Weekly Overview of Learning

Year Group: 6 **Week beginning: 29.01.24**

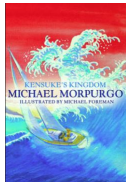
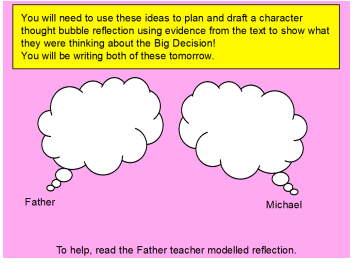
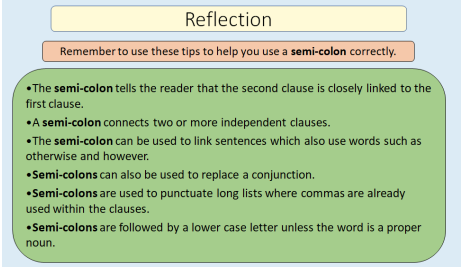
*Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher*

	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing 	L.I. We are learning to answer comprehension retrieval type questions LI: To explore the front cover and blurb LI: To predict what will happen in the text based on chapter 1 and the blurb. LI: To explore chapter 1 through answering comprehension questions.	L.I. We are learning to answer comprehension questions using skimming and scanning. LI: We are learning to support our opinions by giving suitable evidence.	L.I. We are learning to answer comprehension retrieval type questions L.I. We are learning to understand the points of view of different characters and use retrieval and inference skills to justify opinions.	L.I. We are learning to understand the points of view of different characters and use retrieval and inference skills to justify opinions. L.I. We are learning to write two character reflection thought bubbles to using evidence from the text to support our opinions	Spelling Test L.I. We are learning to use semi-colons (to mark the boundary between independent clauses)
Speaking and Listening Focus	THINK PAIR SHARE Children to discuss the front cover and blurb with a partner and feedback ideas to the class. COLD CALLING 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.	Think, Pair, Share Children will scan a piece of text in pairs to locate evidence to answer retrieval type questions.	COLD CALLING What parts of the text help us to understand what the different characters are thinking about the big decision father makes? How has the author achieved this? Thorough, actions, inner thoughts of the narrator (Michael) and what they say.		Cold Calling Children to complete the 'now your turn' sections of the therapy on their white boards and share their conclusions and outcomes for feedback.
Key vocabulary and Key Blooms higher order thinking questions	**Key Vocabulary:** Kensuke, Michael, brickworks, Fareham, Eddie, Mudlarks, Peggy Sue, Pacific Ocean, skipper, undisputed, exhilarating, redundant, disbanded, yachting marina, reservoir **Key Questions:** Where might this book be set?	**Key Vocabulary:** skim, scan, evidence, opinion, point, explain, support, **Key Questions:** What evidence can you find to support your answer? What is your opinion to answer the question?	**Key Vocabulary:** skim, scan, evidence, opinion, point, explain, support, brickworks, Fareham, Eddie, Mudlarks, Peggy Sue, Pacific Ocean, skipper, undisputed, exhilarating, redundant, disbanded, yachting marina, reservoir **Key Questions:**	**Key Vocabulary:** Kensuke, Michael, brickworks, Fareham, Eddie, Mudlarks, Peggy Sue, Pacific Ocean, skipper, undisputed, exhilarating, redundant, disbanded, yachting marina, reservoir **Key Questions:**	**Key Vocabulary:** semi-colon, first clause, second clause, independent clause, conjuction **Key Questions:** Which sentence is using the semi-colon correctly? What are the 6 key points of semi-colon use we have learned today?

