


Weekly Overview of Learning

Year Group: 6 Week beginning: 22.01.24


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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 improve and edit a piece of text using narrative technique</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>LI: To write a fantasy story in the third person.</u></p> <p><u>LI: To apply narrative techniques to effectively illustrate a short film.</u></p> <p>HOT TASK</p>	<p><u>L.I. We are learning to show our understanding of reading comprehension by completing a timed written assessment</u></p>	<p>Spelling Test</p> <p><u>L.I. We are learning to use hyphens to avoid ambiguity and identify where they need to go in a sentence.</u></p>
<p>Speaking and Listening Focus</p>	<p>Think Pair Share</p> <p>Tee children will read their started drafts from last week and peer assess their partners for good points and suggest improvements.</p>	<p>Think, Pair, Share</p> <p>Children will scan a piece of text in pairs to locate evidence to answer retrieval type questions.</p>	<p>Think Pair Share</p> <p>The children will recap the sequence of events that take place in the film Alma to ensure that they are able to sequence events chronologically in their narratives.</p> <p>HOT TASK</p>	<p>Assessment</p>	<p>Cold Calling</p> <p>Children to complete the 'now your turn' sections of the therapy on their white boards and share their conclusions and outcomes for feedback.</p>
<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p>Key Vocabulary: structure, cohesion, narrative, description, atmosphere, sentence structure, tense, third person</p> <p>Key Questions: As the writer, what do you need to ensure you do when writing the ending? Can you identify the different emotions and how they are suggested?</p>	<p>Key Vocabulary: skim, scan, evidence, opinion, point, explain, support,</p> <p>Key Questions: 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>Key Vocabulary: tense, features, narrative, structure, character, thoughts, feelings, sentence structure, atmosphere, suspense, drama</p> <p>Key Questions: -What tense is it written in? -What will be included in the beginning? -How will you effectively portray Alma's story? -How will you portray the change in Alma's mood and thoughts? - How can you make sure your short story does not sound like a recount? - The story has a dramatic end - how will you ensure this is effectively portrayed?</p>	<p>Assessment</p> <p>Key Questions: Before starting the test the children will revise test technique: e.g. skimming and scanning, PEP for 3 mark questions etc.</p>	<p>Key Vocabulary: hyphen, ambiguity, compound adjective, formal phrase,</p> <p>Key Questions: Which sentence is punctuated correctly with a hyphen? Where does the hyphen go in this sentence? Which words in the sentence need to have a hyphen? Why?</p>

