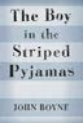


# Weekly Overview of Learning

Year Group: 6 Week beginning: 18.9.23

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English	Monday	Tuesday	Wednesday	Thursday	Friday																
<p><b>Reading and Writing</b></p> 	<p><b>L.I. To apply previous knowledge of descriptive writing to complete a Cold Task.</b></p> <p><b>L.I. To choose appropriate language features and structure to describe a setting in third person.</b></p>	<p><b>L.I. To explore the language features of a text - identifying expanded noun phrases and prepositions.</b></p> <p><b>L.I. To use an author's technique to describe an environment from the text.</b></p>	<p><b>L.I: We are learning to identify areas for improvement in our writing from given feedback.</b></p> <p><b>L.I: We are learning to apply areas for improvement into our 2nd draft.</b></p>	<p><b>L.I: To apply our new knowledge of effective setting descriptions to complete a Hot Task final version of our writing.</b></p> <p><b>L.I: We are learning to assess our final draft of our setting descriptions and reflect on what I did well and what I still need to improve.</b></p>	<p>Spelling Test GRAMMAR FOCUS</p> <p><b>L.I. We are learning to use adverbs of time, manner and place to add detail.</b></p> <p><b>L.I. We are learning the different types of adverbs which can describe: action, time and where something happens.</b></p>																
<p><b>Speaking and Listening Focus</b></p>	<p>Say it again better - children up level their initial answer with a more indepth and vocabulary rich 2nd attempt</p>	<p>Think Pair Share - children to work together and finish adding expanded noun phrases and prepositional phrases to their map</p>	<p>COLD TASK FEEDBACK</p>	<p>Cold Calling</p>	<p>Cold Calling</p> <p>White board - quick tasks and 'show me' activities.</p>																
<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p><b>Key Vocabulary:</b> setting description, language features, structure.</p> <p><b>Key Questions:</b> What features did Bruno and Gretel see through the window? How are you going to structure your setting description?</p>	<p><b>Key Vocabulary:</b> preposition, prepositional phrases, expanded noun phrases. examples of prepositions (word/phrase bank)</p> <p><b>Key Questions:</b> Have you used a range of different prepositions? Have you used high level descriptions and expanded noun phrases? Identify the prepositional phrases, expanded noun phrases in your examples.</p>	<p><b>Key Vocabulary:</b> preposition, prepositional phrases, expanded noun phrases. examples of prepositions (word/phrase bank)</p> <p><b>Key Questions:</b> What can you improve from your cold task based on the feedback? Which paragraph are you choosing to uplevel and why? What parts of the feedback are relevant to your Cold Task and what targets are you going to set for the Hot Task?</p>	<p><b>Key Vocabulary:</b> preposition, prepositional phrases, expanded noun phrases. examples of prepositions (word/phrase bank)</p> <p><b>Key Questions:</b> What do you need to remember from your feedback and drafts to improve your setting descriptions?</p>	<p><b>Key Vocabulary:</b> Adverbs for describing actions:</p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; text-align: center;"> <p>crazily energetically</p> <p>gracefully skilfully</p> <p>madly joyously</p> </div> <p>Adverbs for describing time:</p> <table border="1" data-bbox="1756 1161 2228 1406"> <tr> <td>always</td> <td>yesterday</td> <td>weekly</td> <td>constantly</td> </tr> <tr> <td>just</td> <td>occasionally</td> <td>usually</td> <td>seldomly</td> </tr> <tr> <td>rarely</td> <td>frequently</td> <td>hourly</td> <td>regularly</td> </tr> <tr> <td>eventually</td> <td>soon</td> <td>daily</td> <td>before</td> </tr> </table> <p>Adverbs for describing where:</p>	always	yesterday	weekly	constantly	just	occasionally	usually	seldomly	rarely	frequently	hourly	regularly	eventually	soon	daily	before
always	yesterday	weekly	constantly																		
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nearby	anywhere
away	elsewhere
towards	about
above	upstairs

**Key Questions:**

What could be a suitable adverb to complete the sentence to **describe** how the artist was painting?

What adverb can you think of for this sentence which tells us **when** something happened and sometimes the duration of the action?


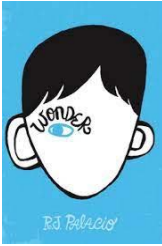


Which adverb can go in this sentence which adds detail by telling us **where** something happened?