Weekly Overview of Learning

Year Group: 6 **Week beginning: 29.01.24**

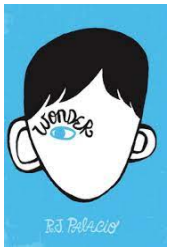
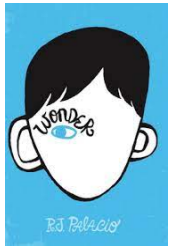
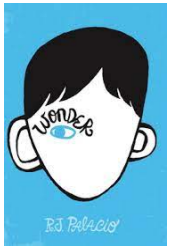
*Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher*

	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?	What technique can we use to locate the necessary information to form an answer?	Give three things that father would have been considering for making his decision. What evidence is there to support your answer?	How are you going to structure your character reflections so you explain cohesively what they are thinking?	Can you give an example sentence which uses a semi-colon?
Activities	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. PART TWO 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.	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. 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. 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.  	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. PART TWO Using evidence from Chapter One, the children will identify possible thoughts the characters would have upon finding out about the Big Idea of going around the world in a yacht! They will need to show conflicting thoughts for each character and use retrieval and inference skills to give suitable opinions. They will compile these and use this to plan and draft two thought bubbles for the characters of Michael and Father.	The children will analyse a teacher modelled example of father's thought reflection. They will identify how the structure flows and builds on the events in the story to show their train of thoughts - including their worries and concerns, as well as their excitement. They will look at how the author has used various openers and sentence lengths for effect and a range of punctuation. They will then use their points from last lesson and their drafts to write two detailed thought bubbles for Michael and his father.  	The children will learn how a **semi-colon** looks like a comma with a full stop above it and this can be a good way to remember what it does. It creates more separation between ideas than a comma does but is less final than a full stop. They will learn that the **semi-colon** tells the reader that the second clause is closely linked to the first clause. A **semi-colon** connects two or more independent clauses. It helps avoid overuse of commas and makes sentences clearer to read and understand. After some teacher-led examples, the children will apply their new knowledge for each step in their learning to independent tasks where they have to add a semi-colon in the correct place in the sentences given or identify which semi-colon has been used correctly. 

Weekly Overview of Learning

Year Group: 6 **Week beginning: 29.01.24**

*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*

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** 

Maths	**Lesson 1**	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
	LI: To form equations.	**LI: To solve one-step equations.**	**LI: To solve equations with two steps.**	**LI: To find possible pairs of values to solve an equation.**	**LI: To solve problems with two unknowns .**
Key vocabulary and key questions	**Key Vocabulary** -equation -expression -formula -value -operation **Key Questions** -If a is a number, how do you write "3 times the value of a"? - How do you write "4 more than the number x"? - If 4 more than the number x is equal to 26, how can you write this as an equation? - Is an equation the same as or different from a formula?	**Key Vocabulary** -equation -one-step -inverse operation -unknown value -function machine -bar model **Key Questions** -What does the expression 3x mean? - If you know 3 times the value of a number, how can you use this to work out the number? - How can you represent the problem as a bar model?	**Key Vocabulary** -equation -two-step -inverse operation -unknown value -function machine -bar model -represent **Key Questions** -If you know 3 more than 2x, how can you work out 2x? - If you know 5 less than 2x, how can you work out 2x? - How can you represent the problem with a bar model? Which part(s) of the bar model do you already know?	**Key Vocabulary** -values -possibilities -solution -equation -substitution -pair **Key Questions** -What two numbers could add together to make ___? - What could the values of x and y be in the equation ? - Why are there several possible answers for this question?	**Key Vocabulary** -unknown -values -solution -equation -substitution -pair -possibilities **Key Questions** -How can you represent this information as a pair of equations? - How can you represent this information with a bar model? - What information does the bar model show?

