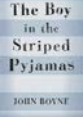


Weekly Overview of Learning

Year Group: 6 Week beginning: 20.11.23

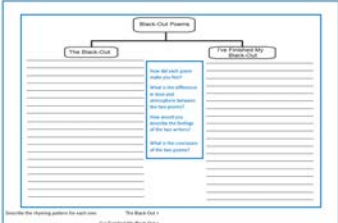

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English	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Reading and Writing</p> 	<p>LI: We are learning to identify themes in a range of war poetry.</p> <p>L.I. We are learning to understand the poet's message and opinions in their poem.</p>	<p>LI: We are learning to identify themes in a range of war poetry.</p> <p>L.I. We are learning to understand the poet's message and opinions in their poem.</p>	<p>Trip to The Imperial War Museum See Topic</p>	<p>LI: We are learning to identify themes in a range of war poetry.</p> <p>L.L. We are learning to use facts from our research of WW2 to create a poem written in role as an evacuee.</p>	<p>INSET DAY</p>
<p>Speaking and Listening Focus</p>	<p>Think, Pair, Share Children to discuss differences in tone and atmosphere between two poems.</p>	<p>Think, Pair, Share Children to analyse the poem and think about what the poem is about. What is happening?</p>	<p>Trip to The Imperial War Museum See Topic</p>	<p>Cold Calling What would a child evacuee experience? What would they be thinking and feeling as they wait on the platform?</p>	<p>INSET DAY</p>
<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p>Key Vocabulary: Dulce et decorum est, patriotic, irony, thoughts, feelings, predict, empathy, imagery,</p> <p>Key Questions: What is the difference in tone and atmosphere between the two poems? How would you describe the feelings of the two writers? What is the conclusion of the two poems?</p>	<p>Key Vocabulary: thoughts, feelings, predict, empathy, imagery,</p> <p>Key Questions: Children to analyse the poem and think about what the poem is about. What is happening? Who is the poem about? What is the main message that the author is trying to make clear? What is it that the writer is using to help them cope with being away from their loved ones?</p>	<p>Key Vocabulary:</p> <p>Key Questions:</p> <p>Trip to The Imperial War Museum See Topic</p>	<p>Key Vocabulary: Emotion, evacuation, evacuee, desperate, anxious, farewell, tearful, distraught,</p> <p>Key Questions: What would a child evacuee experience? What would they be thinking and feeling as they wait on the platform? Is the poem organised in a particular way? Whose point of view is it showing? How do you know?</p>	<p>Key Vocabulary:</p> <p>Key Questions:</p> <p>INSET DAY</p>

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<p>Activities</p>	<p>Starter activity: Re-read the poem The Black-out from last week and the new poem, I've Finished My Black-out. Children to compare poems (reading domains 2f and 2h) What is the difference in tone and atmosphere between the two poems? How would you describe the feelings of the two writers? What is the conclusion of the two poems? Explain how writer's opinions can be expressed within a poem. Look again at the Wilfred Owen Poem Dulce et Decorum est. Ask them to recall from yesterday, what opinion was Wilfred trying to suggest when he wrote the poem? The children will then write their own explanation of comparing the two Black-out poems. Thinking particularly about what message or opinion the writer is trying to express.</p> 	<p>This lesson will be focussing on how writers reveal the 'message' behind their poem. The children will see how all aspects of the war were written about and turned into poetry. The children will study two main poems and work in groups to try and unpick the meanings behind the verses. The first poem is: 'Empty Your Pockets'. The second poem is 'Letter from Italy'. The children will complete some comprehension questions based on the poems - focussing on the author's opinion and meaning.</p>	<p>Trip to The Imperial War Museum See Topic</p>	<p>After revising from last week's Topic lesson about children being evacuated in WW2, the children will consider the thoughts, feelings and experiences the evacuees would have had. They will record these on a defining frame. They will read several poems about Evacuation and analyse the structure and how the author has included suitable factual detail to make the poem effective. They will then use the defining frame and their analysis of the other poems to write their own poem - in role - as a child who is being evacuated.</p> 	<p>INSET DAY</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><u>LI: To compare and order fractions.</u></p>		<p><u>LI: To add and subtract fractions.</u></p>	<p><u>LI: To add and subtract fractions.</u></p>	<p><u>LI: To add mixed numbers.</u></p>
<p>Key vocabulary and key questions</p>	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -common denominator -common multiple -order -compare <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -How could you use a number line or a bar model to help you compare the fractions? - If the denominators are the same, how do you compare the fractions? - Is one denominator a multiple of the other? -If one denominator is not a multiple of the other, what do you need to do to be able to compare the fractions? - How is comparing mixed numbers different from comparing proper fractions? How is it similar? 	<p>Third space learning</p> <p>Arithmetic Paper</p>	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -common denominator -common multiple -add -subtract <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -Do the fractions have the same denominator? - When are two fractions equivalent? - How can you find a common denominator? - How many of the fractions do you need to convert? - Now the denominators are the same, how do you add/ subtract the fractions? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -common denominator -common multiple -add -subtract <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -Do the fractions have the same denominator? -What is the first common multiple of and ? -How many of the fractions do you need to convert? - How do you know if your answer is in its simplest form? - Do you need to convert your answer to a mixed number? Why or why not? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -mixed number -improper fraction -partition -convert -add <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -How can you partition the mixed numbers? - How can the addition be rewritten to make it easier? - In this question, is it easier to deal with wholes and fractions or to use improper fractions? Why? - How do you convert a mixed number into an improper fraction? - Are there any improper fractions in the answer? What can you do about this?