					<table border="1"> <tr> <td>nearby</td> <td>anywhere</td> </tr> <tr> <td>away</td> <td>elsewhere</td> </tr> <tr> <td>towards</td> <td>about</td> </tr> <tr> <td>above</td> <td>upstairs</td> </tr> </table> <p><b>Key Questions:</b></p> <p>What could be a suitable adverb to complete the sentence to <b>describe</b> how the artist was painting?</p> <p>What adverb can you think of for this sentence which tells us <b>when</b> something happened and sometimes the duration of the action?</p> <p>Which adverb can go in this sentence which adds detail by telling us <b>where</b> something happened?</p>	nearby	anywhere	away	elsewhere	towards	about	above	upstairs
nearby	anywhere												
away	elsewhere												
towards	about												
above	upstairs												
<p><b>Activities</b></p>	<p>Children will write their own setting description in third person to describe the view from Bruno's window.</p> <p>This will be completed as a Cold Task.</p>	<p>Looking at a modelled example of a setting description the children will identify good language features - particularly prepositions and expanded noun phrases, and their effectiveness.</p> <p>The children will then use some of their examples from the maps to share-write the first two paragraphs of the setting description.</p> <p>They will then share these with the class and the class will give feedback for positive aspects and points for improvement.</p>	<p>After receiving the teacher feedback for their Cold Tasks the children will select a paragraph from their writing to uplevel - applying the suggested improvements.</p> <p>The children will then start planning their redraft of the setting description.</p> <p>The teacher will break the writing up into the desired structure of paragraphs - showing how the flow of the description follows a logical order. Cohesion will also be emphasised.</p> <p>The use of modelled examples for reference will be used to allow children to see what is expected.</p> <p>The children will use their map sheet with the added vocabulary to help with their plan.</p>	<p>The children will work independently and write their final draft of their setting description as a Hot Task assessed piece of writing.</p> <p>They will then complete the feedback sheet - marking off the various grammar and writing features for their writing and assessing whether they have achieved WT, ARE, ARE+ or GD.</p>	<p>The children will revise and extend previous learning to understand that adverbs describe verbs and they are made from adjectives - which mainly add 'ly' on the end.</p> <p>They will start by looking at how Adverbs describe how the action is performed. After watching a video clip of an artist they will need to think of some adverbs that can describe how this artist is painting.</p> <p>They will then look at examples of Adverbs that describe when something happens and practise writing and completing sentences.</p> <p>They will conclude by considering Adverbs that describe where something happens.</p>								

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<p><b>Class Text – Reading Aloud</b> 10-15 mins each day</p>	<p><b>Opal</b> TEXT - Wonder Author - R J Palacio</p> 	<p><b>Ruby</b> TEXT - Wonder Author - R J Palacio</p> 	<p><b>Jet</b> TEXT - Wonder Author - R J Palacio</p> 	<p><b>Coral</b> TEXT - Wonder Author - R J Palacio</p> 
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><b>LI: To assess my current understanding of problem solving and reasoning.</b></p>	<p><b>LI: To solve problems involving conversion between units of time.</b></p>	<p><b>LI: To assess my current understanding of problem solving and reasoning.</b></p>	<p><b>LI: To use negative numbers in real-life contexts.</b></p>	<p><b>LI: To add whole numbers with more than 4 digits (column method).</b></p>
<p>Key vocabulary and key questions</p>	<p><b>Reasoning Assessment</b></p>	<p><b>Key Vocabulary:</b></p> <p>convert pm / am digital clock analogue clock</p> <p><b>Key Questions:</b></p> <p>-How would you teach someone to convert between the 12-hour and 24-hour clocks? - What was the duration of the...?</p>	<p><b>Reasoning Assessment</b></p>	<p><b>Key Vocabulary:</b></p> <p>-positive/negative -difference -forwards/backwards -zero -horizontal/vertical</p> <p><b>Key Questions:</b></p> <p>-What is the same and what is different about the numbers 2 and -2 (negative two)? -How far is -5 from zero? How far is -5 from 1? -Which is the greater temperature, -1 degrees or -2 degrees?</p>	<p><b>Key Vocabulary:</b></p> <p>-Exchange -place holder -total -sum -altogether</p> <p><b>Key Questions:</b></p> <p>-What key words in the sentence tell us that we need to add? Can you think of any other words that tell us to add? -How can you use the inverse to check that</p>