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<p>Activities</p> <p>PART ONE 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>PART TWO The children will use the ambitious vocabulary WORD MAT to help them compose suitable multi-clause sentences for different parts of the Alma story.</p>  <p>SHARED WRITING The children will then work in pairs to write a draft of Alma - incorporating their new multi-clause sentences and short snappy sentences for effect.</p>	<p>The children will be given selected text extracts where they will need to use retrieval skills to answer questions in the style of SATs papers to increase accuracy in SATs based assessments.</p> <p>They will use the scanning technique to locate key words and phrases and then decide which ones are needed to answer the question and then work collaboratively to answer to give an answer which fits the requirements of the mark scheme.</p> <p>The children will then have opportunities to feedback their answers and self-evaluate their responses with the aim to become more focussed and accurate for the next set of questions.</p>	<p>Today the children will be writing a narrative (Hot Task) about the film Alma in the third person. They will be applying their learning from previous lessons to write the final piece focusing on making effective language choices and applying a range of descriptive techniques such as expanded noun phrases, prepositional phrases, adverbs, powerful adjectives and figurative language to bring the story to life.</p> <p>They will check their writing against the success criteria which has now been established.</p> <table border="1" data-bbox="981 686 1328 976"> <tr> <td>ALMA NARRATIVE – WRITING A FANTASY STORY IN THE THIRD PERSON, BASE ON A SHORT FILM</td> <td>Have you been successful?</td> </tr> <tr> <td>Success Criteria</td> <td></td> </tr> <tr> <td>Written in the third person</td> <td></td> </tr> <tr> <td>Written in the past tense</td> <td></td> </tr> <tr> <td>Multi-clause sentences included to move the story on</td> <td></td> </tr> <tr> <td>Varied sentence openers</td> <td></td> </tr> <tr> <td>Descriptive language to show character actions, thoughts and feelings (adverbs, expanded noun phrases, figurative language)</td> <td></td> </tr> <tr> <td>Maintain level of detail and description throughout</td> <td></td> </tr> <tr> <td>Shorter sentences to add atmosphere and tension</td> <td></td> </tr> <tr> <td>Clauses in sentences correctly marked with commas, dashes or brackets.</td> <td></td> </tr> <tr> <td>NEXT STEP</td> <td></td> </tr> </table>	ALMA NARRATIVE – WRITING A FANTASY STORY IN THE THIRD PERSON, BASE ON A SHORT FILM	Have you been successful?	Success Criteria		Written in the third person		Written in the past tense		Multi-clause sentences included to move the story on		Varied sentence openers		Descriptive language to show character actions, thoughts and feelings (adverbs, expanded noun phrases, figurative language)		Maintain level of detail and description throughout		Shorter sentences to add atmosphere and tension		Clauses in sentences correctly marked with commas, dashes or brackets.		NEXT STEP		<p>The children will complete a formal written reading comprehension test to gauge attainment and areas for improving.</p>	<p>The children will start by considering the rules that: A hyphen is a punctuation mark that looks like a small horizontal line. Rather than a dash - which hold parts of a sentence together - hyphens join together words, or parts of words.</p> <p>Hyphens are useful as they can clarify the meaning of a word or phrase and avoid ambiguity in writing. They help avoid confusion between words that look the same but have different meanings.</p> <p>They will learn how hyphens can be used to form a compound adjective.</p> <p>They will complete practise tasks to show how hyphens can be used to join together two nouns of equal importance to create a new noun or adjective.</p> <p>They will see how hyphens can be used to avoid combining letters and sounds which could be difficult to say or write if they did not have a hyphen.</p> <p>Hyphens can be used to link words which go together to create a formal phrase.</p> <p>Children will be using their whiteboards to participate in today's learning. They will do both paired and independent work.</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
	<u>LI: To explore one and two-step functions.</u>	<u>LI: To add and subtract fractions with different denominators and mixed numbers.</u>	<u>LI: To form algebraic expressions using letters to represent numbers.</u>	<u>LI: To find values of expressions by substituting numbers in place of the letters.</u>	<u>LI: To explore formulae and substitute into formulae to work out values.</u>
Key vocabulary and key questions	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> -input -function -output -one step -two step -inverse -rule <p><u>Key Questions</u></p> <ul style="list-style-type: none"> -Does your rule work for all the sets of numbers? Which function should you apply first? What happens if you do not follow the functions in the correct order? -What is the inverse of ___ ? -When given the output, which function should you do first? - What is the input if the output is ___? • What is the missing function if the 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> -add -subtract -improper fraction -common denominator -equivalent fraction -common multiple <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? -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? 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> -unknown -expression -input -function -output -operation <p><u>Key Questions</u></p> <ul style="list-style-type: none"> -What could x represent? - How can you represent this expression using a bar model? -How else can you write a + a? -What is the same and what is different about the expressions $x + 5$ and $5x$? - If the input is p, what is the output? - If m is the input, what is the output after the first operation? What is the output after the second operation? 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> -substitute -unknown -expression -input -function -output -operation -value <p><u>Key Questions</u></p> <ul style="list-style-type: none"> -If 1 cube is worth ___, what are 3 cubes worth? - What does $4x$ mean? If you know the value of x, how can you work out the value of $4x$? - What does "substitute" mean? - How can you represent the expression as a bar model? Which parts of the bar model can you replace with a number? What is the total value of the bar model? 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> -formulae -expression -operation -value -substitute <p><u>Key Questions</u></p> <ul style="list-style-type: none"> -What is a formula? - What formulae do you know? -How is a formula similar to/different from an expression? - What is the formula for ? - If the formula is $t = 3s + 1$ and you know that $s =$, how can you work out t? - Which letter(s) do you know the value of? Which letter(s) can you work out?

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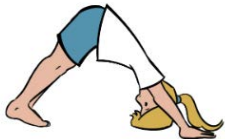

