


# Weekly Overview of Learning

Year Group: 6 Week beginning: 19.02.24

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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 analyse parts of a text.</u></p> <p><u>LI: To identify and explore figurative language.</u></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 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 explore a chapter in the text utilising reading skills.</u></p>	<p><b>Spelling Test</b></p> <p><u>L.I. We are learning to understand the meaning, use and spelling of common prefixes and suffixes (e.g. en-, em-, fore-, im-, -able, -ible, -ion, -ation etc.)</u></p>
<p><b>Speaking and Listening Focus</b></p>	<p><b>PAIRED DISCUSSION</b></p> <p>Children in pairs identify figurative language in a particular part of our text. Children to feed back to the class identifying the figurative language and why it is effective.</p>	<p><b>Think, Pair, Share</b></p> <p>Children will scan a piece of text in pairs to locate evidence to answer retrieval type questions.</p>	<p><b>PEER &amp; PEER WORK</b></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 to use alliteration, metaphor, simile, onomatopoeia, personification. Children to share their ideas with the class.</p>	<p><b>COLD CALLING</b></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><b>SHOW ME BOARDS</b></p> <p>Children will participate in this lesson through show me boards, the teacher will use this form of assessment to check understanding.</p>
<p><b>Key vocabulary and Key Blooms higher order thinking questions</b></p>	<p><b>Key Vocabulary:</b> alliteration, onomatopoeia, similes, personification, metaphor, howling, gibbons hackles, menacing, inquisitive, reassurance, expedition, swathe, apprehension, mellifluous evensong, whirred and whined, intertwining, parched, impenetrable, infinitely, droned</p> <p><b>Key Questions:</b> Where has Michael washed up? What do we learn about the landscape of the island? What is it that Michael does not like about the forest?</p>	<p><b>Key Vocabulary:</b> skim, scan, evidence, opinion, point, explain, support,</p> <p><b>Key Questions:</b> 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><b>Key Vocabulary:</b> alliteration, onomatopoeia, similes, personification, metaphor, howling, gibbons hackles, menacing, inquisitive, reassurance, expedition, swathe, apprehension, mellifluous evensong, whirred and whined, intertwining, parched, impenetrable, infinitely, droned</p> <p><b>Key Questions:</b> *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?</p>	<p><b>Key Vocabulary:</b> mellifluous evensong, whirred and whined, whimpering, beseeching, benefactor, elated, ecstatically, plunged, cavorted, invigorated</p> <p><b>Key Questions:</b> *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</p>	<p><b>Key Vocabulary:</b> prefix, letter string, root word, antonym, hyphen, suffix</p> <p><b>Key Questions:</b> Which words start with these <b>prefixes</b>? What do they mean? Explain the mistakes; which <b>rules</b> were not followed? Can you explain how the different <b>suffixes</b> change the meanings of the given sentences? How many other words that use the <b>suffix -less</b> can you think of?</p>

