


Weekly Overview of Learning

Year Group: 6 Week beginning: 18.03.24



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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>LI: We are learning to explore a chapter in the text through comprehension questions.</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>LI: To identify and explain key parts of chapter 8 through reading questions.</u></p>	<p><u>LI: To identify key facts and details about the Nagasaki atomic bomb.</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>COLD CALLING</p> <p>Children will have a number from 1-4, the class teacher will call a number those children will then need to contribute their ideas.</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>THINK PAIR SHARE</p> <p>Children will begin the lesson with think pair share - recapping everything we know so far about the text Kensuke's Kingdom - this will be shared with the class.</p>	<p>THINK PAIR SHARE</p> <p>Children will be identifying key details and facts about the Nagasaki atomic bomb. They will share three key things they have learnt with a partner - then together share this information with the class.</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><u>Key Vocabulary:</u> throbbed, rarely, erstwhile, tenderly, vaulted, rudimentary, rummage, nimbly, footsure, affliction, conspiratorially, enunciated, outriggers, sparsely</p> <p><u>Key Questions:</u> * How does Michael & Kensuke's relationship change? * How do you feel about Kensuke now? * What does sparsely mean? * Why has Kensuke helped Michael? * How do you think their relationship will develop? * Why are the Orang-utans wary of Stella and Michael?</p>	<p><u>Key Vocabulary:</u> skim, scan, evidence, opinion, point, explain, support,</p> <p><u>Key Questions:</u> 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><u>Key Vocabulary:</u> Nagasaki, agility, Tokyo, Kimi, Michiya, Americans, Japan, atomic bomb, surrender, floundered, sunken, betrayal, accusations, condemnation</p> <p><u>Key Questions:</u> What does Michael learn about Kensuke's story? What happened in Nagasaki? What job did Kensuke use to do? Why does Kensuke want people to stay away from the island? How do we know the forest was not happy with Michael's actions?</p>	<p><u>Key Vocabulary:</u> Nagasaki, Tokyo, Americans, Japan, atomic bomb, surrender, World War II, Pearl Harbour, Urakami Valley, Hiroshima,</p> <p><u>Key Questions:</u> Why did Nagasaki get bombed? Who was responsible? How many people lost their lives? What happened after Nagasaki was bombed? How big was the bomb that was dropped?</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>Today we will read another chapter of the book. Kensuke helps Michael and their relationship changes significantly. In this chapter we will explore how the relationship changes and the reasons for this. We will also consider what may happen in the rest of the text. The children will be completing comprehension questions about this chapter.</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>Today we will read more of our class text - the children will then be answering questions about this particular chapter.</p> 	<p>The children are going to complete a defining frame today that includes all the key details/facts about the Nagasaki bombing.</p> 	<p>Children will link previous knowledge about the object and subject of a sentence to help them see active and passive versions. e.g. A sentence is written in the active voice when the subject of the sentence performs the action (verb) in the sentence. A sentence is written in the passive voice when the subject of the sentence has an action done to it by someone or something else.</p> <p>They will consider how the active voice often uses fewer words than the passive voice. . Also, using the active voice in a piece of writing can make it more energetic and exciting by using powerful verbs and adjectives and linking them to the subject of the sentence. They will practise improving a sentence using the rules for active voice. They will learn that they might also use the passive voice in more formal pieces of writing, such as reports and legal documents. They will then complete independent tasks where they need to:</p> <ul style="list-style-type: none"> • change an active sentence to a passive sentence. • identify active or passive sentence • Change active sentences to passive sentences and vice versa.
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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> 	<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 read and interpret line graphs.</u>	<u>LI: To solve problems involving metric measures.</u>	<u>LI: To explore dual bar charts.</u>	<u>LI: To read and interpret pie charts.</u>	<u>LI: To understand percentages, in the context of pie charts.</u>
Key vocabulary and key questions	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -horizontal axis -vertical axis -interval -value -data <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -How do you read information from a line graph? -What does each axis represent? - What is the smallest value in the data? What is the greatest? - What intervals would be appropriate for this line graph? - What does this line graph tell you? -What does the direction of the line tell you about what happened? - How can two sets of data be recorded on the same line graph? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -metric measures -mm/cm/m/km -g/kg/tonnes -ml/l <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -What operation are you going to use? Why? - How could you use a bar model to help you understand the question? - How many grams are there in one kilogram? - Does it matter if the items in the question are measured in different units? Why? - How can you convert between metres and centimetres? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -first bar -second bar -difference -total -value -horizontal axis -vertical axis <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -How is a dual bar chart different from a single bar chart? -What information does this dual bar chart give? - What is different about what the two bars show? - How do you know which bar shows which information? - What questions can be asked about this chart? - What is the difference between and ? - How much is and in total? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -part -total -value -fraction of an amount -right angle <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -What does the pie chart show? - What does each section of the pie chart show? - Which of the choices was the most popular? How do you know? - If you know the total, how can you work out the value of one part? - If you know the value of one part, how can you work out the total number? -How is a pie chart different from a bar chart? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -percentage -half/quarter -part -total -value <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -What percentage does the whole pie chart represent? - What percentage does half/quarter of the pie chart represent? - What percentages of an amount can you work out easily? - How do you work out 10% of an amount? How does this help you to work out other percentages? - If you know 10%/20%/25%, how can you work out the total?

