


Weekly Overview of Learning

Year Group: 6 Week beginning: 15.01.24

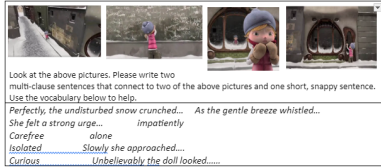
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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>L.I. We are learning to answer comprehension retrieval type questions</u></p> <p><u>LI: To improve and edit a piece of text using narrative techniques.</u></p> <p>COLD TASK FEEDBACK</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 answer comprehension retrieval type questions</u></p> <p><u>LI: To identify longer multi-clause sentences for a narrative</u></p>	<p><u>LI: To write a fantasy story in the third person.</u></p> <p><u>LI: To apply narrative techniques to effectively illustrate a short film.</u></p> <p>HOT TASK</p>	<p>Spelling Test</p> <p><u>L.I. We are learning to use hyphens to avoid ambiguity and identify where they need to go in a sentence.</u></p>
<p>Speaking and Listening Focus</p>	<p>Think Pair Share</p> <p>Children to analyse scanned examples of their Cold Tasks to look for good examples of structure/style/detail/atmosphere building etc.</p> <p>How has the writer effectively built up tension here?</p>	<p>Think, Pair, Share</p> <p>Children will scan a piece of text in pairs to locate evidence to answer retrieval type questions.</p>	<p>Cold calling</p> <p>Children will suggest suitable clauses to add to the different main clauses given.</p> <p>They will use a variety of clause types - fronted adverbials, embedded and extended.</p>	<p>Think Pair Share</p> <p>The children will recap the sequence of events that take place in the film Alma to ensure that they are able to sequence events chronologically in their narratives.</p> <p>HOT TASK</p>	<p>Cold Calling</p> <p>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>Key Vocabulary: structure, cohesion, narrative, description, atmosphere, sentence structure, tense, third person</p> <p>Key Questions: As good as this is, can you suggest improvements? What has been done well in this extract? Why is the ending important? As the writer, what do you need to ensure you do when writing the ending? Can you identify the different emotions and how they are suggested?</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: structure, cohesion, narrative, description, atmosphere, sentence structure, tense, third person.</p> <p>Key Questions: Think of a multi-clause sentence that could be at this point in the Alma story based on the selected image?</p>	<p>Key Vocabulary: tense, features, narrative, structure, character, thoughts, feelings, sentence structure, atmosphere, suspense, drama</p> <p>Key Questions: -What tense is it written in? -What will be included in the beginning? -How will you effectively portray Alma's story? -How will you portray the change in Alma's mood and thoughts? - How can you make sure your short story does not sound like a recount? - The story has a dramatic end - how will you ensure this is</p>	<p>Key Vocabulary: hyphen, ambiguity, compound adjective, formal phrase,</p> <p>Key Questions: Which sentence is punctuated correctly with a hyphen? Where does the hyphen go in this sentence? Which words in the sentence need to have a hyphen? Why?</p>

