


Weekly Overview of Learning

Year Group: 6 Week beginning: 25.03.24



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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>LI: We are learning to explore a chapter in the text through comprehension questions.</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>LI: We are learning to explore a chapter in the text through comprehension questions.</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>BANK HOLIDAY</p>
<p>Speaking and Listening Focus</p>	<p>COLD CALLING</p> <p>Children will have a number from 1-4, the class teacher will call a number those children will then need to contribute their ideas.</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>COLD CALLING</p> <p>Children will have a number from 1-4, the class teacher will call a number those children will then need to contribute their ideas.</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>Key vocabulary and Key Blooms higher order thinking questions</p>	<p><u>Key Vocabulary:</u> bemused, reconciliation, trepidation, expounding, trawled, listlessly, minuscule, beetling, revive, haunches,</p> <p><u>Key Questions:</u> * How does Michael & Kensuke's relationship change again? * What was the good thing Kensuke said for Michael, and what was the sad thing Kensuke said about himself? * What was the reason Kensuke gave for it not being a good idea for Michael to stay on the island?</p>	<p><u>Key Vocabulary:</u> skim, scan, evidence, opinion, point, explain, support,</p> <p><u>Key Questions:</u> 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><u>Key Vocabulary:</u> throbbled, rarely, erstwhile, tenderly, vaulted, rudimentary, rummage, nimbly, footsure, affliction, conspiratorially, enunciated, outriggers, sparsely</p> <p><u>Key Questions:</u> * How does Michael & Kensuke's relationship change again? * What was the good thing Kensuke said for Michael, and what was the sad thing Kensuke said about himself? * What was the reason Kensuke gave for it not being a good idea for Michael to stay on the island?</p>	<p><u>Key Vocabulary:</u> skim, scan, evidence, opinion, point, explain, support,</p> <p><u>Key Questions:</u> 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>	

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<p>Activities</p>	<p>Today we will read another chapter of the book. Kensuke helps Michael and their relationship changes significantly. In this chapter we will explore how the relationship changes and the reasons for this. We will also consider what may happen in the rest of the text. The children will be completing comprehension questions about this chapter.</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 we will read another chapter of the book. Kensuke helps Michael and their relationship changes significantly. In this chapter we will explore how the relationship changes and the reasons for this. We will also consider what may happen in the rest of the text. The children will be completing comprehension questions about this chapter.</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> 	
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<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Opal TEXT - Rebecca's World Author - Terry Nation</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 calculate the mean as an average.</u></p>	<p><u>LI: To describe coordinates in the four quadrants.</u></p>	<p><u>LI: To measure and classify angles.</u></p>	<p><u>LI: To calculate missing angles.</u></p>	<p><u>BANK HOLIDAY</u></p>
<p>Key vocabulary and key questions</p>	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> -mean -average -whole -part -total -divide <p><u>Key Questions</u></p> <ul style="list-style-type: none"> -How can you calculate the total number of ____? -What operation do you use to share equally? -How can you use the total to calculate the mean? - Why would you want to find the mean of a set of data? - For what sets of data would it be useful to calculate the mean? -How can you use the mean to work out missing information? 		<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> -right angle -acute angle -obtuse angle -reflex angle -protractor -degrees -classify <p><u>Key Questions</u></p> <ul style="list-style-type: none"> -What are the four types of angles? - How many degrees are there in a right angle? - How can you describe an acute/obtuse/reflex angle? - How can you use a protractor to measure an angle? Where on the angle do you place the protractor? - Does it matter which end of the protractor you start from? - How can you use a protractor to measure a reflex angle? 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> -straight line angle -right angle -angles around a point -part/whole -add -subtract <p><u>Key Questions</u></p> <ul style="list-style-type: none"> -How can you calculate angles without using a protractor? - What sort of angle is shown by a square marker? - What do angles within a right angle add up to? -What do angles on a straight line add up to? - What do angles around a point add up to? - Which angles are already given? How can you use these to calculate the missing angle? - Is there more than one way to work out the answer? 	

