

# Weekly Overview of Learning

Year Group: 6 Week beginning: 27.2.23

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	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<p><u>LI: To illustrate the for and against points for deforestation</u></p> <p><u>LI: To demonstrate knowledge of how to present a balanced argument</u></p>	<p><u>LI: To explore the front cover and blurb</u></p> <p><u>LI: To predict what will happen in the text based on chapter 1 and the blurb.</u></p> <p><u>LI: To explore chapter 1 through answering comprehension questions.</u></p>	<p><u>LI: To compose a travel blog from the perspective of a character</u></p>	<p><u>LI: To identify and highlight character emotions</u></p> <p><u>LI: To recognise evidence to identify character emotions</u></p>	<p><u>Spelling Test</u></p> <p><u>LI: To use grammar accurately to ensure verb tense agreement</u></p>
Speaking and Listening Focus	<p>THINK PAIR SHARE</p> <p>Children are to identify their for and against points (from previous topic lesson) and begin to see how particular points can be linked together - what similarities do they share? How could they be combined within a paragraph?</p>	<p>THINK PAIR SHARE</p> <p>Children to discuss the front cover and blurb with a partner and feedback ideas to the class.</p> <p>COLD CALLING</p> <p>When reading the first chapter, targeted questioning about vocabulary, understanding of inference, retrieval of answers - this to be done at random by the class teacher.</p>	<p>COLD CALLING</p> <p>When reading the next section of text include focused, targeted questioning about vocabulary, understanding of inference, retrieval of answers - this to be done at random by the class teacher.</p>	<p>THINK PAIR SHARE</p> <p>Children to work with a partner to identify the emotions the main characters have experienced so far in the text - must be supported with evidence.</p> <p>HOT SEATING</p> <p>Children will have an opportunity to ask questions to children pretending to be Mother, Father and Michael.</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>

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<p><b>Key vocabulary and Key Bloom's higher order thinking questions</b></p>	<p><b>Key Vocabulary:</b> deforestation, Amazon rainforest, for, against, balanced argument, logging, cattle ranching, oxygen, habitats</p> <p><b>Key Questions:</b> How can you make sure your for and against paragraphs show cohesion? How will you ensure your argument is balanced? Why are the introduction and conclusion important? How can you support your points to give them more validity? What sentence openers will be most appropriate for this type of writing?</p>	<p><b>Key Vocabulary:</b> Kensuke, Michael, brickworks, Fareham, Eddie, Mudlarks, Peggy Sue, Pacific Ocean, skipper, undisputed, exhilarating, redundant, disbanded, yachting marina, reservoir</p> <p><b>Key Questions:</b> Where might this book be set? What does the image of the front cover tell us about the story? Who is Kensuke? What did the family love to do? What effect did redundancy have on the family? Why did Michael's father leave? What is Michael's father's big idea?</p>	<p><b>Key Vocabulary:</b> heaving, idle, seasickness, vividly, onomatopoeia, longitude, latitude, navigation, ship's log, Bay of Biscay, sulking</p> <p><b>Key Questions:</b> What was the purpose of the ship's log? What technique does the author use to describe the stormy seas on page 20? What does the ship's log help us to understand about life on-board the Peggy Sue? What was particularly memorable about the Bay of Biscay?</p>	<p><b>Key Vocabulary:</b> pitching and rolling, man overboard, looming wave, Coral Sea, Australia, cockpit, frantically, stubbornly</p> <p><b>Key Questions:</b> Why are there no more entries in the ship's log? What did the family do in Australia? Why did mum have to see a doctor? What happened to Stella on February 7? What does the word frantically suggest about how Michael was feeling?</p>	<p><b>Key Vocabulary:</b> verb tense agreement, past, present, future, grammar, noun, pronoun</p> <p><b>Key Questions:</b> Why is the verb tense agreement important? What helps the reader identify the correct tense? What does the verb do within a sentence?</p>
<p><b>Activities</b></p>	<p>Today we will recap the for and against arguments for deforestation in the Amazon. The children will begin by trying to connect some of their <b>for</b> points and some of their <b>against</b> points, which will then form their 'for and against' paragraphs. We will recap the structure of the balanced argument as well as look at a modelled introduction and the first for</p>	<p>Today we will begin by exploring the front cover and blurb of our new text. We will then read chapter one and make a prediction about what we think will happen as we move further through the text. Following this the children will answer comprehension questions about chapter 1 - these will focus on retrieval, inference and the meaning of words in context.</p>	<p>We will read more of the text today. The family have begun their sailing journey around the world and we hear about this from the perspective of Michael. He gives us a great insight into life on board the boat, including where they have visited so far. We also get to see Michael's ship's log. From this the children are going to write a travel blog about Michael's journey</p>	<p>We will read more of the text today - we hear more of the ship's log and then something dramatic happens to Michael. After this event Michael experiences a range of emotions in quite quick succession. We will be exploring these emotions and how the author has effectively portrayed these to the reader, through</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 the past, present and future tense and how the verb tense agreement has to be adapted correctly to make sure this is clear.</p>