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				effectively portrayed?																							
<p>Activities</p>	<p>PART ONE The children will be grouped and complete a reading therapy which will focus on retrieval skills. They will complete a quick assessment then follow up with discrete teaching to embed skills. They will then complete a second quick assessment to apply the new skills. The children will then identify if their assessment results have improved and what issues still need to be addressed.</p> <p>PART TWO The children will consider again the use of multi-clause sentences and practise writing their own – based on scaffolded openers and main clauses. They will then use the senses and descriptive vocabulary gathered from last Monday's lesson to help them up-level their language choices from their Cold Task.</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>PART ONE The children will be grouped and complete a reading therapy which will focus on retrieval skills. They will complete a quick assessment then follow up with discrete teaching to embed skills. They will then complete a second quick assessment to apply the new skills. The children will then identify if their assessment results have improved and what issues still need to be addressed.</p> <p>PART TWO The children will use the ambitious vocabulary WORD MAT to help them compose suitable multi-clause sentences for different parts of the Alma story.</p>  <p>SHARED WRITING The children will then work in pairs to write a draft of Alma - incorporating their new multi-clause sentences and short snappy sentences for effect.</p>	<p>Today the children will be writing a narrative (Hot Task) about the film Alma in the third person. They will be applying their learning from previous lessons to write the final piece focusing on making effective language choices and applying a range of descriptive techniques such as expanded noun phrases, prepositional phrases, adverbs, powerful adjectives and figurative language to bring the story to life. They will check their writing against the success criteria which has now been established.</p> <table border="1" data-bbox="1377 746 1720 1034"> <tr> <td>ALMA NARRATIVE – WRITING A FANTASY STORY IN THE THIRD PERSON, BASE ON A SHORT FILM</td> <td>Have you been successful?</td> </tr> <tr> <td>Success Criteria</td> <td></td> </tr> <tr> <td>Written in the third person</td> <td></td> </tr> <tr> <td>Written in the past tense</td> <td></td> </tr> <tr> <td>Multi-clause sentences included to move the story on</td> <td></td> </tr> <tr> <td>Varied sentence openers</td> <td></td> </tr> <tr> <td>Descriptive language to show character actions, thoughts and feelings (adverbs, expanded noun phrases, figurative language)</td> <td></td> </tr> <tr> <td>Maintain level of detail and description throughout</td> <td></td> </tr> <tr> <td>Shorter sentences to add atmosphere and tension</td> <td></td> </tr> <tr> <td>Clauses in sentences correctly marked with commas, dashes or brackets.</td> <td></td> </tr> <tr> <td>NEXT STEP</td> <td></td> </tr> </table>	ALMA NARRATIVE – WRITING A FANTASY STORY IN THE THIRD PERSON, BASE ON A SHORT FILM	Have you been successful?	Success Criteria		Written in the third person		Written in the past tense		Multi-clause sentences included to move the story on		Varied sentence openers		Descriptive language to show character actions, thoughts and feelings (adverbs, expanded noun phrases, figurative language)		Maintain level of detail and description throughout		Shorter sentences to add atmosphere and tension		Clauses in sentences correctly marked with commas, dashes or brackets.		NEXT STEP		<p>The children will start by considering the rules that: A hyphen is a punctuation mark that looks like a small horizontal line. Rather than a dash - which hold parts of a sentence together - hyphens join together words, or parts of words.</p> <p>Hyphens are useful as they can clarify the meaning of a word or phrase and avoid ambiguity in writing. They help avoid confusion between words that look the same but have different meanings.</p> <p>They will learn how hyphens can be used to form a compound adjective.</p> <p>They will complete practise tasks to show how hyphens can be used to join together two nouns of equal importance to create a new noun or adjective.</p> <p>They will see how hyphens can be used to avoid combining letters and sounds which could be difficult to say or write if they did not have a hyphen.</p> <p>Hyphens can be used to link words which go together to create a formal phrase.</p> <p>Children will be using their whiteboards to participate in today's learning. They will do both paired and independent work.</p>
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<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Opal TEXT - Wonder Author - R J Palacio</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
	<u>LI: To use scale factors and identify similar shapes.</u>	<u>LI: To add and subtract fractions with different denominators and mixed numbers.</u>	<u>LI: To solve ratio problems.</u>	<u>LI: To apply my reasoning and problem solving skills.</u>	<u>LI: To solve proportion problems.</u>
Key vocabulary and key questions	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> -scale -scale factor -enlarge -enlargements -dimensions -original shape -similar <p><u>Key Questions</u></p> <ul style="list-style-type: none"> -What does "scale factor" mean? - How do you draw an enlargement of a shape? -How can you work out the scale factor of enlargement between two shapes? - If a shape has been enlarged by a scale factor of , how can you find the dimensions of the original shape? -What do you think "similar" means? 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> -add -subtract -improper fraction -common denominator -equivalent fraction -common multiple <p><u>Key Questions</u></p> <ul style="list-style-type: none"> -Do the fractions have the same denominator? - What is the first common multiple of and ? -How many of the fractions do you need to convert? -How do you know if your answer is in its simplest form? -How do you convert a mixed number into an improper fraction? - Are there any improper fractions in the answer? What can you do about this? 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> -ratio -total -parts -multiply -divide -multiplied/divided by <p><u>Key Questions</u></p> <ul style="list-style-type: none"> -What is the ratio of ___ to ___? - If there are _____, how many _____ must there be? - If the total number of ___ is _____, how many must there be? - If there are more than , how many are there in total? -How can you draw a bar model to solve the problem? Which parts of the model do you know? How can you work out the remaining parts? 	<p>In today's lesson, the children will complete a reasoning paper to apply their Maths learning to date.</p>	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> -multiplicative relationship - scale factor -ratio -proportion -quantity -cost <p><u>Key Questions</u></p> <ul style="list-style-type: none"> -What is the multiplicative relationship between _____ and _____? - If 3 cost £ _____, how much do 12 cost? - If 5 cost £ _____, how can you work out what 1 costs? - Once you know what 1 costs, how can you work out what 8 cost? - How can a double number line help you solve this proportion problem?

