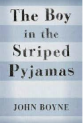


Weekly Overview of Learning

Year Group: 6 Week beginning: 02.10.23


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English	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Reading and Writing</p> 	<p><u>L1: We are learning how to identify the different personality traits of a character.</u></p> <p><u>L1: We are learning how to use evidence from the text to predict and infer how and why a character behaved in a certain way</u></p>	<p><u>L.I. We are learning to identify the key features of a diary</u></p> <p><u>L1: We are learning write a diary as a character from the class text</u></p>	<p><u>L.I. We are learning to develop and modify an extract from a diary</u></p> <p><u>L1: We are learning write a diary as a character from the class text</u></p>	<p>GRAMMAR FOCUS</p> <p><u>L.I. We are learning how to construct appropriate multi-clause sentences</u></p> <p><u>L1: We are learning to use multi-clause sentences to improve our writing</u></p>	<p>Spelling Test</p> <p><u>L1: To write a draft diary as mother from the class reader</u></p> <p><u>L1: We are learning to write a diary as a character from the class text using retrieved information and inference to recount events from her perspective.</u></p>
<p>Speaking and Listening Focus</p>	<p>Think Pair Share - What evidence is there to show Grandmother's playful side? What evidence is there to show her serious side and how she feels about her son's promotion?</p>	<p>Cold Calling What did we find out about Grandmother? What needs to be in the success criteria for writing a diary?</p>	<p>Think Pair Share - What needs to be in the success criteria for writing a diary? Does there need to be any adjustments to this based on these last two sessions?</p>	<p>Cold calling- What suitable subordinate clause can we use to add more information about Grandmother in this sentence?</p>	
<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p><u>Key Vocabulary:</u> lacquered, stony-faced, insolent, customary</p> <p><u>Key Questions:</u> What do we learn about Grandmother? How do the different family members react to Father's promotion? What is Bruno's relationship with is Grandmother like? In what way do Grandmother and Grandfather's views about their son's job differ?</p> <p>Questions to be created and inspired by the children's suggestions - scaffolded and adjusted accordingly by the teacher.</p>	<p><u>Key Vocabulary:</u> coincide, reciting, starched, patriot, recount, emotive language, past tense, summarise, key events, first person, informal, chatty, signing off</p> <p><u>Key Questions:</u> How do we know that this writing is a diary? What features are needed to make this more than a recount narrative?</p> <p>What key events would Mother write about regarding the events at the Christmas party and Grandmother's behaviour?</p>	<p><u>Key Vocabulary:</u> recount, emotive language, past tense, summarise, key events, first person, informal, chatty, signing off</p> <p><u>Key Questions:</u> Can you identify the features of our success criteria in the diary examples?</p> <p>Look at the two example dairies. What do you notice? What is different?</p>	<p><u>Key Vocabulary:</u> recount, emotive language, past tense, summarise, key events, first person, informal, chatty, signing off, relative clause, subordinate clause, complex sentence, multi-clause sentence, embedded clause, relative pronoun</p> <p><u>Key Questions:</u> What subordinate clause could be used to extend this sentence - making sure that it adds suitable information/description for the reader? Can you decide if the clauses in these sentences are relative embedded clauses or just embedded clauses? How do you know?</p>	<p><u>Key Vocabulary:</u> recount, emotive language, past tense, summarise, key events, first person, informal, chatty, signing off</p> <p><u>Key Questions:</u> What is the success criteria for writing a diary? What do we also need to include to create atmosphere? What types of sentences are we going to use?</p>