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	and against paragraphs. The children will then be writing their own balanced arguments discussing the for and against reasons for deforestation.		so far.	language choices and structure.	
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<b>Class Text – Reading Aloud</b> 10-15 mins each day	<p><b>OPAL</b> TEXT – Rebecca’s World Author - Terry Nation</p> <p><b>RUBY</b> 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 understand, use and apply simple ratio to a real problem.</u>	<u>LI: To solve problems involving converting measures.</u>	<u>LI: To use and apply scale in real contexts.</u>	<u>LI: To understand and use the concept of proportion.</u>	<u>LI: To recognise that shapes with the same areas can have different perimeters and vice versa.</u>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> ratio, proportion, divide, share, common factor</p> <p><b>Key Questions:</b> -What is ratio? -What does the ‘:’ mean? - What is the ratio of ___ to ___?</p>	<p><b>Key Vocabulary:</b> metric, convert, place value, placeholder, equivalent, multiply, divide</p> <p><b>Key Questions:</b> -What operation are you going to use? Why? -How could you use a bar</p>	<p><b>Key Vocabulary:</b> ratio, proportion, compare, convert, metre</p> <p><b>Key Questions:</b> - What is scale? - What is the scale factor of the enlargement?</p>	<p><b>Key Vocabulary:</b> ratio, part / whole, simplest form</p> <p><b>Key Questions:</b> -What is the multiplicative relationship between and ? - If 3 cost £____, how much do 12 cost?</p>	<p><b>Key Vocabulary:</b> area, perimeter, length, width, total</p> <p><b>Key Questions:</b> -How can you find the area of this shape? Is there more than one way?</p>

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	<ul style="list-style-type: none"> <li>- For every ____, how many ____ are there?</li> <li>- What number is a common factor of ____ and ____?</li> <li>How can you use this to make the ratio simpler?</li> <li>- What is the ratio of ____ to ____?</li> <li>-How many parts are there altogether?</li> <li>-What fraction of the whole is the first/second/third part? -How are fractions and ratios similar? How are they different?</li> <li>- What fraction does the ratio 1: 2 mean? Is this the same as 1/2 or is it different?</li> <li>- How can you represent the ratio/fraction as a bar model?</li> </ul>	<p>model to help you understand the question?</p> <ul style="list-style-type: none"> <li>-How many grams are there in one kilogram?</li> <li>-Does it matter if the items in the question are measured in different units? Why?</li> <li>-How can you convert between metres and centimetres?</li> </ul>	<ul style="list-style-type: none"> <li>- Have all the sides been enlarged by the same amount?</li> <li>- If a shape has been enlarged by a scale factor of , how can you find the dimensions of the original shape?</li> <li>- Do you need to multiply or divide to find the missing length? How do you know?</li> </ul>	<ul style="list-style-type: none"> <li>-If 5 cost £____ , how can you work out what 1 costs?</li> <li>-Once you know what 1 costs, how can you work out what 8 cost?</li> <li>-How can a double number line help you solve this proportion problem?</li> </ul>	<ul style="list-style-type: none"> <li>-Do shapes that have the same area have to look the same?</li> <li>-How can you use factor pairs to find shapes that would have the same area?</li> <li>-How would you draw more than one rectangle that has an area of cm<sup>2</sup>?</li> </ul>
<p><b>Activities</b></p>	<p>In this lesson, the children will children are introduced to the idea of ratio representing a multiplicative relationship between two amounts. They will simplify ratios by applying their prior learning of common factors and then move on to solving simple ratio problems using bar models to visualise the multiplicative relationship between the two amounts. This will help children to</p>	<p>Arithmetic Paper</p> <p>Third Space Learning</p> <p>In this lesson, the children use and apply their conversion skills from the previous lesson to solve measurement problems in context. The word problems will link back to previous learning such as the four operations and fraction, decimal equivalents.</p>	<p>In this lesson, the children will explore scale and scale factors. The children previously learned that ratio is a way of comparing quantities - they will now explore the important use of ratios in scale. They will learn that when using scale, ratio is used to compare the length of a drawing or a model to the length of the real thing. The children will</p>	<p>Today the children will explore proportion and learn that proportion is a way of comparing a part of something to the whole. The children will explore different strategies for solving proportion problems. Numberlines will be used to support the working out.</p>	<p>In this lesson, the children are finding the areas of shapes by counting squares and will then identify shapes that have the same area. The children explore that shapes can look different but still have the same area. The children then explore instances when multiplication can be used to find the areas of shapes.</p>