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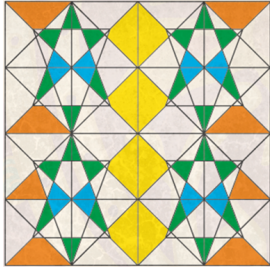
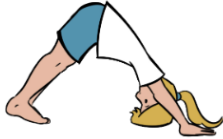

	<p>-Have all the sides been enlarged by the same amount? - Does it matter that the shapes are in a different orientation?</p>	<p>-In this question, is it easier to deal with wholes and fractions or to use improper fractions? Why? -How can you partition the mixed number?</p>			<p>- How many times more people are there? How will this affect the amount of each ingredient needed? -What is the greatest number of ____ you can make with ?</p>
Activities	<p>Following on from the last lesson, the children will draw the result of an enlargement by a given scale factor. The children will also identify the scale factor of an enlargement when presented with both images. Once confident with this, they can explore using inverse operations to find the dimensions of the original shape given the size of the enlargement. Finally, children will apply this understanding to explore similar shapes that are in different orientations, identifying corresponding sides and angles to decide if the shapes are similar.</p>	<p>Third Space Arithmetic Paper Today the children will be recapping how to add and subtract fractions with different denominators and mixed numbers. Bar models and visuals will be used to represent the fractions and support the learning. The children will apply these methods to describe and generate linear number sequences.</p>	<p>In this lesson, the children use what they have learnt so far in this block to solve a variety of problems involving ratio. They will use representations from earlier steps to help them see the multiplicative relationships between ratios. They will recognise that when they multiply or divide from one amount to another, they do the same for the other value to keep the ratios equivalent. Children may see that this method is similar to finding equivalent fractions. Double number lines and bar models support the solving and interpretation of word ratio problems.</p>		<p>Today, the children explore different strategies for solving proportion problems. Building on previous lessons, a double number line is a useful representation for these types of problems. We will begin by looking at simple one-step problems that involve a single multiplication or division, for example "4 cost . What do 12 cost?" or "4 cost . What do 2 cost?" After this, we will move into two-step problems, including solving problems involving ingredients for recipes.</p>

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

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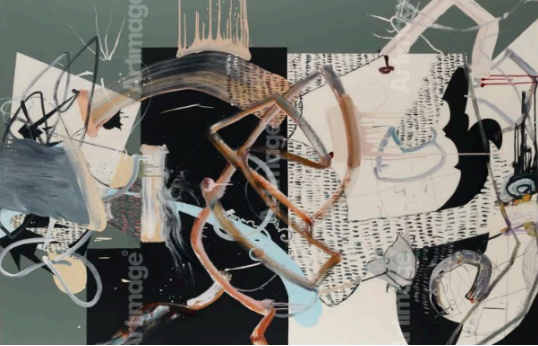

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Music – Sing Up	RE - Widening Horizons	PE – Get Set 4 PE
<p>Unit: Dona Nobis Pacem Lesson 1 (carried over due to Inspiring Futures workshop last Wednesday)</p> <p>L.I. We are learning identify 5-note scales whilst learning Dona Nobis Pacem section 3.</p> <p><i>Dona nobis pacem</i> is a round in three parts that is set to a short prayer for peace. It is in Latin and comes from the <i>Agnus Dei</i> of a Roman Catholic Mass. The phrase 'Dona nobis pacem' translates as 'Grant us peace'. As well as being sung in churches, it has also been adopted for use as a song with a broader message about peace. The melody has been passed down orally and is thought to be traditional. In this unit, pupils will explore pulse work in 3-time, learn to sing the song as a round, learn about texture in music, and compare music with different textures. They will create their own pieces using given rhythms and chords, working from stick notation.</p> <p>Children will:</p> <ul style="list-style-type: none"> • Sing 5-note scales, and arpeggios. • Learn to sing Section 3 of the round <i>Dona nobis pacem</i>. • Learn about monophonic, homophonic, and polyphonic textures. 	<p>Unit: Portraying Faith Lesson 2</p> <p><u>L.I: We are learning to identify and talk about different forms of Islamic art and create my own geometric pattern based on traditional techniques.</u></p> <p><u>L.I: We are learning to compare why art and symbols are used in different religions.</u></p> <p>The children will look at the different forms of Islamic art and how it evolved throughout history - including their calligraphy. They will look at Vegetal artwork and how this type of artwork is used to decorate buildings, textiles, pottery and manuscripts. The patterns are based on plants and flowers found in the natural world, and the patterns consist of foliage and flowers in a linear pattern. They will study the geometric patterns of Islamic artwork. These could be used on their own or combined with calligraphy or vegetal patterns to form more complex artwork. The geometric patterns consist of repeating, interlaced or overlapped shapes arranged in complex, intricate patterns.</p> 	<p>Unit: Yoga Lesson 2</p> <p>L.I. We are learning to develop strength through yoga flows.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> •Engage your muscles to help you to be stable. •Move into and through each pose slowly and fluidly.  <p>Unit: Dance Lesson 2</p> <p>L.I. We are learning to work with others to explore and develop the dance idea.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> •Use counts of 8 to help you stay in time with each other. 

