

# Weekly Overview of Learning

Year Group: 6 Week beginning: 27.11.23


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English	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Reading and Writing</b>	<p><u><a href="#">LI: We are learning to identify themes in a range of war poetry.</a></u></p> <p><u><a href="#">L.L. We are learning to use facts from our research of WW2 to create a poem written in role as an evacuee.</a></u></p>	<p><u><a href="#">L.I. We are learning to answer comprehension retrieval type questions using scanning.</a></u></p> <p><u><a href="#">LI: We are learning to support our opinions by giving suitable evidence.</a></u></p>	<p><u><a href="#">L.I. We are learning to use facts from our research of WW2 to redraft our own poem written in role as an evacuee.</a></u></p> <p><u><a href="#">L.I. We are learning to consider the ways in which words can be spoken in performance poetry to create certain effects and meanings</a></u></p> <ul style="list-style-type: none"> <li><u><a href="#">To explore the significance of actions in performing a poem</a></u></li> <li><u><a href="#">To identify elements of 'performance' and explain their effects</a></u></li> </ul>	<p><u><a href="#">L.I. We are learning to consider the ways in which words can be spoken in performance poetry to create certain effects and meanings</a></u></p> <ul style="list-style-type: none"> <li><u><a href="#">To explore the significance of actions in performing a poem</a></u></li> <li><u><a href="#">To identify elements of 'performance' and explain their effects</a></u></li> </ul>	<p>Spelling Test</p> <p><u><a href="#">L.I. We are learning to use the present perfect form of verbs in contrast to the simple past tense -including the perfect and progressive tenses .</a></u></p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>I can identify verbs in a sentence.</li> <li>I know if a verb tense refers to past or present activity.</li> <li>understand the terms 'present perfect tense' and 'simple past tense'.</li> <li>I can choose the appropriate tense for my sentence.</li> </ul>
<b>Speaking and Listening Focus</b>	<p><b>Cold Calling</b></p> <p>What would a child evacuee experience?</p> <p>What would they be thinking and feeling as they wait on the platform?</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>Children will give their opinion on what 'Performance poetry means to them.</p>	<p>Think, Pair, Share</p> <p>The children will share feedback from their practised poem in their pairs before performing to the class.</p>	<p><b>Cold Calling</b></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><b>Key Vocabulary:</b> Emotion, evacuation, evacuee, desperate, anxious, farewell, tearful, distraught,</p> <p><b>Key Questions:</b> 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><b>Key Vocabulary:</b> skim, scan, evidence, opinion, point, explain, support,</p> <p><b>Key Questions:</b> 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><b>Key Vocabulary:</b> gesture, intonation, emphasis, performance, expression, tone, articulation, rhythm, mood</p> <p><b>Key Questions:</b> How can the projection of your voice connect the poet with the audience? Does the volume and emphasis on specific words affect how the meaning of the poem is communicated? How do you feel when the poet uses their arms to gesture for emphasis? Why? Do you think that gesticulation makes the performance more emotive?</p>	<p><b>Key Vocabulary:</b> gesture, intonation, emphasis, performance, expression, tone, articulation, rhythm, mood</p> <p><b>Key Questions:</b> What have you enjoyed about this unit of work on performance poetry? What have you learnt? How has your understanding of performance poetry developed? What have you found challenging and why?</p>	<p><b>Key Vocabulary:</b> present perfect, simple past tense,</p> <p><b>Key Questions:</b> Can you find the verbs in this paragraph? Can you decide which verb form is correct? What have we learned?</p>

