


Weekly Overview of Learning

Year Group: 6 Week beginning: 26.02.24


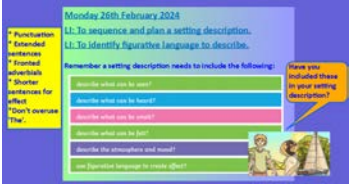
Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

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 sequence and plan a setting description.</u></p> <p><u>LI: To identify figurative language to describe.</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 compose a setting description including figurative language.</u></p>	<p><u>LI: To compose a setting description including figurative language.</u></p>	<p>Spelling Test</p> <p><u>L.I. We are learning to demarcate the start and end of sentences correctly using full stops.</u></p> <p><u>L.I. We are learning to use capital letters accurately in our writing.</u></p>
<p>Speaking and Listening Focus</p>	<p>THINK PAIR SHARE</p> <p>Children will work in a pair to use the descriptive language provided to describe a particular setting. Children will write this on whiteboards.</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 in pairs identify the key features that will be required in our setting description. The children will also develop the success criteria.</p>	<p>THINK PAIR SHARE</p> <p>The children will in pairs identify the key features that will be required in our setting description. The children will also develop the success criteria.</p>	<p>SHOW ME BOARDS</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>Key vocabulary and Key Blooms higher order thinking questions</p>	<p>Key Vocabulary: alliteration, onomatopoeia, similes, personification, metaphor, fronted adverbials, adverbs, adjectives, island, beach, forest, setting</p> <p>Key Questions: What techniques will you use to effectively describe a setting? How will you sequence your setting description? How can you ensure you don't start your figurative language phrases with 'the'? What information needs to be included on your planning sheet?</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: alliteration, onomatopoeia, similes, personification, metaphor, fronted adverbials, adverbs, adjectives, island, beach, forest, setting</p> <p>Key Questions: What techniques will you use to effectively describe a setting? How will you sequence your setting description? How can you ensure you don't start your figurative language phrases with 'the'? How can you ensure your setting description displays good cohesion? Why is it important to balance your description with action?</p>	<p>Key Vocabulary: alliteration, onomatopoeia, similes, personification, metaphor, fronted adverbials, adverbs, adjectives, island, beach, forest, setting</p> <p>Key Questions: What do you need to change from your draft for your final versions? What improvements will you need to do? What techniques will you use to effectively describe a setting? How will you sequence your setting description? How can you ensure you don't start your figurative language phrases with 'the'? How can you ensure your setting description displays good cohesion?</p>	<p>Key Vocabulary: demarcate, subject, verb, object, modifier, independent clause, dependent clause, coordinating conjunction</p> <p>Key Questions: What is an object in this sentence? What is the subject of the sentence? How do you know? What rule is there to help you know? Which words need a capital letter and why?</p>

Weekly Overview of Learning

Year Group: 6 Week beginning: 26.02.24

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


				<p>Why is it important to balance your description with action?</p>	
<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 Today the children will watch a short video that discusses how you can effectively describe settings. They will participate, by generating descriptive phrases using the vocabulary provided on screen. We will then move on to discuss the setting description the children will be writing based on our current class text. We will include the sequence of the setting description as well as the techniques that the author has used to bring the setting to life. The children will be planning their setting description today.</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>PART ONE The children will be grouped and complete a reading therapy which will focus on retrieval skills.</p> <p>PART TWO The children will be writing their first draft of their setting description today. They will be using their plan from Monday and will also have some vocabulary mats to utilise to help with their descriptive language. The children need to make sure that they have a balance of description, figurative language and moving the setting description forward</p> 	<p>Today the children will be using their edited and marked first draft of the setting description to write their final version.</p> <p>They will need to check the feedback from their first draft and make sure they incorporate these improvements into their final version.</p> <p>They will use a success criteria to self assess their writing before handing in.</p> 	<p>The class teacher will lead the class through this lesson, with participation from the children on show me boards. They will be exploring where to demarcate a sentence correctly and sensibly using full stops and look at which types of words need capital letters.</p> <p>They will learn that a simple sentence contains a subject and a verb, and it may also have an object and modifiers. However, it contains only one independent clause.</p> <p>They will learn how a word is the object: A person, animal, place, thing, or concept that receives the action. Determine the object in a sentence by asking the question "The subject did what?" or "To whom?/For whom?"</p> <p>They will revise what a dependent clause is and what an independent clause is.</p> <p>They will learn to identify a verb and subject of a sentence.</p> <p>Subject: A person, animal, place, thing, or concept that does an action. Determine the subject in a sentence by asking the question "Who or what?"</p> <p>Verb: Expresses what the person, animal, place, thing, or concept does. Determine the verb in a sentence by asking the question "What was the action or what happened?"</p> <p>The children will be given tasks to correctly punctuate a piece of text which has capital letters and full stops missing.</p>