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	<p>How does the author effectively describe the island so we as the readers can visualise it?                  What does companionship mean?                  How does the author bring the forest to life?                  What is figurative language? Can you find examples of...?</p>		<p>* What do you notice about how the author has mixed figurative language with elements of the story and other description?</p>	<p>island?</p>	
<p><b>Activities</b></p>	<p><b>PART ONE</b>                  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><b>PART TWO</b>                  We will be reading more of our text and discovering what has happened to our main character. The island in the text is described vividly, through the author's use of figurative language and today the children will be looking at a particular part of the setting description that uses figurative language effectively.</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><b>PART ONE</b>                  The children will be grouped and complete a reading therapy which will focus on retrieval skills.</p> <p><b>PART TWO</b>                  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>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> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; background-color: #FFD700;"> <p><b>Metaphor</b>                      She is a ray of sunshine.                      Heart of stone.                      He is the light of my life.                      A rollercoaster of emotions.</p> </div> <div style="border: 1px solid black; padding: 5px; background-color: #800080; color: white;"> <p><b>Personification</b>                      The snow speaks.                      The grass tickled my feet.                      The leaves danced on the trees.                      The husky corn spoke.</p> </div> </div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; background-color: #FF0000; color: white;"> <p><b>Onomatopoeia</b>                      Crash! Splash! Boom!                      Pops! Bams! Snaps!                      Honk! Buzz! Drip!                      Swish! Ring! Crackle!</p> </div> <div style="border: 1px solid black; padding: 5px; background-color: #008000; color: white;"> <p><b>Alliteration</b>                      Evil eagles eat eels.                      Drear, dismal darkness.                      Pretty purple purses.                      Adjectives and adverbs.</p> </div> </div> <div style="border: 1px solid black; padding: 5px; background-color: #0000FF; color: white; margin: 10px auto; width: 80px;"> <p><b>Simile</b>                      Pure as snow.                      Quiet as a mouse.                      Busy as a bee.                      Cute as a kitten.</p> </div> <div style="border: 1px solid black; padding: 5px; background-color: #FF00FF; margin: 10px auto; width: 150px;"> <p><b>howling &amp; hooting                      screeching &amp; screaming                      clattering claws                      rustling leaves                      crashing waves                      cracking twigs                      clattering birds</b></p> </div>	<p>The class teacher will lead the class through this lesson, with participation from the children on show me boards.</p> <p>They will be exploring when <b>prefixes</b> are added to the beginning of a word, it <b>changes</b> or <b>adds</b> to the <b>meaning</b>. They will learn some meanings of prefixes, as knowing the <b>meaning</b> of a prefix can help understand the <b>meaning</b> of a word. They will write antonyms of root words choosing the correct prefix. They will then learn when <b>suffixes</b> are added to the end of a word, it can <b>change</b> or <b>add</b> to its <b>meaning</b> or it can change its <b>word class</b>.</p> <p>They will look at certain spelling rules for when adding suffixes.</p> <div style="border: 1px solid black; padding: 5px; background-color: #FFFACD; margin: 10px auto; width: 90%;"> <p style="text-align: center;"><b>Rules for adding suffixes</b></p> <p style="text-align: center;"><b>Rule 1</b></p> <p style="font-size: small;">Before adding a suffix <u>beginning</u> with a vowel or the letter 'y', usually drop the final 'e' of the word unless you are adding a suffix <u>beginning</u> with a consonant.                      (Trick-e)</p> <div style="display: flex; justify-content: space-between; font-size: x-small;"> <div style="border: 1px solid black; padding: 2px;"> <p><b>Drop the final 'e' before a vowel or the letter 'y':</b></p> <p>laze + y – lazy    guide + ance – guidance</p> </div> <div style="border: 1px solid black; padding: 2px;"> <p><b>Keep the final 'e' before a consonant:</b></p> <p>like + ness – likeness    grace + ful – graceful</p> </div> </div> </div>

<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
	<u>LI: To express decimals as fractions.</u>	<u>LI: To express fractions as decimals.</u>	<u>LI: To express fractions as decimals.</u>	<u>LI: To express fractions as percentages.</u>	<u>LI: To recall equivalences between simple fractions, decimals and percentages.</u>
<b>Key vocabulary and key questions</b>	<p><b><u>Key Vocabulary</u></b></p> <p>decimal fraction equivalent place value convert</p> <p><b><u>Key Questions</u></b></p> <p>-How many ways can you express 0.1? -Express ____ as a fraction. -Represent ____ on the hundred square. -What column is the digit ____ in? What does this tell you about its equivalent fraction?</p>	<p><b><u>Key Vocabulary</u></b></p> <p>decimal fraction equivalent place value convert denominator</p> <p><b><u>Key Questions</u></b></p> <p>-How can we show three tenths using place value to help? -How can we represent 62 hundredths when the hundredths column can only contain one digit? -Is there a way we can change the fraction to make it easier to convert into a decimal?</p>	<p><b><u>Key Vocabulary</u></b></p> <p>numerator denominator divide decimal fraction equivalent</p> <p><b><u>Key Questions</u></b></p> <p>-Is there a way we can change the fraction to make it easier to convert into a decimal? -When might we use this method instead of yesterday's method of changing the denominator specifically to 10, 100 or 1000? -How does this diagram show that one quarter is the same as one divided by four?</p>	<p><b><u>Key Vocabulary</u></b></p> <p>fraction denominator per cent out of 100 percentage equivalent convert</p> <p><b><u>Key Questions</u></b></p> <p>-What does per cent mean? -How many ways can you express 50% as a fraction? -Can you simplify the fraction? -Why is it simple to convert fiftieths to hundredths? -What other fractions are simple to convert to percentages? -How many ways can you solve this problem?</p>	<p><b><u>Key Vocabulary</u></b></p> <p>fraction decimal percentage equivalent convert</p> <p><b><u>Key Questions</u></b></p> <p>-Applying your knowledge of fraction and decimal equivalents, what facts do you know about ____? -What does per cent mean? -How will these facts help us to convert ____ into a percentage? -How can we express this as a fraction/percentage/decimal? -Applying your knowledge of fraction and decimal</p>