Weekly Overview of Learning

Year Group: 6 **Week beginning: 20.11.23**

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<p>Activities</p>	<p>Today, the children will compare and order fractions with the same denominator. The children will first need to use their knowledge of equivalent fractions to find a common denominator in order to compare. They will begin by using bar models to help compare fractions. They first work with pairs of fractions where one denominator is a multiple of the other and then look at pairs of fractions where the denominators are not multiples of each other, using their knowledge of multiples and common multiples. The children will be encouraged to find the first common multiple. Once the children are confident expressing fractions with a common denominator, they use this to order fractions.</p>		<p>To recap, the children will add and subtract fractions with the same denominator to remind themselves that where the denominators are the same, they need to add/ subtract the numerators and leave the denominator unchanged. The children will build on previous learning to use equivalent fractions to add and subtract fractions where one denominator is a multiple of the other. They start by using bar models before moving on to finding the first common multiple of the denominators. As the focus is on addition and subtraction of simple fractions, children are not yet required to work with improper fractions and mixed numbers as this will be looked at later.</p>	<p>Following on from the previous lesson, the children add and subtract fractions where the denominators are not multiples of each other. They will use bar models and then move on to finding the first common multiple of the denominators. Once this is secure, they add up to three fractions or subtract fractions with different denominators. Children add fractions with answers greater than one, but do not add and subtract mixed numbers until the next lesson.</p>	<p>In today's lesson, children explore adding the wholes and fractional parts separately. This is usually the most efficient method, but converting to improper fractions and then adding is an alternative. Questions begin with fractions with the same denominator and then move on to fractions with different denominators.</p>
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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: Shadows

Lesson 3

L.I. We are learning to create ideas for a response to music.

LI: We are learning to evaluate others' performances and offer feedback.

In this lesson children will:

- Develop ideas for a creative response to music.
- Listen to and appraise others' performances.
- Perform in front of an audience.

Warm-up: What do I know?

- Begin to learn *What do I know?* by Ed Sheeran.
- Learn the chorus 'We could change this whole world with a piano....'
- Play the whole song and sing in the choruses while you listen to the verses.
- Can someone sing a solo verse?
- Practise the song at home after the lesson.

ART - Kapow

Unit: Judaism

Lesson 3

LI: We are learning to understand the main teachings of the Shema prayer in Judaism.

LI: We are learning to explain the use of prayer aids in religion.

This week the children will explore the declaration that is made to Judaism by all the Jews around the world. Shema is one of the most important **Jewish** prayers and it is one of the first prayers that is learnt by Jewish children. The children will create their own Mezuzah that is made to hold the Shema prayer.



Spanish – Language Angels

Unit: OAA

Lesson 3

L.I. We are learning to develop tactical planning and problem solving.