	input is _____, the output is _____ and one of the functions is _____?	-In this question, is it easier to deal with wholes and fractions or to use improper fractions? Why? -How can you partition the mixed number?		- Which part of the expression can you work out first? What is the total value of the expression?	
Activities	Today, the children will be starting a new unit: algebra. To help with their understanding, they will be exploring using function machines. The children will learn the meanings of the terms "input", "output", "function" and "rule". At first, they are given a number, told what to do to it using any of the four operations and calculate the output. They then move on to finding the input from a given output, using inverse operations. Finally, children explore examples where the input and output are given, but the function is not, recognising that the one rule may fit for some of the numbers given, but not for all. They will then move on to explore function machines with two steps.	Third Space Reasoning Paper Today, in continuation from last week, the children will be recapping how to add and subtract fractions with different denominators and mixed numbers. Bar models and visuals will be used to represent the fractions and support the learning. The children will apply these methods to describe and generate linear number sequences.	In today's lesson, the children will be forming algebraic expressions using letters to represent numbers. They will learn that phrases such as "2 more than a number" can be written more simply as, for example, " $x + 2$ " or " $y + 2$ ". They also learn the convention that, for example, " $3t$ " means 3 multiplied by t ; as multiplication can represent repeated addition, this is also a simpler way of writing $t + t + t$. They use cubes and base 10 ones to represent expressions, with each cube representing an unknown number, x (or any letter), and the ones representing known numbers. Bar models will also be used to support the learning.	Today, the children find values of expressions by substituting numbers in place of the letters. They will explore that the same expression can have different values depending on what number is substituted into it. Before working with letters, the children will explore concrete and pictorial representations. By assigning values to, for example, a square and a triangle, they can work out square + triangle. Similarly, building on representations from the previous lesson, if they assign a value to a cube, they can work out the value of an expression. They will then move on to substituting numbers into abstract algebraic expressions such as $3a + 1$, linking to the earlier learning of function machines.	Today, the children are introduced to formulae using symbols for the first time, although they will be familiar with the idea of a formula in words, for example area of a rectangle = length \times width. Building on the previous lessons, the children substitute into formulae to work out values, noticing the effect that changing the input has on the output. The children will explore the difference between a formula and an expression, noticing that an expression does not have the equals sign, but a formula does.

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;">Unit: Dona Nobis Pacem Lesson 2</p> <p>L.I. We are learning to practise scales and explore musical textures.</p> <p>In this lesson, the children will be using their voices to sing a variety of scales and lyrics. This will take place by modelling from an adult and the children singing back. During the singing, the children will be learning the second section of the round and recapping monophonic and polyphonic textures.</p> <p>Children will:</p> <ul style="list-style-type: none"> • Practise scales, arpeggios, and Section 3 of the round. • Learn Section 2 of the round. • Recap monophonic and polyphonic textures. • Identify these musical textures in 17th-century sacred music from Europe. 	<p style="text-align: center;">Unit: Portraying Faith Lesson 3</p> <p><u>L.I: To present a religious story as a storyboard and understand why stories are presented in different forms.</u></p> <p>The children previously looked at stained glass windows and how they depict bible stories. One of the reasons stained glass windows were created was so that stories could be told to people who could not read.</p> <p>Storyboards have a similar purpose- they allow for a younger audience to learn a story as they summarise main events and have a sequence of pictures to support the text.</p> <p>The children will then watch a video of the story of Jonah and the whale. While listening, they will be asked to think about how they would summarise the story and retell it in a story map. They will be asked to think about what happens at the beginning, middle and end.</p> <p style="text-align: center;">Think Pair Share</p> <p>With the person next to them, they will work out how to summarise the story into 6 key parts. They will then independently retell the story of Jonah and the whale as a storyboard, completing the text for each part of the story and then drawing a picture.</p>	<p style="text-align: center;">Unit: Yoga Lesson 3</p> <p>L.I. We are learning to create our own flow showing control, balance and technique.</p> <p style="text-align: center;">Success criteria:</p> <ul style="list-style-type: none"> •Move in time with your breath. •Use poses that challenge you.  <p style="text-align: center;">Unit: Dance Lesson 3</p> <p>L.I. We are learning to use changes in dynamics in response to a stimulus</p> <p style="text-align: center;">Success criteria:</p> <ul style="list-style-type: none"> •Use counts of 8 to help you to stay in time with each other. •Use strong, confident actions. 

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ART - Kapow	Spanish – Language Angels	PSHE - Jigsaw
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Unit: Artist study
Lesson 2 (Continued this week)

LI: We are learning to apply interpretation skills to analyse and respond to an abstract painting.

This week the children will explore and respond to art work created by Fiona Rae by describing how the painting makes them feel and why. The children will also have to come up with a name for the painting and understand that her paintings can be interpreted in many different ways as they are abstract art.

The children will then recreate one of her paintings, picking out the main geometric shapes. If, for example, the painting makes them feel happy and reminds them of a day at the beach, they must try to

Unit:
Lesson 3

LI: We are learning about regular Spanish -ER verbs.

The children are going to learn more about Spanish verbs and in particular regular Spanish –ER verb. The children will revisit how to create a verb stem from the infinitive form of the verb. They will be introduced to the conjugation of a range of regular -er verbs dependent on the personal pronoun.


Unit: Dreams and Goals
Lesson 3

LI: We are learning to identify problems in the world that concern me and talk to other people about them.