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<p>Activities</p>	<p>Today, the children will be reading, interpreting and drawing line graphs. They will look at more complex graphs, including ones with more than one line. The children start by looking at simple line graphs and the information that can be gathered from them. They should recognise that they can only read off approximate values for data that lies between two marked points, which is why a dashed line is used. They then draw line graphs using given information. The children will also answer problems involving line graphs. They will practise inferring what has happened in a given situation based on the information provided in the line graph.</p>	<p>Third Space Arithmetic Paper</p> <p>Today, the children will revise how to solve problems involving metric measures. They will use and apply their conversion skills to solve measurement problems in context. The use of pictorial representations, such as bar models and number lines, to represent the problem will help the children to choose the correct operation(s) to solve the problem. Some of the problems involve finding a fraction of an amount and adding and subtracting decimals, which have been covered already.</p>	<p>Today, the children build on learning from earlier in the key stage as they explore dual bar charts, looking at the different information that can be seen from them, and discussing the similarities and differences when compared to a single bar chart. In particular, the children should recognise the importance of a key to ensure that the bar charts can be interpreted. Once the children have practised reading bar charts, they will move on to solving problems using the information presented in them.</p>	<p>In this lesson, the children are introduced to pie charts for the first time. We will discuss with children why a pie chart is a useful way to represent data. The children will first look at simple pie charts to identify the greatest/ least amounts. They then move on to using the total number represented by a pie chart to work out what each equal part is worth. Finally, given the value of one part, children work out the total and/or the values of other parts of the pie chart. Links will be made between right angles and how identifying these on pie charts, will help to calculate the value of parts that are right angles of the circle.</p>	<p>This lesson revises children's understanding of percentages, in the context of pie charts. The children need to know that a whole pie chart represents 100% of the data, so one half represents 50%, one quarter represents 25% and so on. The children will look at pie charts where the total number is not given, and they need to work out the total from a given percentage. They can then work out the value of the remaining sections, using either the total or proportional reasoning (for example, knowing 40% must be 8 times the size of 5%).</p>
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Please continue logging into Doodle Maths and Times-table Rockstars regularly!