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<p><b>Activities</b></p> <p>After revising from previous Topic lessons - concerning 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.</p> <p>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. This will form their first draft.</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><b>PART 1:</b> Children to redraft their evacuee poem using the teacher feedback from their first draft.</p> <p><b>PART 2:</b> After considering what they think performance poetry is, the children will learn that performance poetry is when the poet's words should take precedence, and you should be able to voice them in a way that helps the audience to understand the poem better. To do this, you must effectively use intonation, emphasis, tone, and style of delivery.</p> <p>They will then watch some videos of the writer, Michael Rosen, explaining how to perform a poem and then performing some of his own poetry. The children will discuss the 6 key elements of performance: Voice projection, Articulation, Timing and Rhythm, Mood, Facial Expression and Gesture.</p> <p>The children will be given a copy of one of the WW2 poems from previous sessions as a stimulus for warming up and preparing for performance. They will work in pairs or groups for this. They will need to consider the 6 key elements of performance whilst rehearsing.</p> <p>They will be encouraged to spend some time preparing for performances of their selected poems. They will be shown how to annotate their poems, signalling where they might want certain voice changes, hand gestures or facial expressions. They will practise on each other in pairs</p>	<p>Continuing from yesterday, the children will continue practising and enhancing their poem. They need to annotate their poems, signalling where they might want certain voice changes, hand gestures or facial expressions. They will practise on each other in pairs in order to receive feedback. They will be encouraged to memorise the poem as much as possible.</p> <p>When sufficient time has been allowed and the children are ready they will begin their performances. To help support children they can perform in pairs, performing different parts of the poem on an equal weighting.</p> <div data-bbox="1377 837 1713 1252" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>Features of Reading Aloud and Performing Checklist</b></p> <table border="1"> <thead> <tr> <th>Did I...</th> <th>✓</th> </tr> </thead> <tbody> <tr><td>use a clear voice?</td><td></td></tr> <tr><td>make sure I could be heard?</td><td></td></tr> <tr><td>use feeling and expression?</td><td></td></tr> <tr><td>use movement and gestures?</td><td></td></tr> <tr><td>consider the speed of my delivery?</td><td></td></tr> <tr><td>suit the tone of my voice to the meaning of the words?</td><td></td></tr> <tr><td>use background music or sounds (if needed)?</td><td></td></tr> <tr><td>follow a rhythm if I needed to?</td><td></td></tr> <tr><td>use different voices for different characters?</td><td></td></tr> <tr><td>speak confidently?</td><td></td></tr> <tr><td>make eye-contact with my audience?</td><td></td></tr> </tbody> </table> </div>	Did I...	✓	use a clear voice?		make sure I could be heard?		use feeling and expression?		use movement and gestures?		consider the speed of my delivery?		suit the tone of my voice to the meaning of the words?		use background music or sounds (if needed)?		follow a rhythm if I needed to?		use different voices for different characters?		speak confidently?		make eye-contact with my audience?		<p>Children to start by identifying the verbs in a paragraph? They will then separate the verbs into 'past ideas' and 'present ideas'. They will then identify the difference between simple past tense and present perfect form of tense. <b>Past</b> tense is used for activities or events that started and finished in the past. <b>Present perfect</b> tense is used for activities that started in the past but are still true now, or have an effect on what is happening now. They will learn how the <b>Present perfect</b> tense uses the <b>auxiliary</b> verb <b>HAVE</b> before the main verb.</p> <p>The children will then need to identify the correct verb form in given sentences and identify which tense it is.</p>
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in order to receive feedback. They will be encouraged to memorise the poem as much as possible.

<p><b>Class Text – Reading Aloud</b> 10-15 mins each day</p>	<p><b>Opal</b> TEXT - Wonder Author - R J Palacio</p> 	<p><b>Ruby</b> TEXT - Wonder Author - R J Palacio</p> 	<p><b>Jet</b> TEXT - Wonder Author - R J Palacio</p> 	<p><b>Coral</b> TEXT - Wonder Author - R J Palacio</p> 
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><b><u>LI: To add and subtract fractions.</u></b></p>	<p><b><u>LI: To assess my understanding of calculation methods.</u></b></p>	<p><b><u>LI: To add mixed numbers.</u></b></p>	<p><b><u>LI: To subtract mixed numbers.</u></b></p>	<p><b><u>LI: To solve multi-step problems in real-life contexts involving fractions.</u></b></p>
<p><b>Key vocabulary and key questions</b></p>	<p><b><u>Key Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>-common denominator</li> <li>-common multiple</li> <li>-add</li> <li>-subtract</li> </ul> <p><b><u>Key Questions:</u></b></p> <ul style="list-style-type: none"> <li>-Do the fractions have the same denominator?</li> <li>-What is the first common multiple of and ?</li> <li>-How many of the fractions do you need to convert?</li> </ul>	<p><b><u>Key Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>-multiply</li> <li>-divide</li> <li>-add</li> <li>-subtract</li> <li>-BODMAS</li> </ul> <p><b><u>Key Questions:</u></b></p> <ul style="list-style-type: none"> <li>-How can I use estimation to check my answer?</li> <li>-How can I use the inverse to check my answer?</li> </ul>	<p><b><u>Key Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>-mixed number</li> <li>-improper fraction</li> <li>-partition</li> <li>-convert</li> <li>-add</li> </ul> <p><b><u>Key Questions:</u></b></p> <ul style="list-style-type: none"> <li>-How can you partition the mixed numbers?</li> <li>- How can the addition be rewritten to make it easier?</li> <li>- In this question, is it easier to deal with wholes and fractions</li> </ul>	<p><b><u>Key Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>-mixed number</li> <li>-improper fraction</li> <li>-partition</li> <li>-convert</li> <li>-subtract</li> </ul> <p><b><u>Key Questions:</u></b></p> <ul style="list-style-type: none"> <li>-How can you partition the mixed number?</li> <li>- How can the subtraction be rewritten to make it easier?</li> </ul>	<p><b><u>Key Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>-efficient</li> <li>-mixed number</li> <li>-improper fraction</li> <li>-convert</li> </ul> <p><b><u>Key Questions:</u></b></p> <ul style="list-style-type: none"> <li>-What can you work out first?</li> <li>-What do you need to know to work out the answer?</li> <li>- Can you draw a diagram to represent the problem?</li> </ul>