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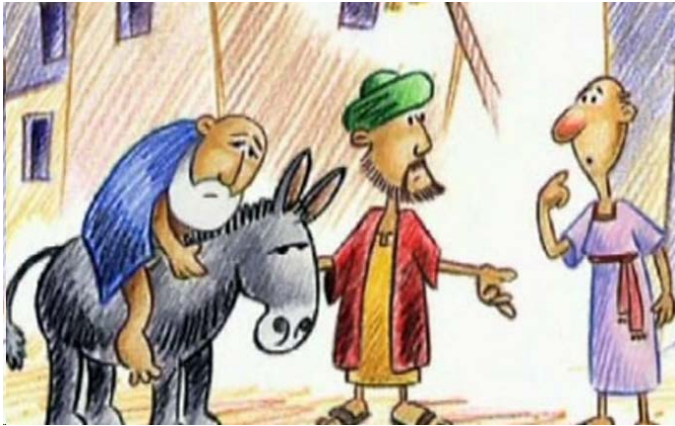

		<p>-Why are we changing the denominator specifically to 10, 100 or 1000?</p> <p>-Which is the most efficient method to change the fraction to make it easier to convert into a decimal?</p>	<p>-When dividing 4 by 5, why can we write 4 as 4.0? Use your place value knowledge.</p> <p>-Which method would you apply to solve this problem? Changing the denominator specifically to 10, 100 or 1000 or short division?</p>	<p>What is the most efficient method?</p>	<p>equivalents, what facts do you know about these amounts?</p> <p>- How will these facts help us to convert to a fraction/decimal/percentage?</p>
<b>Activities</b>	<p>In today's lesson, the children will be expressing decimals as their equivalent fraction. Place value grids alongside a partitioned hundred square will be used to help the children visualise the conversions.</p>	<p>Children have previously learned how to find equivalent fractions using common multiples and factors. Today, children will apply this skill to explore how finding an equivalent fraction where the denominator is 10, 100 or 1,000, makes it easier to convert from a fraction to a decimal.</p>	<p>Today, the children will continue to convert from a fraction to a decimal. They will now learn to express fractions as decimals by dividing the numerator by the denominator. They have already learnt the method of short division with decimal remainders which will be applied today.</p>	<p>Applying their previous learning of finding equivalent fractions with a denominator of 100, the children will apply this to convert from a fraction to a percentage. It is important that children understand that 'percent' means 'out of 100', they will then find an equivalent fraction with a denominator of 100 and then identify the equivalent percentage.</p>	<p>Today, the children use their knowledge of common equivalent fractions and decimals to find the equivalent percentage. A common misconception is that 0.1 is equivalent to 1%. We will continue to use a hundred square to support understanding the difference between tenths and hundredths and their equivalent percentages.</p>

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

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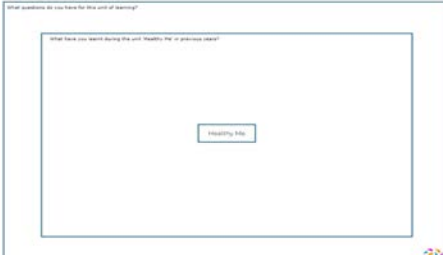
Music – Sing Up	RE - Widening Horizons	PE – Get Set 4 PE
<p style="text-align: center;"><b>Unit:</b> <b>Lesson 4</b></p> <p style="text-align: center;"><b>L.I. We are learning to :</b></p> <ul style="list-style-type: none"> <li>● Practise scales, arpeggios, and Section 3 of the round.</li> <li>● Learn Section 2 of the round.</li> <li>● Recap monophonic and polyphonic textures.</li> <li>● Identify these musical textures in 17th-century sacred music from Europe.</li> </ul> <p>The lesson comprises a warm-up with vocal exercises like siren, vocal revs, and lip trills, followed by a main activity covering note durations, rhythm patterns, and practising sections of the song "Dona nobis pacem." The conclusion includes identifying musical textures and a brief review of the lesson, summarising the learned sections of the round and covered topics.</p> <p>In this lesson the children will:</p> <ul style="list-style-type: none"> <li>● Learn Section 1 of the round.</li> <li>● Recap Section 2 and sing with Section 3.</li> <li>● Play a game that uses notation from the song.</li> <li>● Find out about sacred music in Latin.</li> </ul>	<p style="text-align: center;"><b>Unit:</b> <b>Lesson 1</b></p> <p><b>L.I: We are learning to understand the meaning behind the parable of The Good Samaritan.</b></p> <p><b>L.I: We are learning to explore whether or not it is always easy to love your neighbour in our everyday lives.</b></p> <p>In this lesson, the children will explore the Christian parable 'The Good Samaritan' and identify the meaning behind this parable.</p> <p>They will discuss how the teachings still apply to life today and how other religions share the same teachings.</p> <p>They also explore how our world might be a better place if everyone treated their 'neighbour' well.</p> 	<p style="text-align: center;"><b>Unit: Gymnastics</b> <b>Lesson 1</b></p> <p><b>L.I. We are learning to develop the straddle, forward and backward roll.</b></p> <p style="text-align: center;"><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>•Use momentum to help you to roll.</li> <li>•Use strong body tension to keep your shape in the straddle roll.</li> </ul> <p style="text-align: center;"><b>Lesson 2</b></p> <p><b>L.I. We are learning to develop rolling into sequence work and on apparatus.</b></p> <p style="text-align: center;"><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>•Use momentum to help you to roll.</li> <li>•Use strong body tension to keep your shape in the straddle roll.</li> </ul> 