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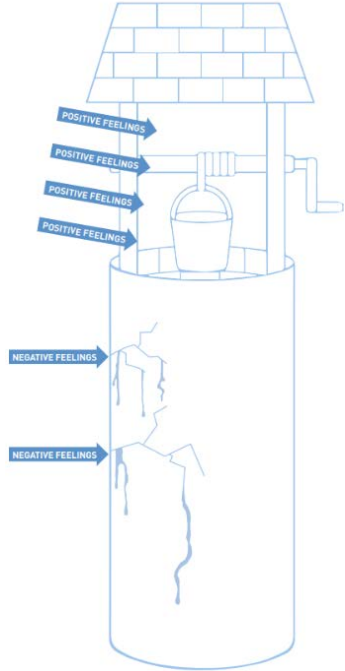
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Music – Sing Up	RE - Widening Horizons	PE – Get Set 4 PE
<p>Unit: Lesson 6</p> <p>LI: We are learning to explore rhythmic compositions, using provided melodies.</p> <p>This week we will:</p> <ul style="list-style-type: none">● Recap the three sections of the round and sing the whole song in unison.● Sing the whole song as a round in three parts.● Continue the composing activity started the previous lesson.● Perform and record the pieces. <p>In this music lesson, children will focus on three main objectives. Firstly, they will review and sing the entire song "Dona nobis pacem" both in unison and as a round in three parts. Secondly, they will continue their composing activity from the previous lesson, where they will add melody to their rhythm compositions using provided chord notes and percussion instruments. Lastly, children will rehearse, perform, and potentially record their compositions.</p> 	<p>Unit: Lesson 4</p> <p>L.I. We are learning to explain the Christian celebration of Palm Sunday and its significance to Christians.</p> <p>In this lesson, the children will learn the significance behind palm Sunday: Palm Sunday commemorates the entrance of Christ into Jerusalem, when palm branches were placed in his path, before his arrest on Holy Thursday and his crucifixion on Good Friday. It thus marks the beginning of Holy Week, the final week of Lent.</p>  <p>They will be able to explain why Christians receive a cross made from palm and the significance behind it.</p> 	<p>Unit: Gymnastics Lesson 9</p> <p>LI: We are learning to use flight from hands to travel over apparatus.</p> <p>•Place your hands on the apparatus first, then your feet.</p> <p>Lesson 10</p> <p>LI: We are learning to use flight from hands to travel over apparatus.</p> <p>•Place your hands on the apparatus first, then your feet. •Vary the level, direction, speed, timing and pathway of your sequence to make it look interesting.</p> 

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ART - Kapow	Spanish – Language Angels	PSHE - Jigsaw
<p>Unit: Sculpture & 3D: Making memories Lesson 2 continued:</p> <p>LI: We are learning to explore the concept of self through a range of different mediums.</p> <p>The children will be shown a range of sculptures that the children will discuss using the questions below:</p> <p>What inspired these artists? Why did they make three- dimensional art? How have the artists represented their ideas? How have the artists constructed their pieces?</p> <p>Last week the children explored abstract shapes and discussed which types of shapes they would want in their own sculpture. They will use their abstract collages and turn them into cardboard expressions.</p> 	<p>Unit: The weekend Lesson 4- continued</p> <p>LI: We are consolidating the new language for weekend activities with a variety of reading and listening work.</p> <p>The children will augment the language they need to describe what they do at the weekend through a range of activities including listening and writing.</p> 	<p>Unit: Healthy Me Lesson 5</p> <p>LI: We are learning to understand what it means to be emotionally well and explore people's attitudes towards mental health/illness.</p> <p>LI: We are learning to know how to help ourselves feel emotionally healthy and recognise when I need help with this.</p>  <p>This week, the children will explore mental health. They will discuss what it means to be emotionally well and</p>

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what they can do to support this. They will complete a well to show the effect of positive and negative feelings.