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	<ul style="list-style-type: none"> <li>- How do you know if your answer is in its simplest form?</li> <li>- Do you need to convert your answer to a mixed number? Why or why not?</li> </ul>	<ul style="list-style-type: none"> <li>- Can I use a mental or written method to calculate the answer?</li> </ul>	<ul style="list-style-type: none"> <li>or to use improper fractions? Why?</li> <li>- How do you convert a mixed number into an improper fraction?</li> <li>- Are there any improper fractions in the answer? What can you do about this?</li> </ul>	<ul style="list-style-type: none"> <li>- In this question, is it easier to deal with wholes and fractions or to use improper fractions? Why?</li> <li>- How do you convert a mixed number into an improper fraction?</li> </ul>	<ul style="list-style-type: none"> <li>-Can you work out the answer to this part of the problem mentally or do you need another method?</li> <li>-What can you do next?</li> </ul>
<b>Activities</b>	<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>Thirdspace</p> <p>Arithmetic Paper - the children will complete an arithmetic paper and will apply their learning of the four operations and fractions to date.</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>	<p>Today, the children will be subtracting two mixed numbers. They will make links between what is the same and what is different when subtracting mixed numbers compared to adding them. To introduce this step, children subtract mixed numbers that have the same denominator and do not break the whole. They then subtract fractions with different denominators and complete questions that break the whole. When breaking the whole, children can exchange one whole or convert mixed numbers to improper fractions. Bar models will be used to illustrate both methods, and number lines will be used to help find the difference.</p>	<p>In this lesson, the children apply the skills they have learnt in previous lessons to solve problems in real-life contexts. The problems may involve more than one calculation and the children need to choose the operations and consider what order to perform them in. The children will explore the most appropriate methods to perform the calculations and ensure that they write fractions in their simplest form, and convert between improper fractions and mixed numbers where appropriate.</p>

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

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Music – Sing Up	DT – Kapow	PE – Get Set 4 PE
<p><b>Unit: Shadows</b>  <b>Lesson 3 (carried over due to INSET)</b></p> <p>L.I. We are learning to create ideas for a response to music.  <b>LI: We are learning to evaluate others' performances and offer feedback.</b></p> <p>In this lesson children will:</p> <ul style="list-style-type: none"> <li>Develop ideas for a creative response to music.</li> <li>Listen to and appraise others' performances.</li> <li>Perform in front of an audience.</li> </ul> <div data-bbox="116 831 745 1155" style="background-color: #2e8b57; color: white; padding: 10px;"> <p><b>Warm-up: What do I know?</b> </p> <ul style="list-style-type: none"> <li>Begin to learn <i>What do I know?</i> by Ed Sheeran.</li> <li>Learn the chorus 'We could change this whole world with a piano....'</li> <li>Play the whole song and sing in the choruses while you listen to the verses.</li> <li>Can someone sing a solo verse?</li> <li>Practise the song at home after the lesson.</li> </ul> </div>	<p><b>Unit: Workshop</b>  <b>STIXX Shelter workshop</b></p> <p>LI: We are learning to</p> <p>This week the children will learn about what makes a strong structure, how to design a shelter, important life skills, as well as the use of the STIXX machine to build their own shelter in teams. They will use their prior knowledge from their homework that they completed in their DT books over the last week. We have been taking part in this project for a number of years and each year the Year 6 children really enjoy the task, working as a team and creating their own structure that the whole team can fit inside.</p> 	<p><b>Unit: OAA</b>  <b>Lesson 3 (carried over due to INSET)</b></p> <p>L.I. We are learning to develop tactical planning and problem solving.</p>  <p>In this lesson children should be able to:</p> <ul style="list-style-type: none"> <li>Listen carefully to the rules.</li> <li>Take time to discuss possible solutions.</li> </ul> <p><b>Unit: Badminton</b>  <b>Lesson 4</b></p> <p>L.I. We are learning to develop the serve and understand the rules of serving.</p>  <p>In this lesson children should be able to:</p> <ul style="list-style-type: none"> <li>Transfer your weight from your back to your front leg as you hit the shuttlecock.</li> <li>Use more force when attempting a long backhand serve.</li> <li>Use your thumb to create the force in a backhand serve.</li> </ul>
ART - Kapow	Spanish – Language Angels	PSHE - Jigsaw