Weekly Overview of Learning

Year Group: 6 **Week beginning: 29.01.24**

*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*

	- What is the difference between an equation and an expression? - Can you write the equation a different way?	- How can you represent the problem as an equation? - What is the inverse of ___? - What does the bar model show? What can you use it to work out? -How can you draw a function machine to represent the equation? How does the function machine help you to solve the equation?	Which part(s) can you work out? - How can you represent the problem with an equation? What is the first step you need to take to solve the equation? - How can you represent the equation using a function machine? How can you use the function machine to help you solve the equation?	- Have you found all the possible pairs of values? How do you know? - In the equation , if x =___ , what must the value of y be? If x is a different value, does y also change?	What else can you work out? - How can you draw a bar model to represent the problem? Which parts can you label straight away? What else can you work out? -Is there more than one possible solution?
Activities	In today's lesson, the children will be forming equations from diagrams and word descriptions. They will explore the difference between an algebraic expression and an equation. Various representations including bar models, part-whole models and cubes and counters with a designated value will be used to support the children with their understanding.	Today the children will learn how to solve equations formally for the first time. To support their learning, we will begin by looking at equations as if they are missing number/think of a number questions that the children are familiar with. We will also build on earlier learning using function machines, relating finding an input for a given output to solving the corresponding equation. In both cases, the children will see that using inverse operations helps to solve the equations.	Today, the children will move on to solving equations with two steps. As with 1-step equations, initially equations of this type can be represented by 2-step "think of a number" problems and/ or function machines, where children work backwards using inverse operations to find the original number or input. They can then link this to finding an unknown in a 2-step equation. The children will use concrete resources to represent the problems and to work out missing numbers as well as bar models as another useful representation, as they give a visual clue to the steps needed to work out the unknowns.	Today, children explore equations with two unknown values, recognising that these can have several possible solutions. The children can use substitution to work out pairs of possible values. For example, if x + y = 9, they find the values of y for different values of x. They should work systematically to find all the possible integer values. A table will be used to support this.	Building on from the previous lesson, the children will solve problems with two unknowns when more than one piece of information is given, so there is only one possible solution. Examples include the case where the sum and the difference of both unknowns is given. Bar models are used throughout the step to represent problems and to support children's understanding.

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

Weekly Overview of Learning

Year Group: 6 **Week beginning: 29.01.24**

*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*

Wellington Primary

Music – Sing Up	RE - Widening Horizons	PE – Get Set 4 PE
Unit: Dona Nobis Pacem **Lesson 3** **L.I. We are learning to** In this lesson, the children will be T revisit the song Throw, catch. This is the second of three progression snapshots spread across the year that have been created to demonstrate the progress pupils make. Children will: • Recap the song Throw, catch, learnt in Term 1. • Learn a harmony part for the chorus and sing in two parts. • Practise Sections 1 and 3 of the round Dona nobis pacem. • Compare the textures of Throw, catch and Dona nobis pacem. 	**Unit: Portraying Faith** **Lesson 4** **LI: We are learning to understand the meaning behind religious symbols.** In this lesson, the children explore the symbols of major world religions and the meaning behind these symbols. They consider why symbols and signs are also important in our everyday lives. They will recall symbols from religions that they have studied from year 3-5 and identify the meaning behind each one and how it reflects a message. 	**Unit: Yoga** **Lesson 4** **L.I. We are learning to develop balance through yoga flows.** **Success criteria:** •Engage your muscles to help you to be stable. •Move slowly and with control into the pose so that you are stable when balancing.  **Unit: Dance** **Lesson 4** **L.I. We are learning to demonstrate a sense of rhythm and energy when performing bhangra style motifs.** **Success criteria:** •Use counts of 8 to help you stay in time with each other. 

Weekly Overview of Learning

Year Group: 6 **Week beginning: 29.01.24**

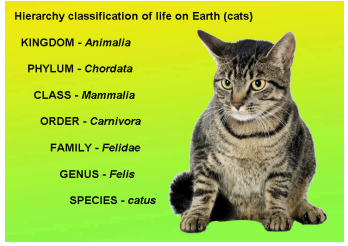
*Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher*