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	understand the relationship between ratios and fractions.		move on to solving problems involving scale.		
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**Please continue logging into Doodle Maths and Times-table Rockstars regularly!**

Art - Kapow	RE – Widening Horizons	PE – Get Set 4 PE
<p>PART 1: linked to Topic: <u>L.I. To have an understanding of Mayan Headdresses and why they wore them</u> <u>To generate a Mayan Headdress design based on research.</u></p> <p>After being introduced to the new History topic on the Mayas, the children will consider the Maya masks. They will learn what the masks were used for and how they played a central role in the Mayan culture. They will understand how Maya masks were used for a variety of purposes and even to decorate temples.</p> <p>PART 2: Topic: Drawing: Make my voice heard <b><u>L.I: To explore expressive drawing techniques</u></b></p> <ul style="list-style-type: none"> <li>● I can collect information to identify the key features of Maya art.</li> <li>● I can explore mark-making using a range of handmade tools</li> <li>● I can make comparisons between different artworks.</li> </ul>	<p><b><u>L.I: To understand the key messages of The Parable of the Builders.</u></b></p> <p>In this lesson, the children read The Parable of the Builders and identify its key messages. The children will then discuss and identify the qualities that they believe are important to live good and successful lives. They will also discuss why they think these qualities are most important.</p>	<p style="text-align: center;"><b><u>Unit: Dodgeball</u></b></p> <p style="text-align: center;"><b><u>L.I: To develop throwing at a moving target.</u></b></p> <p>In this lesson, the children will be developing their throwing skills in order to be able to throw at a moving target. They will aim for the oppositions' feet and ensure their hand points towards the target after you throw.</p> <p style="text-align: center;"><b><u>Unit: Volleyball</u></b></p> <p style="text-align: center;"><b><u>L.I: To be able to volley the ball using a set shot.</u></b></p> <p>In this lesson, the children learn how to use a set shot by making a triangle with their index fingers and thumb.</p>
<b>Music Sing-Up</b>	<b>Spanish – Language Angels</b>	<b>PSHE - Jigsaw</b>