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ART - Kapow	Spanish – Language Angels	PSHE - Jigsaw
<p style="text-align: center;">Unit: Artist study Lesson 2</p> <p>LI: We are learning to apply interpretation skills to analyse and respond to an abstract painting.</p> <p>This week the children will explore and respond to art work created by Fiona Rae by describing how the painting makes them feel and why. The children will also have to come up with a name for the painting and understand that her paintings can be interpreted in many different ways as they are abstract art.</p> <p>The children will then recreate one of her paintings, picking out the main geometric shapes. If, for example, the painting makes them feel happy and reminds them of a day at the beach, they must try to represent these same themes in their interpretive artwork.</p> 	<p style="text-align: center;">Unit: Regular verbs Lesson 2</p> <p>LI: We are learning about the three different types of infinitive verb categories in Spanish. –ER, -IR and –AR and verb stems and endings.</p> <p>Pupils are going to learn more about Spanish verbs and learn that there are different groups of verbs in Spanish (regular and irregular and –ER, -IR and –AR). They will also learn what an infinitive is and how to create a verb stem.</p> <div style="background-color: #e0e0e0; padding: 10px; margin: 10px 0;"> <p>The 3 different sub-groups of REGULAR verbs are those that end with:</p> <ol style="list-style-type: none"> 1. -ER. These are called Regular -ER verbs. 2. -IR. These are called Regular -IR verbs. 3. -AR. These are called Regular -AR verbs. <p style="text-align: center;">Let's look at some examples.</p> </div>	<p style="text-align: center;">Unit: Dreams and Goals Lesson 2</p> <p>L.I. We are learning to identify the steps I need to take to reach my goal and understand how to motivate myself to work on these.</p> <p>LI: We are learning to set success criteria so that I will know whether I have reached my goal.</p> <p>This week, the children will be building on last week's lesson, where they set themselves a challenging and realistic personal goal and learning goal. In today's lesson, the class will be focusing on how to achieve these goals that they have set and how they can stay motivated in order to successfully achieve them.</p> <div style="text-align: center;">  </div> <p>The children will be referring to the Native American Totem pole in the lesson. This will be used to identify the steps each child will need to make in order to achieve their goal.</p>

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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p style="text-align: center;">Unit: Habitats, variation and adaptation Lesson 7</p> <p><u>L.I We are learning why classification of different living things is important in science and how to create a Branching Key to identify a selection of mini-beasts (invertebrates)</u></p> <p>The children will build on last week's work when they realised how classifying and grouping living things is important as it helps us to know what species are what and identify them. It also was realised that it is important to have a universally understood classification system that ALL scientists understand around the world. This is all down to the fact that there are so many different living things.</p> <p>Picking cows as an example - there are over 1000 different species of cow. This means although they are similar and all can be identified as a cow, we need a way of separating them out into all their different types.</p> <p>To do this, a branching key is used. They will learn the mechanics of this identification principle and then apply it to identify a small group of living things. They will then create their own branching key to identify 6 invertebrates.</p>	<p style="text-align: center;">Unit: Britain at War Lesson 13</p> <p>L.I: We are learning to explore Anne Frank and develop an understanding of the impact the War had on her life. L.I: We are learning to write a diary entry in role of Anne Frank using show, don't tell.</p> <p>In today's lesson, the children will have explored significant events in Anne Frank's life. They will now write a diary entry in the role of Anne, focusing on the day they were found in their hiding spot.</p> <p style="text-align: center;">They will be using this information to help them:</p> <p>In August 1944, Anne's family was discovered in their hiding place. They were arrested and put on a train to the Auschwitz-Birkenau concentration and extermination camp. From there, Anne, her mother, and sister were sent to a labour camp for women. Anne's father, Otto, was sent to a labour camp for men.</p> 	<p style="text-align: center;">Unit: Variables in Games Lesson 2</p> <p>L.I: We are learning to explain why a variable is used in a program.</p> <p>Learners understand that variables are used in programs, and that they can only hold a single value at a time. They complete an unplugged task that demonstrates the process of changing variables. Then, learners explore why it is important to name variables and apply their learning in a Scratch project in which they make, name, and update variables.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can identify a program variable as a placeholder in memory for a single value ● I can explain that a variable has a name and a value ● I can recognise that the value of a variable can be changed 

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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

communal	exhilaration
imaginary	dexterity
perspiration	eking
marvellous	murmured

Group 1 and 2

appreciate	awkward
attached	bargain

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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	available	bruise		
	average	category		
	Group 1 and 2 (bonus Topic Words)			
	economy	patriotism		
	assassination	persecution		