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<p style="text-align: center;"><b>ART - Kapow</b></p>	<p style="text-align: center;"><b>Spanish – Language Angels</b></p>	<p style="text-align: center;"><b>PSHE - Jigsaw</b></p>
<p style="text-align: center;"><b>Unit: Artist study</b> <b>Lesson 1</b></p> <p><b>LI: We are learning to apply interpretation skills to analyse and respond to an abstract painting.</b></p> <p>The lesson begins with a recap and discussion of a painting's use of colour, focusing on its atmosphere and conveying a specific message. The attention grabber introduces contemporary British painter Fiona Rae, exploring her studio and discussing her artistic approach through a video.</p> <p>The main event involves analysing one of Fiona Rae's paintings, discussing shapes, colours, emotions, and potential movements associated with the artwork. Children are then tasked with recreating the image, emphasising the identified elements and incorporating their emotional response.</p>	<p style="text-align: center;"><b>Unit: Regular verbs</b> <b>Lesson 6</b></p> <p><b>LI: We are reflecting on our learning about regular verbs.</b></p> <p>To consolidate all the language learnt in the unit the pupils will complete the Regular Verbs Booklet. They can do this using the knowledge and skills they have learnt over the past 5 weeks of lessons. Once the Verbs Booklet is completed the pupils complete a self assessment sheet reflecting on their own learning.</p>	<p style="text-align: center;"><b>Unit: Healthy Me</b> <b>Lesson 1</b></p> <p><b>LI: We are learning to identify what we can remember from the unit of learning 'Healthy Me'.</b></p> <p><b>LI: We are learning to identify choices that benefit our health and well-being so that we can take responsibility for our health.</b></p> <p><b>LI: We are learning to motivate ourselves to care for our physical and emotional health.</b></p> <p>This week, the children will start their next unit in PSHCE, which is 'Healthy Me'. They will start this unit by discussing all learning completed in the same unit in previous years. They will record this prior learning in this frame.</p> 