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				<ul style="list-style-type: none"> <li>- How do you find the difference between two negative numbers?</li> <li>-How do you find the difference between a positive number and a negative number?</li> <li>- What is the same and what is different about counting forwards/backwards along a number line beyond zero?</li> </ul>	<p>your answer is correct?</p> <ul style="list-style-type: none"> <li>-What is the greatest digit you can have in a place value column?</li> <li>-How do you exchange when adding? Which columns are affected by the exchange?</li> </ul>
Activities		<p>Continuing on from last week, the children will calculate durations of events (such as the length of TV programmes) and read different timetables. They will calculate time differences on both analogue and digital clocks.</p> <p>Thirdspace</p> <p>Arithmetic Paper</p>		<p>Today, the children will be using negative numbers in real-life contexts while using a numberline. Both horizontal and vertical number lines will be used, with the vertical line linking to reading temperatures on a thermometer. As well as adding and subtracting from positive and negative numbers, children learn to find the difference between numbers, including calculating intervals across zero.</p>	<p>In this lesson, the children will be recapping addition using the formal column method using numbers with more than 4 digits. They will focus on exchange and a place value grid will be used to show this. The children will apply this method to solve various problem types including missing digit problems and word problems.</p>

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

Music – Sing Up

RE – Widening Horizons

PE – Get Set 4 PE

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## Unit: 'Hey, Mr Miller'

### Lesson 3

L.I. We are learning to explore a melody and perform a song as a class.

This lesson we will introduce the song *Throw, catch*. This is one of three snapshots spread across the year that have been created to demonstrate the progress pupils make.

#### In this lesson, children will:

- Learn the melody of *Throw, catch*.
- Learn dance steps to add to the song.
- Combine singing and dancing.
- Perform their song for a video recording.



ART - Kapow

## Unit: Buddhism

### Lesson 3

L.I: We are learning to identify and describe where Buddhist worship.

L.I: We are learning to explain the features of different places of worship.

#### Key questions:

Can you identify where Buddhists worship?

Which special artefacts will you find in a shrine?

What is the symbolism behind each artefact?

How do Buddhists worship?

In this lesson the children will identify where Buddhists can worship and identify the artefacts they use as part of their worship. We will then look at the symbolism behind each artefact and how it related to the teachings of the Buddha.



Spanish – Language Angels

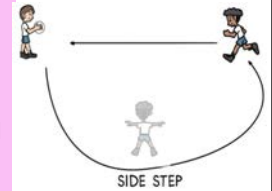
## Unit: Netball

### Lesson 3

L.I. We are learning to move into and create space to support a teammate.

In this lesson children should be able to:

- Keep moving into space. All movement is helpful, even if you don't receive the ball.
- Move into space showing an awareness of your teammates and the defenders.



## Unit: Hockey

### Lesson 3

L.I. We are learning to select the appropriate skill, choosing when to pass and when to dribble.

In this lesson children should be able to:

- Keep your stick lower than waist height.
- Step forward as you pass to give you more power.



PSHE - Jigsaw



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## Unit:

### Lesson 2

LI: We are learning to consider how symbolism in art can convey meaning.

This week, in Art we will explore and draw our own Maya Spirit companion and consider its meaning. We will also generate a range of symbols, patterns and colours that represent me whilst taking inspiration from an artist style. We will then create our own artwork that reflects up in a similar way to Dan Fenelon.



## Unit: La segunda guerra mundial

### Lesson 3

**LI: We are learning to improve our listening and reading skills by listening to the story of Ralph (an evacuee) in Spanish.**

This week, the children will learn about a boy called Ralph who was an evacuee then be able to answer true or false statements in Spanish on what his experiences were during WWII. Pupils will recognise and translate? (Names and cognates - words that are like the English or, even better, a language that the children speak at home). Pupils will explore how to use this skill in the future to help decode text?

## La historia de Ralph, que fue evacuado.



## Unit: Being me in my world

### Lesson 2/ Puzzle 2

**LI: We are learning to know that there are universal rights for all children but for many children these rights are not met.**

**LI: We are learning to compare our own wants and needs with children in different communities.**

In this lesson, children will explore chocolate, including where and how it is made. The children will be introduced to a child, named Patrick, from Ghana. During their task, they will compare themselves to a child like Patrick. The children will discover that most children won't have the opportunity to attend secondary school and what life will look like for them during this time instead.