Science - Wellington Curriculum	Topic (Geography) – Wellington Curriculum	Computing – Barefoot and Teach Computing																											
<p style="text-align: center;">Rolled over from last week.</p> <p>NEW UNIT: Complex electrical circuits <u>L.I. We are learning to explain how to wire up a simple series circuit.</u> Pupils to complete the start of unit defining frame to assess their starting point of understanding for the new unit.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0; text-align: center;"> <div style="border: 1px solid black; padding: 10px; margin: 10px 0; text-align: center;"> <div style="border: 1px solid black; padding: 10px; margin: 10px 0; text-align: center;"> FOCUS </div> </div> </div> <p>Main Lesson: The children will revise work from Year 4. Can they use the given equipment to build a simple series circuit to light a light bulb? They will use familiar components to help make their circuit. Two crocodile clip leads, a bulb holder, two batteries and battery holder. They will learn this is a series circuit. They will be challenged to insert a switch to the circuit using an extra lead. They will be challenged to answer these questions: What was important when making your circuit? How was the bulb connected? What was important when connecting the batteries?</p>	<p style="text-align: center;">Unit: Frozen Kingdoms Lesson 5</p> <p>L.I: We are learning to identify the six main features of a polar landscape. L.I: We are learning to compare and describe features of polar landscapes.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Feature</th> </tr> <tr> <th>Iceberg</th> <th>Glacier</th> <th>Mountain</th> </tr> </thead> <tbody> <tr> <td>Material</td> <td>Ice</td> <td>Ice</td> <td>Rock</td> </tr> <tr> <td>Location</td> <td>Antarctica in the North Atlantic Ocean near Greenland.</td> <td>Antarctica and Greenland.</td> <td>Canadian Arctic Archipelago islands, Greenland and Antarctica.</td> </tr> <tr> <td>Size</td> <td>A few metres to hundreds of kilometres across. They are at least 5 metres tall.</td> <td>Glaciers can range from 50m to 1500m deep.</td> <td>Vinson Massif is the highest at 4892m</td> </tr> <tr> <td>Wildlife</td> <td>Polar bears hunt on icebergs and barbour seals use them as refuge from predators.</td> <td>Glacial midges, snow fleas and ice worms live on glaciers. Birds and polar bears do visit.</td> <td>Musk oxen, reindeer, polar bears, arctic wolves and rock ptarmigans.</td> </tr> <tr> <td>Movement</td> <td>They can be moved by winds and currents until they eventually melt.</td> <td>Glaciers move 1m per day.</td> <td>No movement.</td> </tr> </tbody> </table> <p>This week, the children will explore landscapes in the polar regions. They will compare these between Arctic and Antarctic landscapes. Using information sheets, the children will complete their record sheet that identifies the material, location, size, wildlife and movement.</p>		Feature			Iceberg	Glacier	Mountain	Material	Ice	Ice	Rock	Location	Antarctica in the North Atlantic Ocean near Greenland.	Antarctica and Greenland.	Canadian Arctic Archipelago islands, Greenland and Antarctica.	Size	A few metres to hundreds of kilometres across. They are at least 5 metres tall.	Glaciers can range from 50m to 1500m deep.	Vinson Massif is the highest at 4892m	Wildlife	Polar bears hunt on icebergs and barbour seals use them as refuge from predators.	Glacial midges, snow fleas and ice worms live on glaciers. Birds and polar bears do visit.	Musk oxen, reindeer, polar bears, arctic wolves and rock ptarmigans.	Movement	They can be moved by winds and currents until they eventually melt.	Glaciers move 1m per day.	No movement.	<p style="text-align: center;">Unit: Introduction to spreadsheets Lesson 5</p> <p>L.I: We are learning to create a spreadsheet to plan an event.</p> <p>Learners will plan and calculate the cost of an event using a spreadsheet. They will use a predefined list to choose what they would like to include in their event, and use their spreadsheet to answer questions on the data they have selected. Learners will be reminded of the importance of organising data and will then create a spreadsheet using formulas to work out costs for their event.</p> <ul style="list-style-type: none"> ● I can use a spreadsheet to answer questions ● I can explain why data should be organised ● I can apply a formula to calculate the data I need to answer questions <div style="text-align: center; margin-top: 20px;">  </div>
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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

hideous	secluded
bustling	flourish
unnerving	serene
eerie	melodic
undulating	stifling

Group 1 and 2

prejudice	pronunciation
privilege	queue

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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	profession	recognise		
	programme	recommend		
	Group 1 and 2 (bonus Topic Words)			
	sparsely	vaulted		
	nimbly	affliction		