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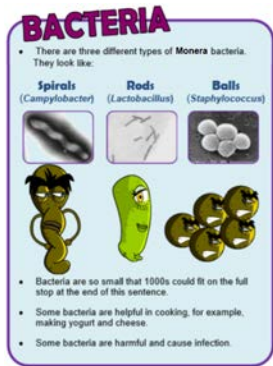
<p>Untitled, 1991 (oil on canvas) by Fiona Rae</p> 	<p>What I Can Do After Unit - Regular Verbs</p> <table border="1"> <thead> <tr> <th>In Spanish I can...</th> <th>...do this all on my own, without the help of an adult or a partner.</th> <th>...do most of this on my own but may need to ask an adult or my partner for some help.</th> <th>...do very little on my own and need help to complete this task.</th> </tr> </thead> <tbody> <tr> <td>... name one regular -ER verb in its infinitive form</td> <td></td> <td></td> <td></td> </tr> <tr> <td>... name one regular -IR verb in its infinitive form</td> <td></td> <td></td> <td></td> </tr> <tr> <td>... name one regular -AR verb in its infinitive form</td> <td></td> <td></td> <td></td> </tr> <tr> <td>... say the pronoun for "I"</td> <td></td> <td></td> <td></td> </tr> <tr> <td>... say the pronoun for "HE"</td> <td></td> <td></td> <td></td> </tr> <tr> <td>... say the pronoun for "SHE"</td> <td></td> <td></td> <td></td> </tr> <tr> <td>... conjugate a regular verb of my choice using at least 3 different pronouns</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>What I need to do to improve even further is...</p>	In Spanish I can...	...do this all on my own, without the help of an adult or a partner.	...do most of this on my own but may need to ask an adult or my partner for some help.	...do very little on my own and need help to complete this task.	... name one regular -ER verb in its infinitive form				... name one regular -IR verb in its infinitive form				... name one regular -AR verb in its infinitive form				... say the pronoun for "I"				... say the pronoun for "HE"				... say the pronoun for "SHE"				... conjugate a regular verb of my choice using at least 3 different pronouns				<p>Later in the lesson, the children will explore a range of scenarios. During this, they will think about the bullet points asked below.</p> <ul style="list-style-type: none"> <li>Which actions are poor choices for their health and well-being?             <ul style="list-style-type: none"> <li>What advice can you give?</li> </ul> </li> <li>How can these people take more responsibility for managing their health?</li> </ul>
In Spanish I can...	...do this all on my own, without the help of an adult or a partner.	...do most of this on my own but may need to ask an adult or my partner for some help.	...do very little on my own and need help to complete this task.																															
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Science - Wellington Curriculum	Topic (Geography) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><b>Unit: Evolution &amp; Inheritance</b> <b>Lesson</b></p> <p><b>LI: We are learning to subdivide micro-organisms into groups.</b> <b>L.I. We are learning to devise a fair test to answer the question: 'How can you stop mould from growing on a slice of bread?'</b></p> <p>After looking at the three main groups of micro-organisms: fungi, bacteria and viruses, the children will understand their different qualities.</p>	<p><b>Unit: Frozen Kingdoms</b> <b>Lesson 1</b></p> <p><b>LI: We are learning to identify what we already know about 'Frozen Kingdoms' using our prior learning.</b> <b>LI: We are learning to understand latitude and longitude to help identify locations in relation to the equator and the Prime Meridian.</b></p> <p>In today's lesson, the children will start their new unit of learning - a geography unit called 'Frozen Kingdoms'. They will start the lesson by recalling their prior learning in a defining frame.</p>	<p><b>Unit: Introduction to spreadsheets</b> <b>Lesson 1</b></p> <p><b>LI: We are learning to create a data set in a spreadsheet.</b></p> <p>In this lesson, learners will collect and organise data in a format of their choice. They will then explore how data can be structured in a table. Finally, they will input data into a spreadsheet.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <li>I can collect data</li> <li>I can suggest how to structure my data</li> </ul>

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e.g.

They will then revise what all living things need to survive:

Remember what ALL living things need to survive:

- oxygen
- the right temperature
- nutrients - carbohydrates (for energy) protein, minerals (for building cells)
- water

If any of these things are absent - then the organism will **not** be able to survive.

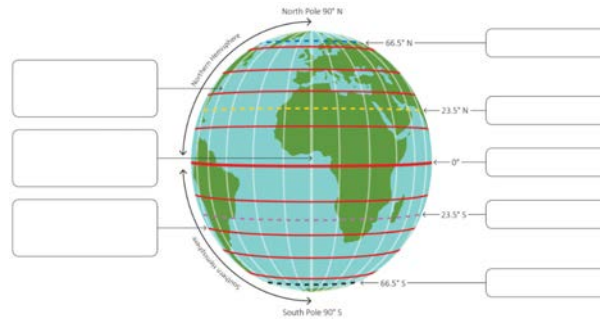
They will use this idea to plan an experiment to answer the question: **'How can you stop mould from growing on a slice of bread?'**

They will decide to set up an experiment which focuses on temperature or moisture.

They will set this experiment up using slices of bread - considering the requirements for a fair test.

The results of this experiment will be looked at next week.

As their task, the children will identify locations in relation to the equator and Prime Meridian. They will also answer a series of questions based on their learning in the lesson.



- I can enter data into a spreadsheet



## 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 only

wishful	beautiful
hopeful	resentful
painful	pitiful
successful	colourful
forgetful	merciful

Group 1 and 2

exaggerate	familiar
excellent	foreign
existence	frequently
explanation	government

Group 1 and 2 (bonus Topic Words)

adamant	hauling
tentatively	conspiracy



**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.

# Weekly Overview of Learning

Year Group: 6    Week beginning: 19.02.24

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