In this lesson children should be able to:

- Listen carefully to the rules.
- Take time to discuss possible solutions.

Unit: Badminton

Lesson 3

L.I. We are learning to use a variety of shots to keep a continuous rally going.



In this lesson children should be able to:

- Send the shuttlecock high to your partner so that you give them more time to return it.
- Stand in a ready position in the centre of your court when waiting for a shuttlecock.

PSHE - Jigsaw

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Unit: Artist study

Lesson 1 continued

LI: We are learning to interpret a picture and suggest its meaning.

In this lesson the children will explore artwork created by David Hockney and discuss what they can see.

My Parents
1977



The children will have to describe what they can factually see before exploring the artwork in depth by answering the following questions:

Do these people remind you of anyone that you know? Why?

How does this painting make you feel?

How might the people in this painting feel?

What might you be able to hear?

What do you think happened before this moment in time?

What might happen next?

Who do you think speaks first? What might they say?

Unit: Healthy Lifestyle

Lesson 4

LI: To improve their range of vocabulary by learning key language for activities they do and do not do to keep fit.

In this lesson pupils will complete class survey using the new phrases key language for activities they do and do not do to keep fit to interview each other. Target question is on the sheet and pupils reply with the phrases as seen on the IWB.



Unit: Celebrating Difference

Road Safety

LI: We are learning to learn how to take responsibility for personal safety around roads.

By the end of the lesson the children should be able to:

- explain how and why to keep safe near roads
- identify and assess potential risks on or near roads
- identify safer routes for making short, local journeys on foot

This week, the children will explore how the roads are made safe for them and how they can promote road safety in their everyday life e.g using pelican crossings.



This lesson the children will create their own map from a location of their choice to school and add in features to make their journey as safe as possible.



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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p>UNIT: Evolution and Inheritance. Lesson 2</p> <p><u>L.I. We are learning to demonstrate understanding of the scientific meaning of adaptation.</u></p> <p><u>L.I. We are learning to explain that adaptations are mutations and identify adaptive traits.</u></p> <ul style="list-style-type: none">● I can understand that adaptations are mutations.● I can identify adaptive traits <p>The children will learn how an adaptation is a physical trait or behaviour that a species has evolved which gives it an advantage for population survival. Many species are in direct competition with each other for limited natural resources such as food and space. Adaptations allow animals to better compete for resources and reproduce to aid species survival in their habitat or environment.</p> <p>They will learn how adaptation - through mutations - are not on purpose, but are accidental. Some create a disadvantage for the species concerned, while others may give it an advantage over others in a population within a habitat. This can allow those without it to become extinct while those with the adaptive trait survive and pass this adaptive trait onto future generations.</p>	<p>Unit: Britain at War Imperial War Museum</p> <p>L.L. We are learning to use artefacts from WW1 and WW2 to find out about the past.</p> <p>This week the children will go to the Imperial War Museum and explore the exhibitions which will be linked to our learning in this term. The children will have the opportunity to see a range of primary resources that will evoke feelings and questions. During the session, the children will complete a workbook that will be focussed on particular exhibitions.</p>  <p>LONDON IWM London</p>	<p>Unit: Website Creation Lesson 4</p> <p>L.I. We are learning to recognise the need to preview pages.</p> <p>Today learners will revise how to create their own web page in Google Sites. Using their plan from previous lessons, learners will create their own web page/ home page. They will preview their web page as it appears on different devices and suggest or make edits to improve the appearance of the page across the devices.</p> <ul style="list-style-type: none">● I can add content to my own web page● I can preview what my web page looks like● I can evaluate what my web page looks like on different devices and suggest/make edits <p>Adding content to your web page</p> <p>Today you are going to revise how to add content to a web page and use your plans from previous lessons to create a home page in Google Sites.</p>  <p>Then you will check what the content looks like on different devices.</p>

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They will then research how different animals and some plants have adapted to their environment due to mutations.



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 and 2

recognise	rhyme
recommend	rhythm
relevant	sacrifice
restaurant	secretary

Group 1 only

wary	aisle
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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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	weary	isle		
	who's	aloud		
	whose	allowed		
	Group 1 and 2 (bonus Topic Words)			
	inheritance	genes		
	acquired	characteristic		