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<p>Activities</p> <p>Read chapter 8 The children are to complete a categorising frame to the two sides of Grandmother. They will need to find clear examples in the text as evidence to support their point.</p> <div data-bbox="224 414 560 654"> <p><small>The text has ideas of Grandmother in chapter 8. A useful practical idea as on the side of her text is expected to answer her own question. In the text there are three questions. 2 points of evidence for each side of Grandmother - evidence can be used to support the answer.</small></p> <table border="1"> <tr> <td>Grandmother's theatrical, playful side</td> <td>Grandmother disagreeing with what her son is doing</td> </tr> </table> </div> <p>HOT SEATING! The children will take it in turns to be either Grandmother, Mother, or Ralf at the Christmas party. The class will ask considered questions to the HOT SEATED character regarding the events at the party. The character will need to infer and use their knowledge of the text to answer the questions: e.g. 'Why did you react that way when...?' 'How did you feel when...?' 'How are you going to be able to repair this relationship?' 'Why did you choose that moment to react, rather than waiting for a less formal and less public occasion?'</p> 	Grandmother's theatrical, playful side	Grandmother disagreeing with what her son is doing	<p>The children will revise the recount style of diary writing by looking at examples of a diary and building up a list of features needed to achieve a successful diary.</p> <p>From this study, the children will then come up with a class success criteria - to allow the children to take ownership of how they will succeed at writing an effective diary.</p> <p>SHARED WRITING.</p> <p>The children will then work in pairs to draft the start of a diary which could have been written by Bruno's mother about the events at the Christmas party - with a focus on Grandmother.</p> <p>After sharing their draft with the class, they will use their success criteria to assess whether their diary has fulfilled the necessary criteria for a well written diary entry.</p> <table border="1"> <tr> <td>Key Features the date and/or time that the diary was written</td> <td>personal emotions and feelings</td> </tr> <tr> <td>first person</td> <td>introduction</td> </tr> <tr> <td>past tense</td> <td>conclusion</td> </tr> <tr> <td>chronological order</td> <td>informal style</td> </tr> <tr> <td>personal emotions and feelings</td> <td>time conjunctions and adverbials</td> </tr> </table>	Key Features the date and/or time that the diary was written	personal emotions and feelings	first person	introduction	past tense	conclusion	chronological order	informal style	personal emotions and feelings	time conjunctions and adverbials	<p>The children will be given examples of a diary written as the character of Bruno's Mother from the class reader.</p> <p>One will be ARE and the other GD. The children will work in pairs and use the success criteria from yesterday's lesson to assess the quality of each diary - looking for positive features of each one and then deciding what could be done better.</p> <p>These will be analysed by the class and facilitated by the teacher.</p> <p>The children will then be given a section of the ARE diary and they will be challenged to up-level using the ideas shared in class. This will require the children to change vocabulary and rewrite complete sentences.</p>	<p>Building on from the previous two week's Grammar lessons, the children will look at using multi-clause sentences which they can use in their writing tomorrow.</p> <p>After some revision, the children will be given parts of a sentence - which could be from Mother's diary, and will need to create a multi-clause (complex) sentence adding either a subordinate or main clause. These will already have a subordinating conjunction to help them.</p> <p>They will then move on to adding an embedded clause to other sentences, and then create two sentences of their own that include a relative embedded clause.</p> <p>To conclude, the children will need to create the following sentences by using their own words. The sentences must be from Mother's perspective about the incident with Grandmother.</p> <p>*2 complex sentences with a main and subordinate clause</p> <p>*A multi-clause sentence – it needs to have an <u>embedded</u> clause and a minimum of 3 clauses clearly marked with commas.</p> <p>*A multi-clause sentence – it needs to have a <u>relative embedded</u> clause and a minimum of 3 clauses clearly marked with commas.</p>	<p>The children will use the success criteria to write their own diary as Bruno's Mother and recount the events in an emotive way of the Christmas party and Grandmother's behaviour.</p> <p>They will be required to self-assess their writing against the success criteria and indicate which parts of the success criteria they have included and feedback whether they have written an effective diary.</p>
Grandmother's theatrical, playful side	Grandmother disagreeing with what her son is doing															
Key Features the date and/or time that the diary was written	personal emotions and feelings															
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<p>EXTENSION TASK: Write a paragraph from Grandmother's point of view about the events detailed in chapter 8. This would have been written the day after - so needs to be in the past tense.</p>			<p>Grandmother carried on shouting although _____</p> <p>Luckily she stormed out _____</p> <p>Ralf was furious, which _____</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
	<p>LI: We are learning to calculate multiples and find common multiples.</p>	<p>LI: We are learning to apply our prior knowledge to solve reasoning problems.</p>	<p>LI: We are learning to recognise the rules of divisibility.</p>	<p>LI: To explore prime numbers up to 100.</p>	<p>LI: To calculate square and cube numbers.</p>
<p>Key vocabulary and key questions</p>	<p>Key Vocabulary: Multiple Factor Difference Product</p> <p>Key Questions: How do you find the multiples of a number? What multiples do and have in common? What is the difference between a multiple and a factor? Can a number be both a factor and a multiple of another number?</p>	<p>Key Vocabulary: -bar model -numberline -part/whole -operation -sequence</p> <p>Key Questions: -What operations will we apply to solve this problem? How do you know? -What model can we draw to</p>	<p>Key Vocabulary: -divisible -even -halve -sum -digits</p> <p>Key Questions: -How does the ones digit help you to decide if a number is divisible by 2, 5 or 10? - How can you use the rule for divisibility by 2 to find out if a</p>	<p>Key Vocabulary: -prime -factor -multiple -product</p> <p>Key Questions: -What is a prime number? -What is a composite number? -How many factors does a prime number have? -Why is 1 not a prime number? -How can you find the prime factors of a number?</p>	<p>Key Vocabulary: -cube -square -factors</p> <p>Key Questions: - How do you square a number? - How do you cube a number? -Are the squares of even/odd numbers even or odd?</p>

