps Ilya goes frantically to find his gun?</p> <p>They will need to incorporate suitable dialogue between them.</p> <div data-bbox="1787 794 2177 1114">  </div>
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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> <div data-bbox="631 1289 775 1508">  </div>	<p>Ruby TEXT - Wonder Author - R J Palacio</p> <div data-bbox="1066 1305 1227 1541">  </div>	<p>Jet TEXT - Wonder Author - R J Palacio</p> <div data-bbox="1491 1294 1653 1541">  </div>	<p>Coral TEXT - Wonder Author - R J Palacio</p> <div data-bbox="1921 1294 2083 1541">  </div>
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: To apply my previous learning of mathematical concepts and skills to solve problems.</u></p>	<p><u>LI: To apply efficient methods to solve arithmetic questions.</u></p>	<p><b>SATs Arithmetic Paper and Reasoning 2 Paper</b></p>	<p><b>SATs Reasoning 3 Paper</b></p>	<p><u>LI: To work in pairs to solve a 'rich task' problem.</u></p>
<p><b>Key vocabulary and key questions</b></p>	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> <li>-multistep</li> <li>-operation</li> <li>-pictorial representation</li> </ul> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> <li>-What is the key information in the question?</li> <li>-What vocabulary in the question tells you what operation to use?</li> <li>-How many steps will you need to calculate the answer?</li> <li>-What do you need to do first/next?</li> <li>-How can we use a bar model to unpick the information in the problem?</li> <li>-What knowledge will you need to apply to solve this problem?</li> </ul>	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> <li>-multistep</li> <li>-operation</li> <li>-pictorial representation</li> </ul> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> <li>-What is the key information in the question?</li> <li>-What vocabulary in the question tells you what operation to use?</li> <li>-How many steps will you need to calculate the answer?</li> <li>-What do you need to do first/next?</li> <li>-How can we use a bar model to unpick the information in the problem?</li> <li>-What knowledge will you need to apply to solve this problem?</li> </ul>			<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> <li>-place value</li> <li>-addition</li> <li>-estimate</li> <li>-total</li> <li>-systematic</li> </ul> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> <li>-Where could you start?</li> <li>-How do the four digits you choose contribute to the zero in the units column of 100?</li> <li>-What can you say about the size of the digit in the top left cell?</li> <li>-Can you think of a more systematic way to solve the problem?</li> </ul>

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					-What patterns have you noticed?
<b>Activities</b>	In today's lesson, in preparation for upcoming reasoning assessments, the children will practise applying their previous learning of mathematical concepts and skills to solve a range of problems on various topics.	Today, in preparation for the upcoming arithmetic paper, the children will practise solving arithmetic questions involving formal written methods of addition and subtraction, long multiplication, long division, BODMAS, percentages of amounts and the four operations with fractions.			In today's lesson, the children will be applying their Maths skills to solve the rich task - 'reach 100'. This low threshold high ceiling problem challenges pupils' understanding of place value and is a good way to practise addition strategies. The children will work together on the problem in pairs. The children will be encouraged to explain the restrictions they have noticed, and look out for those pairs who are working systematically through the options.

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

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## Music – Sing Up

### Unit: Hounslow Music Lesson 4



This term the children will receive weekly music lessons from an external music teacher. They will explore the instrument of drums.



Coral and Jet will receive their lessons on a Monday and Ruby and Opal will receive their lessons on a Tuesday.

## RE - Widening Horizons

### Unit: Islam Lesson 5

**LI: -We are learning to identify the role of the mosque as a social, religious educational and welfare centre.**

This week we will be considering the features of a mosque and identify the role of the mosque in the local and wider community.



The children will then be looking at significant mosques and identifying why they are important.

Children will then reflect on how they can have an impact on their community or school community and identify places that have an impact in the local area.

## PE – Get Set 4 PE

### Unit: Athletics Lesson 5

**We are learning to develop throwing with force and accuracy for longer distances.**

- Aim to throw accurately.
- Follow through with your hand in the direction of your throw.
- Throw for distance with a balanced stance.
- Transfer your weight from your back to your front leg.

### Unit: Fitness Lesson 5

**We are learning to develop agility.**






- Turn your hips to face the direction you are running.
- Use lots of small steps rather than big steps.



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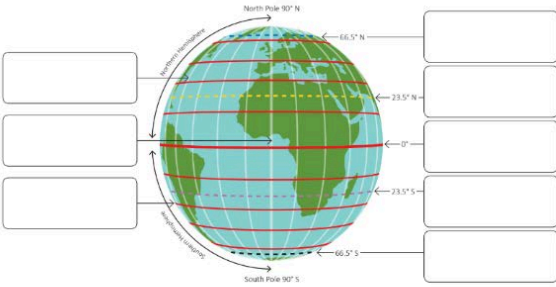