Class Text – Reading Aloud
10-15 mins each day

Opal
TEXT - Wonder
Author - R J Palacio




Ruby
TEXT - Wonder
Author - R J Palacio



Jet
TEXT - Wonder
Author - R J Palacio



Coral
TEXT - Wonder
Author - R J Palacio



Weekly Overview of Learning

Year Group: 6 Week beginning: 26.02.24

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

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: To order fractions, decimals and percentages.</u>	<u>LI: To complete, read and interpret information in tables, including timetables.</u>	<u>LI: To calculate a percentage of an amount.</u>	<u>LI: To calculate a percentage of an amount.</u>	<u>LI: To find the whole amount from given percentage.</u>
Key vocabulary and key questions	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -fraction -decimal -percentage -convert -greater than/less than -equal to -equivalent -ascending/descending <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -What fraction/decimal/percentage is ___ equivalent to? -Which is the greater amount, ___ or ___? How do you know? - Which of the amounts are greater than a half? -Which of the amounts is closer to 1 whole? - Where do these amounts go on a number line? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -interpret -retrieve -column -row -altogether -compare -difference <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -What is the latest bus he can catch? -How long will it take to get from ___ to ___? -What time will it arrive at the station? -How many _____ altogether? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -part -whole -amount -bar model -fraction -lots of -divide -multiply <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -How are percentages and fractions similar/different? -How do you find a fraction of an amount? -How can you represent this question with a bar model? - How many lots of 10/20/25/50% are there in 100%? - What do you need to divide a number by to find 10/20/25/50%? -What strategies could you use to divide by ___ ? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -part -whole -lots of -divide -multiply -bar model <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -How can you find 1%/10%/20%/25%/50% of a number? - How can you use 10% to find 30%? - How can the percentage 36% be made using 1%, 5%, 10%, 20%, 25%, 50% and 100%? - If you know 1% of an amount, how can you work out 37% of that amount? - If you know 1% of an amount, how can you work out 99% of that amount? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -whole -part -amount -bar model -fraction <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -If you know ___% of a number, how can you work out the whole? - How many lots of ___ % are there in 100%? - If you know 23%, how can you find 1%? Once you know 1%, how can you find 100%? - If you know 40%, how can you find 10%? Once you know 10%, how can you find 100%? - How can linking percentages to fractions help you to answer this question?

Weekly Overview of Learning

Year Group: 6 Week beginning: 26.02.24

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

	- Is it easier to convert the numbers to fractions, decimals or percentages?				
Activities	<p>Today, the children will use their conversion skills from recent steps to order and compare fractions, decimals and percentages. They will explore a range of strategies to compare and order numbers, including converting to the same form. The children will discuss if they prefer converting amounts to decimals, percentages or fractions and why. They will also look at strategies such as comparing amounts to a half and whether some amounts are closer or further away from the whole.</p>	<p>Third Space</p> <p>Arithmetic paper</p> <p>Today, the children will be recapping how to complete, read and interpret information from timetables. They will start by retrieving key information from timetables to secure the skill of reading the rows and columns with accuracy. They will move on to apply this skill to solve problems using the information presented in a timetable.</p>	<p>Today, the children will calculate percentages of amounts for the first time. The children will find percentages of amounts that can be completed in one step, for example finding 1%, 10%, 20%, 25% and 50% by dividing by 100, 10, 5, 4 and 2 respectively. Using bar models to represent this allows children to see the links to finding fractions of amounts. They explore different strategies for dividing by these amounts, looking for the most efficient method for the calculation, including moving the digits when dividing by 10 and 100, halving and halving again for dividing by 4, as well as the formal written division method.</p>	<p>In today's lesson, the children build on previous learning by finding percentages of amounts that require more than one step. Using knowledge of how to find 1%, 10%, 20%, 25%, 50%, children find multiples of these amounts. For example, to find 75% they can find 25% and multiply it by 3; to find 60% they can find 10% and multiply it by 6. They then move on to more complex percentages. The children will explore different ways of making percentages without actually calculating the percentages of amounts, for example 45% can be made from 25% + 10% + 10%, 5% × 9, 1% × 45, 50% – 5%. They will then apply this to finding a percentage of an amount using the most efficient method.</p>	<p>Today, the children use their understanding of percentages to find the whole number from a given percentage. This links back to the previous step, as children will have to know how many lots of % are in 100% and multiply accordingly. For example, if they know 20% of a number, then they multiply that by 5 to work out 100%. Once confident with simple percentages such as 1%, 10%, 20%, 25% or 50%, children work out percentages such as 12% that cannot be solved in one step. With examples such as these, children recognise that for any percentage, they can find 1% first before multiplying up to 100%. For example, if they know 9% of a number, they divide that by 9 then multiply by 100. Similarly, if they know 30% of a number, they can divide that by 3 and then</p>