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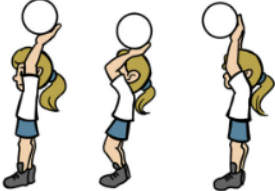

	<p>How can you tell if a number is a multiple of 2/5/10? When do numbers have common multiples that are less than their product?</p>	<p>help us to visualise the problem? -What does the key word ____ mean? -What is the first/second/final step to calculate the answer?</p>	<p>number is divisible by 4/8? - What two other numbers must a number be divisible by if the number is divisible by 6/12? - How can you tell if a 2-digit number is divisible by 11? - Which divisibility rules are based on the sum of the digits of a number?</p>	<p>- Are the multiples of prime numbers also prime?</p>	<p>-Are the cubes of even/odd numbers even or odd? - Can a number be both a square number and a cube number? - How can you use a square number to help find a cube number?</p>
Activities	<p>Children are familiar with the idea of multiples of numbers from earlier study of times-tables.</p> <p>Building on this knowledge, they now find common multiples of two or more numbers. As with factors, arrays and other representations may still be used as support, but knowledge of times-tables is key. Some multiples can be recognised using the rules of divisibility, which are explored in detail in the next small step. The children will be encouraged to work systematically to find lists of multiples rather than just finding the product of the given numbers, as this may miss some multiples.</p>	<p>Thirdspace Arithmetic Paper</p> <p>In this lesson, the children will be presented with problems that they have previously found tricky. They will be revisiting prior learning to be able to solve these problems- looking at the multiple pathways to reach the final answer and thinking about the efficiency of their methods.</p>	<p>In this lesson, the children explore various rules of divisibility. The children recognise divisibility by 2, 5 or 10 by looking at the ones digits of a number. They will explore that a number is divisible by 4 if halving the number gives an even result and the corresponding rule for divisibility by 8. They will learn that numbers are divisible by 3 if the sum of their digits is divisible by 3, and divisible by 9 if the sum of their digits is divisible by 9. The children will then combine these rules to deal with other potential factors, for example to be divisible by 6 a number must be divisible by both 2 and 3. They should recognise that a 2-digit number is divisible by 11 if the digits are the same.</p>	<p>Today the children will develop their knowledge of factors so that they can deepen their understanding of prime numbers. The children will learn that a number is prime when it has exactly two factors: 1 and itself. They also look at identifying the prime factors of a given number. By the end of this lesson, the children will be able to identify all the primes less than 100 and recall at least the primes to 19.</p>	<p>Previously, the children encountered square and cube numbers and this lesson revisits that learning and the notation for squared (2) and cubed (3). The concept of square and cube numbers will be supported by making links to area and volume. The children will explore the factors of square and cube numbers, noticing that square numbers always have an odd number of factors, but cube numbers can have an odd or even number of factors.</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>Unit: 'Hey, Mr Miller' Lesson 4</p> <p>L.I. We are learning to improvise syncopated melodies using notes of the C major scale.</p> <p>In this lesson, children will learn the terms 'arpeggio' and 'syncopation' in preparation for the composing activity in Lesson 5. Some pupils might recognise that Section 3 of <i>Hey, Mr Miller</i> is based on an arpeggio. Afterwards, they will listen to Ella Fitzgerald and Duke Ellington, learn about scat singing and have a go themselves. Finally, they will sing rhythmically and with a sense of the style of swing.</p> <div data-bbox="129 850 647 1145" style="border: 1px solid black; padding: 5px;"> <p>Listen and watch</p>  <ul style="list-style-type: none"> The style of singing on nonsense syllables is called 'scat' singing. Ella uses her voice like an instrument when she is scatting. The notes are clipped short and sung lightly. Listen out for the rhythm section (walking bass, the swing rhythm on drums, the rhythmic 'comping' on piano) and to the wind and brass sections playing the 'doo wah doo wah' rhythm with Ella. <p><small>© Sing Up www.singup.org 32</small></p> </div>	<p>Unit: Buddhism Lesson 5</p> <p>LI: We are learning to explore stories of the Buddha. LI: We are learning to identify the teachings of the Buddha through stories.</p> <p>Key questions: How could you describe Devadatta? What do you think the Buddha said to the elephant as it ran angrily towards him? How would you describe the Buddha and why?</p> <p>In this lesson, the children will explore the Buddha and his teachings through the story 'The Buddha and the Angry Elephant'. The children will identify the Buddha's different characteristics and how he dealt with problems</p> 	<p>Unit: Netball Lesson 5</p> <p>L.I. We are learning to develop accuracy in the shooting action under pressure.</p> <p>In this lesson children should be able to:</p> <ul style="list-style-type: none"> •Feet shoulder width apart. •Hold the ball high above your head.  <p>Unit: Hockey Lesson 5</p> <p>L.I. We are learning to use the appropriate defending technique for a given situation.</p> <p>In this lesson children should be able to:</p> <ul style="list-style-type: none"> •Open stick: place the stick low to the ground. •Time your tackle. 
ART - Kapow	Spanish – Language Angels	PSHE - Jigsaw