ART - Kapow	Spanish – Language Angels	PSHE - Jigsaw
<p><b>Unit: Sculpture &amp; 3D: Making memories</b> <b>Lesson 4</b></p> <p><b>LI - We are learning to apply an understanding of materials and techniques to work in 3D.</b></p> <p>Children will describe different memory sculptures. .</p>  <p>Describe this sculpture in 5 words</p> <p>Children will begin creating their memory museum boxes. Children will study their initial plan and identify and collect the resources needed.</p> <p>Children will then begin the construction of their box by starting with the interior of the box. Children will be encouraged to take risks and try different techniques.</p> <p>Start by completing the design for the inside of your box first.</p>  <p>Then make the elements that need to be placed inside.</p> 	<p><b>Unit: Los Planetas</b> <b>Lesson 5</b></p> <p><b>LI: We are learning 6 questions in Spanish in preparation for an interview with an astronaut for a space expedition.</b></p> <p>In this lesson pupils will consolidate how to form extended sentences to describe the 10 key elements of the Solar System using conjunctions and intensifiers and applying the rules of adjectival agreement. The pupils will meet an astrophysicist and help her prepare 6 questions in Spanish for interviews with some astronauts</p> 	<p><b>Unit: Relationships</b> <b>Lesson 5</b></p> <p><b>LI: We are learning to judge whether something online is safe and helpful for me.</b> <b>LI: We are learning to resist pressure to do something online that might hurt ourselves or others.</b></p> <p>This week the children will revisit their learning earlier in the year about online safety. The session will involve discussion from the children to build an understanding of safety online. Is this safe? Does it look safe? Is it helpful or not? The children will explore various scenarios when they will then have to use discussed points to identify how to help or prevent harm.</p> 

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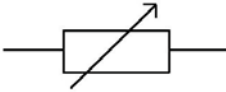
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Science - Wellington Curriculum	Topic (Geography) – Wellington Curriculum	Computing – Barefoot and Teach Computing									
<p style="text-align: center;"><b>Unit: Complex Electric Circuits</b> <b>Lesson 6</b> <b>carried over from last week</b></p> <p><b>L.I. We are learning how a resistor works and how it affects current flow in a series circuit</b></p> <p>The children will be introduced to a new component - the resistor.</p> <p>They will learn why it is called that - as it resists the current flow in a circuit.</p> <p>They children will realise that although there are some conductors of electricity, some conductors are better than others.</p> <p>They will test several materials which conduct electricity but not as easily as copper and insert these into a series circuit.</p> <p>They will observe the effects of this on the brightness of a bulb.</p> <p>They will learn that there are fixed resistors and variable resistors and learn how variable resistors work. They will use one to change the brightness of a bulb. They will learn the resistors' circuit symbols.</p> <p>They will then link this concept of resistor to their previous learning when they noticed how the</p>	<p style="text-align: center;"><b>Unit: Frozen Kingdoms</b> <b>Lesson 10</b></p> <p><b>L.I: We are learning to assess our learning and complete our end of unit assessment.</b></p> <p>This week, the children will be tested on all that they have explored during this unit of learning. We have explored questions similar to these and the children will be given time to revise prior to sitting the assessment.</p> <p style="text-align: center;">End of unit - Frozen Kingdoms - Assessment Name: _____ Class: _____</p> <p><b>Question 1</b> Use the useful words to fill in the missing labels on the diagram.</p> <div style="text-align: center;">  </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Useful words</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>• Antarctic Circle</td> <td>• Arctic Circle</td> <td>• equator</td> </tr> <tr> <td>• lines of latitude</td> <td>• lines of longitude</td> <td>• Prime Meridian</td> </tr> <tr> <td>• Tropic of Cancer</td> <td>• Tropic of Capricorn</td> <td></td> </tr> </table> </div> <p style="text-align: right; font-size: small;">2 marks</p>	• Antarctic Circle	• Arctic Circle	• equator	• lines of latitude	• lines of longitude	• Prime Meridian	• Tropic of Cancer	• Tropic of Capricorn		<p style="text-align: center;"><b>Unit: Introduction to 3D modelling</b> <b>Lesson 5</b></p> <p><b>L.I: We are learning to create our own 3D model.</b></p> <p>Learners will see how computer-based 3D design is used in architecture to plan buildings. They will explode 3D models of buildings to see what shapes they comprise of. Learners will then look at real-world structures and identify the shapes that they include. They will then plan their own 3D building design.</p> <p style="text-align: center;"><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>• I can analyse a 3D model</li> <li>• I can choose objects to use in a 3D model</li> <li>• I can combine objects in a design</li> </ul> <div style="text-align: center; margin-top: 20px;">  </div>
• Antarctic Circle	• Arctic Circle	• equator									
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<p>voltage is shared across components in a series circuit.</p> 		
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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	Maths	Topic/Other foundation subjects including writing 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><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>Group 1 only</p> <table border="1" data-bbox="488 863 927 1294"> <tr> <td>shards</td> <td>pose</td> </tr> <tr> <td>streaked</td> <td>flurries</td> </tr> <tr> <td>ostentatious</td> <td>whining</td> </tr> <tr> <td>hunkered</td> <td>vulnerable</td> </tr> <tr> <td>urgency</td> <td>snuffling</td> </tr> </table> <p>Group 1 and 2</p> <table border="1" data-bbox="488 1366 927 1453"> <tr> <td>awkward</td> <td>cemetery</td> </tr> </table>	shards	pose	streaked	flurries	ostentatious	whining	hunkered	vulnerable	urgency	snuffling	awkward	cemetery	 <p><b>Doodle Maths</b> – Log on to your account at least three times this week.</p> <p><b>We will be checking to see who has accessed their account the most!!</b></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>Please encourage your children to arrive promptly for morning intervention classes.</p> <p>Morning interventions start at 8:15. Therefore, children should be at the door ready to enter the school building at this time.</p> <p>After school interventions finish at 4:30, please collect your children from school. Children are not allowed to walk home alone after school clubs or interventions.</p>
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	bargain	committee		
	bruise	communicate		
	category	community		
	Group 1 and 2 (bonus Topic Words)			
	peninsula	pristine		
	invasive	inhospitable		