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<p><b><u>Unit: You to me are Everything</u></b></p> <p><b><u>L.I.: Use music vocabulary and knowledge to compare pieces of music. To identify key musical features. To appreciate a wide range of music and develop an understanding of its origins.</u></b></p> <p>This listening unit is based on the song <i>You to me are everything</i> by The Real Thing – a British soul group formed in the 1970s. During this unit, pupils will explore the key musical features of this track and develop an understanding of the term ‘cover version’.</p>	<p><b><u>Unit: La Clase</u></b></p> <p><b><u>L.I: To learn a further six classroom object nouns with their indefinite articles/determiners (one in plural form) whilst recycling and consolidating the six nouns from last week so that by the end of the unit these can be used to describe what pupils have and do not have in their pencil cases.</u></b></p> <p>In this lesson pupils will learn how to repeat, recall and spell the final six different nouns for classroom objects along with their indefinite articles/determiners in Spanish. Pupils will also consolidate the six different nouns learnt last week.</p>	<p><b><u>LI: To identify problems in the world that concern me and talk to other people about them.</u></b></p> <p>In this lesson, the children explore the meaning of the word ‘fair’ and what being fair means to them. They explore the difficulties in the world which can make life unfair and what might help people in these situations. The children will then consider what their dream for the world is and what changes they would make for those living in it.</p>
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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><b><u>Evolution and Inheritance.</u></b></p> <p><b><u>LI: I can demonstrate understanding of the scientific meaning of adaptation.</u></b></p> <p><b><u>I can explain that adaptations are mutations and identify adaptive traits.</u></b></p> <ul style="list-style-type: none"> <li>● I can understand that adaptations are mutations.</li> <li>● I can identify adaptive traits</li> </ul> <p>The children will learn how an adaptation is a physical trait or behaviour that a species has evolved which gives it an advantage for population survival. Many</p>	<p><b><u>LI: To explain the different aspects of Maya life.</u></b></p> <p>As well as a quick discussion as to the similarities the the Aztecs (to stop confusion between the two cultures) the children will work in small groups and research different aspects of the Maya people. They will discover a brief overview of various aspects of their lives and significant facts from: what they ate? to what their written communication was like?</p> <p>They will then record this on an individual A3 information sheet - using a visual layout of illustrations and text boxes to layout work in an attractive way for the reader and display the information.</p>	<p><b><u>Lesson 2: Modifying Spreadsheets</u></b></p> <p><b><u>L.I: To build a data set in a spreadsheet</u></b></p> <ul style="list-style-type: none"> <li>● I can explain what an item of data is</li> <li>● I can choose an appropriate format for a cell</li> <li>● I can apply an appropriate format to a cell</li> </ul> <p>The children 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</p>

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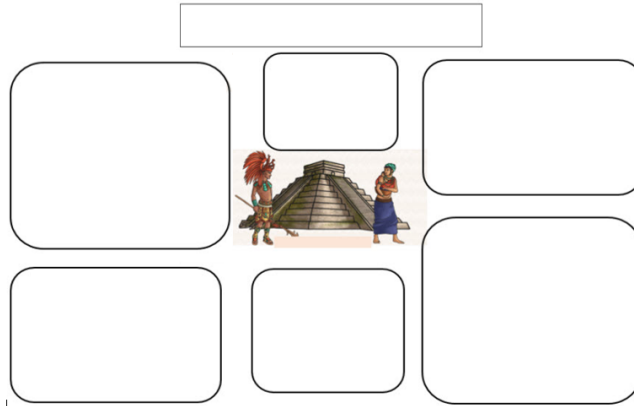
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species are in direct competition with each other for limited natural resources such as food and space.

Adaptations allow animals to better compete for resources and reproduce to aid species survival in their habitat or environment.

They will learn how adaptation - through mutations - are not on purpose, but are accidental. Some create a disadvantage for the species concerned, while others may give it an advantage over others in a population within a habitat. This can allow those without it to become extinct while those with the adaptive trait survive and pass this adaptive trait onto future generations.

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



in different ways, they will then choose formats for data items before applying formats in their own spreadsheet.

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## Homework

Homework is set on a Thursday and uploaded to Google Classroom. 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. (spelling rule: to learn *i* before *e* except after *c* when the sound is 'ee', e.g. *receive*. Note and learn exceptions)**

- most words use **ie**
- **c** is usually followed by **ei** (science, glacier and ancient are some exceptions)

#### Group 1 only

wishful	beautiful
hopeful	resentful
painful	pitiful
successful	colourful
forgetful	merciful

#### Group 1 and 2

exaggerate	familiar
excellent	foreign

### 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

Guided Reading tasks in Purple book will need to be completed for their reading day this week.



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	existence	frequently		
	explanation	government		