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## Unit: Artist study

### Lesson 1 (continued due to trip)

**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 5

**LI: We are learning some instructions on how to follow a simple healthy recipe in Spanish.**

**We are learning to improve our reading skills by learning some instructions on how to follow a simple healthy recipe in Spanish. The pupils will learn language allowing them to follow a simple healthy recipe in Spanish. Supporting the previous lessons in this unit pupils will be asked the target question ¿qué haces para tener una buena salud?**

**Pupils will be writing in Spanish simple healthy sandwich recipes in Google classrooms**

## Receta ideal..



1 paquete de pasta  
1 calabacín grande  
1 cebolla



1 tomate  
1 lata grande de atún  
queso



5 cucharadas de aceite de oliva  
Sal y pimienta



## Unit: Celebrating Difference

### Lesson 4/ Puzzle 4

**LI: We are learning to give examples of people with disabilities who lead amazing lives.**

**LI: We are learning to appreciate people for who they are.**

Paralympian	Disability	Achievement	Appreciation
Who have you found?	What barriers did they have to overcome?	What have they won, or what has made them successful?	What is admirable about this individual?

This week, the children will be given the opportunity to discuss and research paralympians. We will be giving examples of how people with disabilities have gone on to achieve superb things, such as winning medals for their country and campaigning for charities.



During the lesson, the children will complete their worksheet based on paralympians that they will use the internet to research. They will answer a range of key questions and show appreciation for who they are and what they have achieved.



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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><b>UNIT: Evolution and Inheritance</b> <b>Lesson 3</b></p> <p><u>L.I. We are learning to explain how adaptations can result in both advantages and disadvantages.</u></p> <p><u>L.I. We are learning to explain how human intervention affects evolution.</u></p> <p>Success Criteria</p> <ul style="list-style-type: none"> <li>I can understand that some living things have acquired more adaptive traits than others.</li> <li>I can identify advantages and disadvantages of specific interventions.</li> </ul> <p>The children will learn what evolution is and how it works. E.g. That evolution happens over the space of a long, long, long time so we don't really notice it happening. One animal, plant or person doesn't just change... there are small changes with each new generation. Evolution happens through inheritance – meaning that tiny changes only happen as traits pass to the next generation. Animals and plants evolve to make adaptations to not only survive but to survive better. Some of these changes are down to habitats. They will understand that adaptations are the result of random mutations in genes, which can help or hinder a species' survival. As these helpful mutations are passed on they allow those with the helpful mutant gene to survive better while the others may die out.</p>	<p><b>Unit: Britain at War</b> <b>Lesson 10</b></p> <p>L1: We are learning to explore the beginning of WW2. L1: We are learning to recall historical events that occurred at the beginning of WW2.</p> <p>This week the children will be exploring the events that occurred in the lead up to WW2. The children will recall their knowledge from previous lessons to understand why certain counties were in war/ invaded. The children will then independently recall the events and be able to summarise them. The children will be encouraged to use the topic specific vocabulary in their summarises.</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> <p>neutral</p><hr style="width: 100%; border: 0.5px solid black;"/></div>  </div> <div style="margin-top: 10px;"> <p>occupation</p><hr style="width: 100%; border: 0.5px solid black;"/></div> <div style="margin-top: 10px;"> <p>persecution</p><hr style="width: 100%; border: 0.5px solid black;"/></div> <div style="margin-top: 10px;"> <p>resistance</p><hr style="width: 100%; border: 0.5px solid black;"/></div> <div style="margin-top: 10px;"> <p>surrender</p><hr style="width: 100%; border: 0.5px solid black;"/></div> <div style="margin-top: 10px;"> <p>tactic</p><hr style="width: 100%; border: 0.5px solid black;"/></div>	<p><b>Unit: Website Creation</b> <b>Lesson 5</b></p> <p><b>L.I. We are learning to outline the need for a navigation path.</b></p> <p>During this lesson learners will begin to appreciate the need to plan the structure of a website carefully. They will plan their website, paying attention to the navigation paths (the way that pages are linked together). They will then create multiple web pages for their site and use hyperlinks to link them together as detailed in their planning.</p> <ul style="list-style-type: none"> <li>I can explain what a navigation path is</li> <li>I can describe why navigation paths are useful</li> <li>I can make multiple web pages and link them using hyperlinks</li> </ul> 

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<p>This is the reason it can take a long time until all the population of that species have that mutation. Which is called evolution. They will then look at text book examples – such as Galapagos Islands finches which Darwin studied. They will conclude with an individual activity to match the advantages and disadvantages caused by specific adaptive traits.</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

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

shoulder	soldier
signature	stomach
sincere	sufficient
sincerely	suggest

#### Group 1 only

### 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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	altar	bridal		
	alter	bridle		
	ascent	cereal		
	assent	serial		
	Group 1 and 2 (bonus Topic Words)			
	remembrance	propaganda		
	reparations	evacuee		