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Activities	Today, the children will calculate and interpret the mean as an average. We will begin by discussing what an average is and why averages are useful to summarise sets of data. We will explore the mean and how it is calculated, using concrete representations to model sharing out items to help children to make sense of the formula: $\text{mean} = \frac{\text{total number}}{\text{number of items}}$. When children are confident in finding the mean, they will be challenged to find missing data values if the mean is known. They will recognise that the first thing they need to do is to multiply to find the total.	Third Space Arithmetic Paper Today, the children will recap reading and plotting coordinates in all four quadrants and will move onto problem solving questions that apply these skills.	Today, the children will be measuring angles using a protractor and then classifying them as to whether they are an acute, right, obtuse or reflex angle. The children will be encouraged to estimate the size of an angle before measuring it, as they are then less likely to read the wrong scale on the protractor. For example, if an angle is seen to be less than a right angle, its size will be less than 90° .	Previously, the children learnt that angles on a straight line add up to 180° and angles around a point add up to 360° . That learning is revisited in today's lesson, with children calculating missing angles from given information. The children will start by calculating missing angles within a right angle, using mental or written strategies to subtract the given angle(s) from 90° . They then revisit angles on a straight line and angles around a point. The children will explore both methods: subtracting each known part from the whole in turn; and adding the known parts together and subtracting this from the whole. Bar models will be used to support the learning.	
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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: Lesson 6 continued</p> <p>LI: We are learning to explore rhythmic compositions, using provided melodies.</p> <p>This week we will:</p> <ul style="list-style-type: none">● Recap the three sections of the round and sing the whole song in unison.● Sing the whole song as a round in three parts.● Continue the composing activity started the previous lesson.● Perform and record the pieces. <p>In this music lesson, children will focus on three main objectives. Firstly, they will review and sing the entire song "Dona nobis pacem" both in unison and as a round in three parts. Secondly, they will continue their composing activity from the previous lesson, where they will add melody to their rhythm compositions using provided chord notes and percussion instruments. Lastly, children will rehearse, perform, and potentially record their compositions.</p> 	<p>Unit:</p> <p>BANK HOLIDAY</p> <p><u>L.I. We are learning to relax and enjoy some time at home with our families</u></p>	<p>Unit: Gymnastics Lesson 11</p> <p>LI: We are learning to create a group sequence using formations and apparatus.</p> <p>Social: To discuss, plan and create a group sequence using apparatus.</p> <p>Emotional: To be confident to perform in front of others.</p> <p>Thinking: To identify what makes a good performance and use this to provide feedback to others.</p> 

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ART - Kapow	Spanish – Language Angels	PSHE - Jigsaw
<p>Unit: Sculpture & 3D: Making memories Lesson 2 continued:</p> <p>LI: We are learning to explore the concept of self through a range of different mediums. The children will be shown a range of sculptures that the children will discuss using the questions below:</p> <p>What inspired these artists? Why did they make three- dimensional art? How have the artists represented their ideas? How have the artists constructed their pieces? Last week the children explored abstract shapes and discussed which types of shapes they would want in their own sculpture. They will use their abstract collages and turn them into cardboard expressions.</p> 	<p>Unit: The weekend Lesson 5</p>	<p>Unit: Healthy Me Lesson 6</p> <p><u>LI: We are learning to recognise stress and the triggers that cause this and understand how stress can cause drug and alcohol misuse.</u></p> <p><u>LI: We are learning to use different strategies to manage stress and pressure.</u></p> <p>The children will consider what they last discussed regarding their mental health and their emotional well, and what strategies they came up with for helping when they were overwhelmed, worried, angry or stressed etc.</p> <p>e.g. go for a walk, listen to some music, read a book, play a sport, talk to someone.</p> <p>They will then consider the question:</p> <p><i>What do you think adults do to help them cope with pressure?</i></p> <p>They will discuss how some adults choose drugs, alcohol or other harmful methods to help them when they are stressed. It can be difficult for some people to realise that they are misusing substances because of their stress and pressure, and because it can be a gradual change. Misusing alcohol (or indeed drugs or smoking) is not the cure - and they can actually make problems worse in the long term and cause a lot of permanent damage to that person's emotional well.</p>