ART - Kapow	Spanish – Language Angels	PSHE - Jigsaw
Unit: Artist study **Lesson 3** **LI: We are learning to understand how to find meaning in painting.** This week the children will explore a painting from a Portuguese artist called Paula Rego. The children will explore how paintings can be interpreted. This will be modelled for them. The children will then be shown a painting called 'Dance', which they will create their own narrative for, answering a series of questions which will help them infer. 	**Unit:** **Lesson 4** **LI: We are learning about regular Spanish -iR verbs.** **Pupils are learning more about Spanish verbs and exploring the different groups of verbs in Spanish (regular and irregular and –ER, -IR and –AR). They will also learn what an infinitive is and how to create a verb stem. Pupils will be conjugating IR verbs and then practise online using Quizlet activities** 	**Unit: Dreams and Goals** **Lesson 4** **LI: We are learning to understand how charities work towards making the world a better place.** This week, the children will explore the terms charity, to be charitable and the aims and purposes of these organisations. The children will share charities that they are familiar with and what causes they aim to help. The children will discuss if some charities receiving more donations than others is fair and will explore why this way happens.  During the lesson, the children will focus on one particular charity. They will explore ways that they can help and the benefits of doing so.

Weekly Overview of Learning

Year Group: 6 **Week beginning: 29.01.24**

*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*

Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
Unit: Evolution & Inheritance **Lesson 9** **LI: We are learning to understand and classify living things using the Linnaean system.** The children will be introduced to the Linnaean classification system which includes 7 levels: kingdom, phylum, classes, order, families, genus, and species . After learning what each Latin named level means and what characteristics are required for each level, they will use this system to classify a selection of mammals, including humans and neanderthals! They will learn how the given selection of mammals are related - some more closely related than others, depending on their characteristics. They will then answer questions to show they understand this concept, e.g. Which of these species is most closely related to homo sapiens? Which of these species is least closely related to homo sapiens?  	**Unit: Britain at War** **Lesson 15** **LI: We are learning to identify key details of significant events in history that led to the end of the Second World War.** In today's lesson, the children will be exploring D-Day, The Battle of the Bulge and VE Day, which were all significant events that led to the end of the Second World War. The children will hold class discussions on the new information presented through the class teacher and powerpoints. The children will take notes throughout the lesson and share their learning at key 'checkpoints' of the lesson. As their task, the children will complete a series of questions, which will test their knowledge and understanding, based on today's learning. 	**Unit: Variables in Games** **Lesson 4** **LI: We are learning to design a project that builds on a given example.** In this lesson, learners work at the 'design' level of abstraction, where they create their artwork and algorithms. Learners first design the sprites and backgrounds for their project, then they design their algorithms to create their program flow Success Criteria: ● I can choose the artwork for my project ● I can create algorithms for my project ● I can explain my design choices 

Homework

Weekly Overview of Learning

Year Group: 6 **Week beginning: 29.01.24**

*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*

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.

<table>
<tr><th colspan="2">Reading/Spelling and Grammar</th><th>Maths</th><th>Topic/Other foundation subjects including writing
REMINDERS – trips/events/items to bring in</th></tr>
<tr>
<td>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.</td>
<td><u>Spelling and dictation –</u> Remember to try and use these words in sentences to show that you understand their meanings.

Group 1 only
<table><tr><td>medieval</td><td>ceiling</td></tr><tr><td>chief</td><td>receive</td></tr><tr><td>shield</td><td>receipt</td></tr><tr><td>shriek</td><td>perceive</td></tr></table>
Group 1 and 2
<table><tr><td>controversy</td><td>definite</td></tr><tr><td>correspond</td><td>desperate</td></tr><tr><td>criticise</td><td>determined</td></tr><tr><td>curiosity</td><td>develop</td></tr></table>
Group 1 and 2 (bonus Topic Words)
<table><tr><td>rationing</td><td>holocaust</td></tr></table></td>
<td><u>Doodle Maths</u> – 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 <u>green</u> zone yet?

<u>Times Tables Rockstars:</u>

It will help you to practise your multiplication facts.</td>
<td></td>
</tr>
</table>

Weekly Overview of Learning

Year Group: 6 **Week beginning: 29.01.24**

*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*

	territorial | submarine		