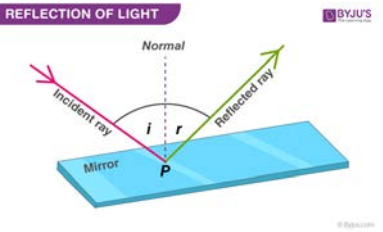
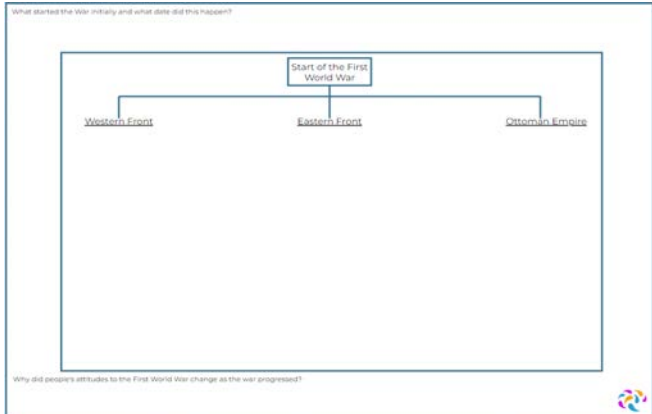



Me	A child like Patrick, who works on a cocoa plantation in Ghana
What is your favourite subject at school?	
Write 3 words to describe how you feel about coming to this school.	
Write 3 words to describe how you feel about going to secondary school.	
What is your ambition for when you leave school?	
What is your favourite chocolate bar?	

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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p style="text-align: center;"><b>Unit: Light</b> <b>Lesson 2</b></p> <p><b>L.I: We are learning to explain how light is reflected off a rough or smooth surface.</b> <b>L.I: To calculate the path of reflected light by applying the rule: angle of incidence equals the angle of reflection.</b></p> <p><b>Key vocabulary:</b> Angle of incidence, angle of reflection, refraction, medium, density, focal point,</p> <p><b>Key questions:</b> Why do smooth and rough objects reflect light differently? What will happen if...? How does a periscope work?</p>  <p>The children will learn that when we measure the angle of reflected light, we measure it from the 90 degree (perpendicular) Normal Line. This angle is called the <b>Angle of Incidence</b>. The reflected ray of light starts at the <b>point of incidence</b> and that light ray is called the Reflected Ray. Its angle is called the Angle of Reflection. Notice that the Angle of Incidence is equal to the <b>Angle of Reflection</b>. They will then use this knowledge to predict the pathway of light using a series of mirrors at different angles and calculating the reflected angles of reflection.</p>	<p style="text-align: center;"><b>Unit: Britain at War</b> <b>Lesson 3</b></p> <p><b>L.I. We are learning to understand the start of the War.</b> <b>L.I. We are learning to categorise and summarise the key events and where they were happening at the start of the War.</b></p> <p>This week we will be exploring the start of the First World War. The children will recap their learning so far (the causes and consequences which led to the War and recruitment). Later, they will begin to learn about the Western front, Eastern front and the Ottoman empire. There will be a lot of information for the children to explore, so as their activity, they will categorise their own summary of each.</p> 	<p style="text-align: center;"><b>Unit: Computing systems and networks - Communication and collaboration</b> <b>Lesson 2</b></p> <p><b>L.I. We are learning to recognise how data is transferred across the internet.</b></p> <p>Today, learners are introduced to the concept of packets. They complete an activity based on transferring an image across the internet, to see that as well as messages (text), other types of data (images, video, and audio) are also transferred over the internet. They gain an understanding of the key parts of a packet: the header and the data payload.</p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>I can identify and explain the main parts of a data packet</li> <li>I can explain that data is transferred over networks in packets</li> <li>I can explain that all data transferred over the internet is in packets</li> </ul> 

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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**



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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**

appreciate	awkward
attached	bargain
available	bruise
average	category

**Group 1 only**

protein	neither
seize	weir
caffeine	weird
either	heinous

**Group 1 and 2 (bonus Topic Words)**

conscription	warmongering
expansionism	retaliation



**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.

25th September  
**PGL Parental meeting /Big Camp meeting**



2nd - 13th October 2023 -  
**Bikeability**



31st October 2023 -  
**Closing date for secondary transfers**



22nd November  
**Imperial War museum**

Jewish exhibition  
**29th & 30th November**