Weekly Overview of Learning

Year Group: 6 Week beginning: 26.02.24

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

					multiply by 10. Bar models will be used to support the learning.
--	--	--	--	--	--

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

Music – Sing Up	RE - Widening Horizons	PE – Get Set 4 PE
<p style="text-align: center;">Unit: Lesson 5</p> <p>LI: We are learning to compose using rhythms and notes.</p> <p>This week we will:</p> <ul style="list-style-type: none"> ● Practise each section of the song. ● In three groups, practise different ways to combine the 3 lines of music. Finish with all three sung at the same time. ● Begin to compose using given rhythms and notes. <p>In this lesson, the children will start with a 10-minute warm-up involving vocal exercises like siren, vocal revs, lip trills, and swooping pitch match to prepare for singing. Then, the main activity involves practising the round "Dona nobis pacem" in three groups, gradually introducing the different sections of the song and working on singing in rounds. Following this, we will engage in a composing task where they create an 8-bar melody using rhythms from the song, first on untuned percussion and later adding pitch on tuned percussion. The lesson concludes with a brief review of what was covered, highlighting the practice of each song section,</p>	<p style="text-align: center;">Unit: Lesson 1 continued</p> <p>LI: We are learning to understand the meaning behind the parable of The Good Samaritan.</p> <p>LI: We are learning to explore whether or not it is always easy to love your neighbour in our everyday lives.</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;">Unit: Gymnastics Lesson 3</p> <p>LI: We are learning to develop counter balance and counter tension.</p> <p>•Move slowly into and out of the balances. •Use body tension to create clear shapes and stable balances.</p> <p style="text-align: center;">Lesson 4</p> <p>LI: We are learning to develop counter balance and counter tension into sequence work with apparatus.</p> <p>•Move slowly into and out of the balances. •Use body tension to create clear shapes and stable balances.</p> <div style="text-align: center;">  </div>

Weekly Overview of Learning

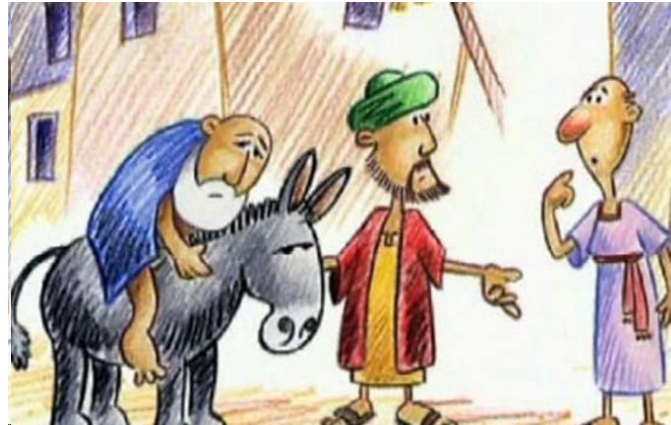
Year Group: 6 Week beginning: 26.02.24

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

singing different combinations of the round, and starting the



composition process.



ART - Kapow

Unit: Sculpture & 3D: Making memories Lesson 1

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:

- 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?

Spanish – Language Angels

Unit: The weekend Lesson 1

LI: We are learning to tell the time accurately in Spanish using sophisticated language.

To introduce the aim of the unit El fin de semana and consolidate with more sophisticated language for telling the time accurately. By the end of this unit they will be able to tell the time in Spanish and talk about some of the activities they do at the weekend. In today's lesson we will focus on telling the time accurately in Spanish.

PSHE - Jigsaw

Unit: Healthy Me Lesson 2

LI: We are learning to identify different types of drugs and their uses and their effects on the body - particularly the liver and heart.

LI: We are learning to be motivated to find ways to be happy and cope with life's situations without using drugs.

This week, the children will be exploring drugs. In the lesson, they will understand what a drug is classed as and the different types that exist. Class discussions will be had to identify drugs that fall into each category and the implications of each drug, if there is any.

Weekly Overview of Learning

Year Group: 6 Week beginning: 26.02.24

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

This lesson the children will explore abstract shapes and discuss which types of shapes they would want in their own sculpture. This lesson the children will plan using collage.