LI: We are learning to recognise the emotions that we experience when we consider people in the world who are suffering or living in difficult situations.

This week, the children will be discussing what fair means to them. The children will explore different scenarios and discuss their thoughts and feelings surrounding it. The children will emphasise how those affected may be feeling and what could be done to support and help them.

After the class discussions, the children will state their dream for the world based on topics discussed in today's lesson.



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represent these same themes in their interpretive artwork.



Personal Pronoun	Stem	Ending
yo	com	o
tú	com	es
él	com	e
ella	com	e
nosotros	com	emos
nosotras	com	emos
vosotros	com	éis
vosotras	com	éis
ellos	com	en
ellas	com	en

Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p>Unit: Evolution & Inheritance Lesson 8 <u>L.I.Group living things by looking at the classification system in more detail.</u> <u>To use a branching key to differentiate and identify different varieties of the same species</u></p>	<p>Unit: Britain at War Lesson 14 LI: We are learning to compare and contrast leadership during WW2. In today's lesson, the children will explore</p>	<p>Unit: Variables in Games Lesson 3 LI: We are learning to choose how to improve a game by using variables.</p>

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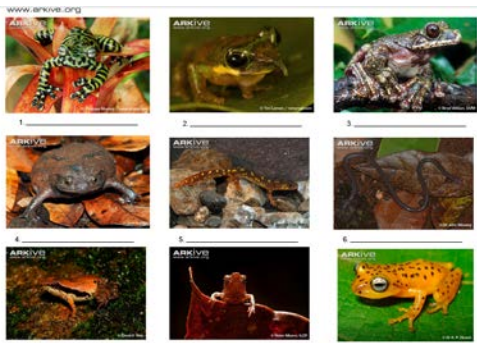
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After creating a branching key from last week, the children will use pre-made ones to identify more complex characteristics.

They will use two types of branching key: One will be in a list form. This is when the questions are considered and then, depending on the answer, you jump to a new step in the sequence of questions. They will use this to identify various different rodent species.

They will then use a challenging branching key to identify different species of frog.



that leaders from different nations were making decisions that affected the direction of the conflict and outcomes. The children will discuss the significance of the different leaders' beliefs and actions. To help consolidate the children's learning on the impact the leaders had on the course of the war they will explore questions, such as 'Why did Japanese troops bomb Pearl Harbor? Do you think the United States was forced into the Second World War? How did the decisions of different leaders create significant turning points in the conflict?'



Learners apply the concept of variables to enhance an existing game in Scratch. They predict the outcome of changing the same change score block in different parts of a program, then they test their predictions in Scratch. Learners also experiment with using different values in variables, and with using a variable elsewhere in a program. Finally, they add comments to their project to explain how they have met the objectives of the lesson.

Success Criteria:

- I can decide where in a program to change a variable
- I can make use of an event in a program to set a variable
- I can recognise that the value of a variable can be used by a program



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

Spelling and dictation – Remember to try and use these words in sentences to show that you understand their meanings.

Maths



Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in

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<p>complete tasks in your purple task book.</p> <p>Your teacher will check and sign your work once every two weeks.</p> <p>Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.</p> <p>Doodle Spell – log in to your account at least 3 times this week.</p>	<p>Group 1 only</p> <table border="1"> <tr> <td>confide</td> <td>flamboyant</td> </tr> <tr> <td>immensely</td> <td>inanimate</td> </tr> <tr> <td>magnanimously</td> <td>deceit</td> </tr> <tr> <td>undaunted</td> <td>snivelling</td> </tr> </table> <p>Group 1 and 2</p> <table border="1"> <tr> <td>cemetery</td> <td>competition</td> </tr> <tr> <td>committee</td> <td>conscience</td> </tr> <tr> <td>communicate</td> <td>conscious</td> </tr> <tr> <td>community</td> <td>controversy</td> </tr> </table> <p>Group 1 and 2 (bonus Topic Words)</p> <table border="1"> <tr> <td>dictator</td> <td>enlist</td> </tr> <tr> <td>liberate</td> <td>resistance</td> </tr> </table>	confide	flamboyant	immensely	inanimate	magnanimously	deceit	undaunted	snivelling	cemetery	competition	committee	conscience	communicate	conscious	community	controversy	dictator	enlist	liberate	resistance	<p><u>Doodle Maths</u> – Log on to your account at least three times this week.</p> <p>We will be checking to see who has accessed their account the most!!</p> <p>Work to reach your target – are you in the green zone yet?</p> <p><u>Times Tables Rockstars:</u></p> <p>It will help you to practise your multiplication facts.</p>	
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