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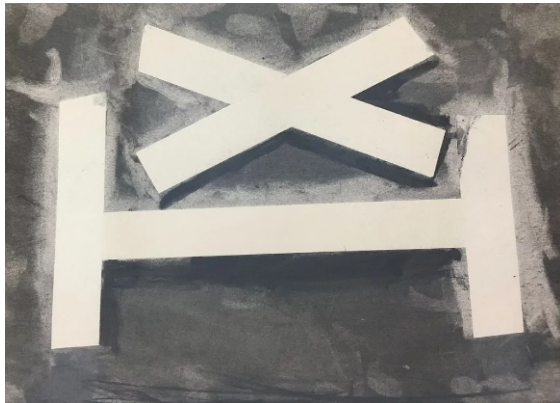
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Unit:

Lesson 3

LI: We are learning to apply our understanding of the drawing techniques of chiaroscuro (carried over)

This week, in Art we will explore how light and dark is created to add another dimension to art work. The children will look at a technique called chiaroscuro to achieve this. We will analyse art work that has been created over time and reflect on how light and dark tones have been used effectively. The children will then create their own art work using chiaroscuro.

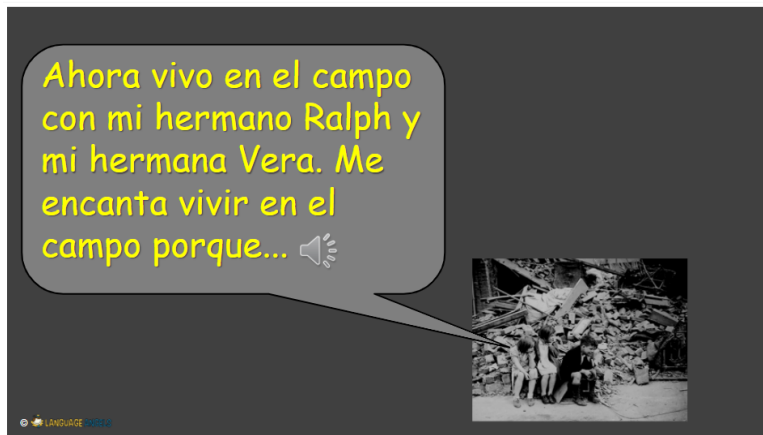


Unit: La segunda guerra mundial

Lesson 5

LI: We are learning to To improve their language skills by using adjectives to compare city and country life.

This week, the children will learn how to explaining how the children will hear and read the story of Daisy - a girl of their age during WWII. She tells us, via her use of adjectives, some key differences between living in the city and countryside during WWII.



Unit: Being me in my world

Lesson 5/ Puzzle 4

LI: We are learning to make choices about our own behaviour because we understand rewards and consequences and how these relate to our rights and responsibilities.

LI: We are learning to understand that our actions affect ourselves and others; we care about other people's feelings and try to empathise with them.