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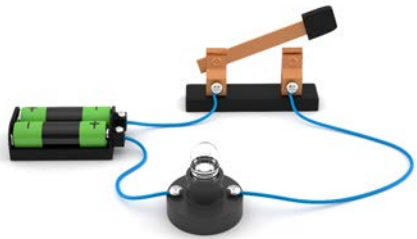
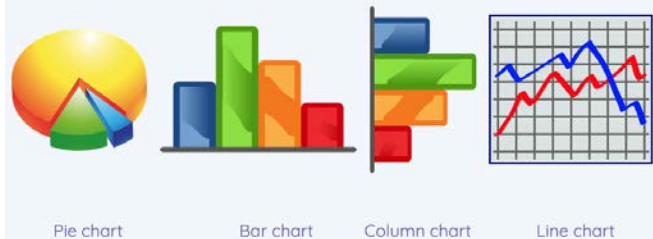
		<p>Using their thoughts before half term and linking it to this situation, the children will make a 'stress management cube'. This will have six circumstances, one per side, that they feel cause them to become stressed and a strategy which they could use as a suggestion to help them, from the earlier discussion in the lesson.</p> <p>e.g. When I'm not included in a game or the others are not following the rules, I get stressed. When I feel stressed, I could tell an adult so that they can help me to find a solution.</p>
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Science - Wellington Curriculum	Topic (Geography) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p>Finishing off from last week <u>Complex electrical circuits</u> <u>L.I. We are learning to explain how to wire up a simple series circuit.</u></p> <p>After building their simple series circuit from last week, the children will use battery holders and bulb holders to help hold all the components in place. They will relate the internal connections of these holders to how the batteries and bulbs need to be connected.</p> <p>They will extend this to controlling their circuits by making a switch to open and close a gap in the circuit which will start and stop the flow of current.</p>	<p>Unit: Frozen Kingdoms BANK HOLIDAY</p>	<p>Unit: Introduction to spreadsheets Lesson 6</p> <p>LI: We are learning to systematically present data.</p> <ul style="list-style-type: none"> ● I can produce a chart ● I can use a chart to show the answer to a question ● I can suggest when to use a table or a chart <p>This week the children will explore a range of different charts that they studied last week in Maths. They will then learn how to present their set of data in a range of different charts on excel. After exploring all of the charts, the children will then decide which chart works best for their data and audience.</p>

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		<p>Different charts</p>  <p>Pie chart Bar chart Column chart Line chart</p>
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Homework

Homework is set on a Thursday. Where applicable, it should be returned by the following Monday. Weekly spellings are set Friday to Friday - with tests on Friday.

Reading/Spelling and Grammar	Maths	Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in						
<p>Please read for at least 20 minutes every day and 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</p>	<p style="text-align: center;"></p> <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>							
<p><u>Spelling and dictation</u> – Remember to try and use these words in sentences to show that you understand their meanings.</p> <p>Group 1 only</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="padding: 5px;">quadrilateral</td> <td style="padding: 5px;">conversion</td> </tr> <tr> <td style="padding: 5px;">parallel</td> <td style="padding: 5px;">undaunted</td> </tr> <tr> <td style="padding: 5px;">rhombus</td> <td style="padding: 5px;">relieved</td> </tr> </table>	quadrilateral	conversion	parallel	undaunted	rhombus	relieved		
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account at least 3 times this week.

parallelogram	pierce
equilateral	inanimate

Group 1 and 2

relevant	sacrifice
restaurant	secretary
rhyme	shoulder
rhythm	signature

Group 1 and 2 (bonus Topic Words)

agility	wrestled
floundered	haunted