Types of Drug:

1. **Unrestricted:** anyone can buy these drugs
2. **Restricted:** there are some rules saying who can buy/use this drug
3. **Prescribed:** only a doctor can legally give these drugs
4. **Illegal:** these drugs can **ONLY** be bought/used illegally

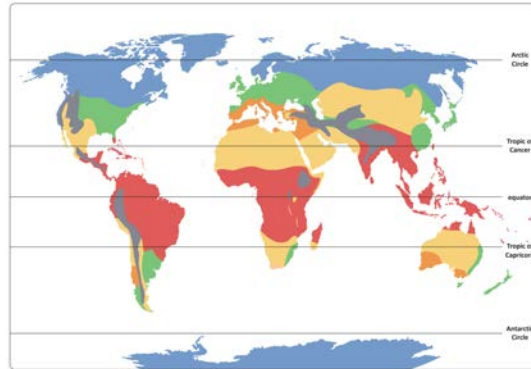
Science - Wellington Curriculum	Topic (Geography) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p style="text-align: center;">Unit: Evolution & Inheritance Lesson</p> <p><u>LI: To explore and explain micro-organisms in regards to how helpful or harmful they are and recognise when they are harmful.</u></p> <p>The children will study and research different types of microorganisms and how some are harmful although some can be useful.</p> <p>They will present their findings in a classification defining frame.</p>	<p style="text-align: center;">Unit: Frozen Kingdoms Lesson 2</p> <p>LI: We are learning to compare and contrast the climate between two regions.</p> <p>The children will identify why the map below is colour coded and what each colour must mean.</p> <p>In this lesson, the children will compare and contrast the climates between two regions. The children will be given information sheets to support their learning. They will look at both the Antarctic and Arctic regions, discussing which area may have ice sheets, grassland, civilizations etc.</p>	<p style="text-align: center;">Unit: Introduction to spreadsheets Lesson 2</p> <p>LI: We are learning to create a data set in a spreadsheet.</p> <p>Learners will develop their understanding of the structure of a spreadsheet. They will be introduced to cell references, data items and the concept of formatting cells. Learners will see data items formatted in different ways, they will then choose formats for data items before applying formats in their own spreadsheet.</p> <p>Learning outcomes:</p>

Weekly Overview of Learning

Year Group: 6 Week beginning: 26.02.24

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

Now complete the Classifying Frame (tree map) to show examples of helpful and harmful micro-organisms.



- I can explain what an item of data is
- I can choose an appropriate format for a cell
- I can apply an appropriate format to a cell



They will then learn how penicillin was discovered by Alexander Flemming in 1928 and how a fungus was found to kill bacteria - allowing bacterial infections to be cured.



The Antarctic

Antarctica
Antarctica is a continent in the Antarctic region. The Antarctic region is found in the southern hemisphere. It has a polar climate and is the coldest, driest, highest and windiest continent on Earth. There are no people that live permanently on Antarctica.



The continent of Antarctica is a vast desert landscape with mountain ranges covered in ice. The land is so cold that when snow falls, it doesn't melt. Instead, the snow builds up over time and the weight of it pushes down, squeezing out the air and forming ice sheets. The ice sheets cover almost 99% of Antarctica and reach an average depth of 2450m.

Topography

Antarctica has two main regions: East and West Antarctica. The two regions are divided by the Transantarctic Mountains, which stretch 3500km. Vinson Massif is the highest point, at 4892m above sea level. As the highest continent on Earth, Antarctica's average altitude reaches approximately 2300m above sea level. The bottom of the ice shelves attached to Antarctica can be 2500m below sea level.



The ice sheet across Antarctica is constantly moving. Huge rivers of ice called glaciers are slowly pulled towards the sea by gravity. As the ice moves, it cracks and breaks on underlying rocks. This causes crevasses to form on the surface.



Where the glaciers spill out into the sea, they create ice shelves, which float on the sea while still being attached to the land.

The largest ice shelf is the Ross Ice Shelf, which is approximately the size of France. Icebergs are created when pieces of ice break off an ice shelf. In winter, the sea around Antarctica freezes as sea ice. This causes the continent to almost double in size.



Seasons and climate

The Antarctic region has cold winters and cool summers. In the winter season, there is little direct sunlight and the region is in near darkness from April to September. In the summer, there is near continuous direct sunlight from October to March.

Antarctica is incredibly windy and dry. It receives an average of 150mm of precipitation per year, in the form of snow. This means it is classified as a desert. The coldest, driest areas are found inland, where there is high, flat land. Average inland summer temperatures rarely reach above 32°C, while winter temperatures may plummet to -80°C.

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

Please read for at least 20

Spelling and dictation – Remember to try and use these words in sentences to show



Weekly Overview of Learning

Year Group: 6 Week beginning: 26.02.24

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

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.

that you understand their meanings.

Group 1 only

realign	rehearse
regain	restructure
reinvent	rerun
replay	reapply
reposition	recount

Group 1 and 2

guarantee	immediate
harass	immediately
hindrance	individual
identity	interfere

Group 1 and 2 (bonus Topic Words)

baleful	fitfully
mellifluous	plaintive

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.