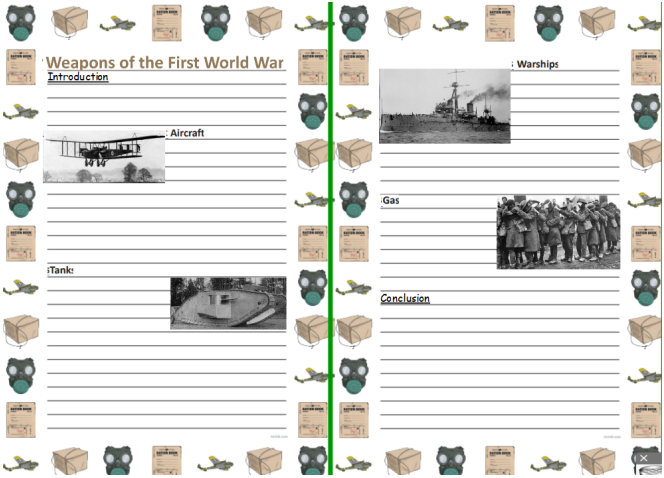

In this lesson, children will explore their rights, responsibilities, rewards and consequences that they may face at school. Each class will revisit their class charter that was created at the very start of term and reflect on their actions. They will discuss their responsibilities that come with being the top of the school and how they can set a good example to the lower years.



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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p style="text-align: center;">Unit: Light Lesson 4</p> <p>L.I: We are learning to investigate and explain how the position of a light source can change the length of a shadow.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> I can explain why a shadow changes length depending on the angle of the light source. I know that the length of shadows change during the day due to the position of the sun in the sky. I can explain why the sun appears to move across the sky and we appear to be still. I can cast a long or a short shadow of an object by changing the angle position of the light source. <p>Key vocabulary: angle, length, duration, position, midday, sun rise, sun set, rotation, axis,</p> <p>Key questions: What do the terms: transparent, translucent and opaque mean? Why does the sun appear to move across the sky during the day? Can you tell what time of day it might be by looking at the length of shadows and what is evident in the photo? If you place the torch at a particular angle when shining it on the cup, what do you expect the cup's shadow to look like? Why?</p> <p>The children will recap last week's work on: defining translucent, transparent and opaque objects and the differences between their shadows. They will be asked to explain how a shadow is formed and why the shadow has the same shape as the object which casts it. They will then recall how to change the size (NOT SHAPE) of the shadow.</p>	<p style="text-align: center;">Unit: Britain at War Lesson 5</p> <p>L.I: We are learning to understand the weapons of the First World War.</p> <p>L.I: We are learning to construct a non-chronological report to summarise key points of WW1 weaponry.</p> <p>This week, the children will be exploring the weapons used during World War 1. The children will explore their uses and impact during battle, as well as linking them to prior learning. After an interesting lesson of discovering new facts, the children will create their own non-chronological report to summarise their learning.</p> 	<p style="text-align: center;">Unit: Computing systems and networks - Communication and collaboration Lesson 3 (carried over)</p> <p>L.I. We are learning to explain how sharing information online can help people to work together.</p> <p>Today, learners are introduced to the question - how people can work together when they are not in the same location. They discuss ways of working and complete a collaborative online project. The online activity assumes that learners can make simple slides, including text and images.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> I can recognise how to access shared files stored online I can send information over the internet in different ways I can explain that the internet allows different media to be shared  <p style="text-align: center;">Working together</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Top tips for effective working with people:</p> </div>

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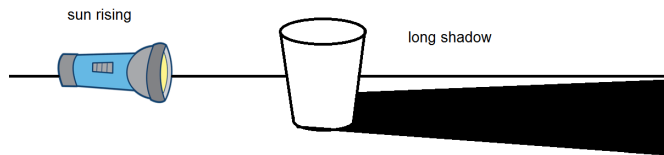
This week the children will start the main lesson by revising work from Year 5 on 'why does the sun appear to move across the sky during the day?'

The children will then describe its movement and establish that it rises in the East and sets in the West.

The children will be set a question based on their investigation to predict what would happen if you place the torch at a particular angle when shining it on a cup, what do you expect the cup's shadow to look like? Why? (using their knowledge of the sun's position in the sky).

After demonstrating this, the children will be put into groups and will investigate by using a torch to test the torch in these different positions to see how shadow length changes throughout the day.

They will need to record their results by drawing the correct size and position of the shadows.



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

criticise	determined
curiosity	develop
definite	dictionary
desperate	disastrous

Group 1 only

enough	dough
cough	through
though	thorough
although	borough

Group 1 and 2 (bonus Topic Words)

rebellion	volunteer
recruit	campaign



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.