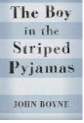


# Weekly Overview of Learning

Year Group: 6 Week beginning: 30.1.23

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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><b>Reading assessment</b></p>	<p><b>LI: To make a prediction based on the sounds heard.</b></p> <p><b>LI: To explore the senses of a character in a film.</b></p> <p><b>LI: To identify language to describe the scene.</b></p>	<p><b>LI: To write a fantasy story in the third person.</b></p> <p><b>LI: To apply narrative techniques to effectively illustrate a short film.</b></p>	<p><b>LI: To understand and analyse a modelled version of the Alma story</b></p> <p><b>LI: To utilise our reading skills to analyse a text</b></p>	<p><b>Grammar, spelling and punctuation assessment.</b></p>
<p><b>Speaking and Listening Focus</b></p>		<p><b>Think Pair Share / Cold Calling</b></p> <p>Children will be given thinking time to develop their thoughts and then share these with their partners and then with the class</p>	<p><b>Peer on peer discussion</b></p> <p>Children to feedback to the CT following peer discussion about what they feel are the key parts and features of an effective narrative.</p>	<p><b>Think Pair Share</b></p> <p>Children to consider in pairs what they notice about the Alma modelled version. Consider structure, cohesion, tense, atmosphere, character feelings and thoughts. What went well? This will then be fed back to the CT.</p>	
<p>Key vocabulary and Key Blooms higher order thinking questions</p>		<p><b>Key Vocabulary:</b> 5 senses - see, hear, feel, smell, taste, genre, no dialogue, mystery, suspense, atmosphere, background music</p> <p><b>Key Questions:</b> -What does the music tell us? -What other sounds can you hear? -Where might the film be set? -What genre of film might it be? -Who is in the film? -Why is there no talking?</p>	<p><b>Key Vocabulary:</b> tense, features, narrative, structure, character, thoughts, feelings, sentence structure, atmosphere, suspense, drama</p> <p><b>Key Questions:</b> -What tense is it written in? -What will be included in the beginning? -How will you effectively portray Alma's story? -How will you portray the change in Alma's mood and thoughts? - How can you make sure your short story does not sound like a recount? - The story has a dramatic end - how will you ensure this is effectively portrayed?</p>	<p><b>Key Vocabulary:</b> structure, cohesion, narrative, description, atmosphere, sentence structure, tense, third person</p> <p><b>Key Questions:</b> How has the author effectively conveyed the story as a narrative? In what way has tension and atmosphere been developed? What narrative techniques have been used? Now you have read this, what might you change about your Alma narrative?</p>	

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Activities	Reading assessment	<p>The children will first listen to the sounds of the short film Alma and make a prediction about what the film is about based on the sounds that they have heard. They will then watch the film and come up with any questions they have about the film. Finally, as the children will ultimately be writing a narrative to portray the film so will be using the character's senses to bring the story to life. The children will complete a bubble map to identify what the character can see, hear, smell, think and feel during the film and think carefully about what language will effectively describe these.</p>	<p>Today the children will be completing a cold task. They will be writing a narrative about the film Alma in third person. Before writing, the children will read a model introduction and explore how it effectively illustrates the film. They will also think about the structure of their writing to ensure that it has a clear beginning, middle and end.</p>	<p>The teacher will share the Alma written modelled version with the children - this is a narrative that has been written to show the children what a good one looks like. Once it has been read, the children will then in pairs discuss what they notice and what they think has been done well, this can also include any suggested improvements. Children to consider - structure, cohesion, description and atmosphere. Each pair will then have an opportunity to give feedback to the class teacher. Following on from this thorough analysis, children will then need to use their reading skills (retrieval, inference, meaning of words) to answer comprehension questions about the Alma modelled version.</p>	Grammar, spelling and punctuation assessment

<p><b>Class Text – Reading Aloud</b> 10-15 mins each day</p>	<p><b>OPAL</b> <b>TEXT – Rebecca's World</b> <b>Author - Terry Nation</b></p> <p><b>RUBY</b> <b>TEXT - Wonder</b> <b>Author - R J Palacio</b></p>
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><b>LI: To calculate percentages of an amount.</b></p>	<p><b>LI: To apply my prior learning to solve multistep problems.</b></p>	<p>Maths assessment</p>	<p>Maths assessment</p>	<p><b>LI: To calculate percentages of an amount.</b></p>
<p><b>Key vocabulary and key questions</b></p>	<p><b>Key Vocabulary:</b> part/whole, per cent, equivalent, fraction, simplify, multiply, divide, numerator, denominator</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>-How can you find 1%/10%/20%/25%/50% of a number?</li> <li>- How can you use 10% to find 30%?</li> <li>- How can the percentage 36% be made using 1%, 5%, 10%, 20%, 25%, 50% and 100%?</li> <li>-If you know 1% of an amount, how can you work out 37% of that amount?</li> <li>-If you know 1% of an amount, how can you work out 99% of that amount?</li> </ul>	<p><b>Key Vocabulary:</b> operation, multiply, divide, add, subtract</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>-What is the key information in the question?</li> <li>-What words in the question suggest that you need to multiply/divide?</li> <li>- What visual representation can you use to help you unpick the word problem?</li> <li>- What scaffold can help you to accurately calculate the answer?</li> <li>-How many steps are needed to work out the answer?</li> <li>- What is the most efficient method?</li> <li>-How can you check if the answer is correct?</li> </ul>			<p><b>Key Vocabulary:</b> part/whole, lots of, multiply, divide,</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>-If you know ___% of a number, how can you work out the whole?</li> <li>-How many lots of ___% are there in 100%?</li> <li>-If you know 23%, how can you find 1%? Once you know 1%, how can you find 100%?</li> <li>-If you know 40%, how can you find 10%? Once you know 10%, how can you find 100%?</li> <li>-How can linking percentages to fractions help you to answer this question?</li> </ul>
<p><b>Activities</b></p>	<p>In this lesson, children will build on their learning in the previous lesson. They will now be 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</p>	<p>Third Space Learning</p> <p>Arithmetic Paper</p> <p>In this lesson, the children will be given a range of problem questions and will apply their prior learning to solve the problems. The children will use bar models to help them to unpick the problem and visualise the key information. They will also be utilising place value grids and number lines to help them with certain calculations. The children will identify the key information in</p>	<p>Maths assessment</p>	<p>Maths assessment</p>	<p>Today, children use their understanding of percentages to find the whole number from a given percentage. The children have previously learned how many lots of ___% are in 100%, they can apply this learning to then 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%, the children work out percentages such as</p>

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	<p>actually calculating the percentages of amounts, for example 45% can be made from <math>25\% + 10\% + 10\%</math>, <math>5\% \times 9</math>, <math>1\% \times 45</math>, <math>50\% - 5\%</math>. The children will learn to recognise that percentages can be made in a range of ways, they apply this to finding a percentage of an amount using the most efficient method.</p>	<p>the question and identify what operations are needed to solve the problem, as well as what steps are needed to reach the final answer.</p>			<p>12% that cannot be solved in one step. With examples such as these, the children will 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 multiply by 10. Bar models will be used to help visualise the parts and whole.</p>
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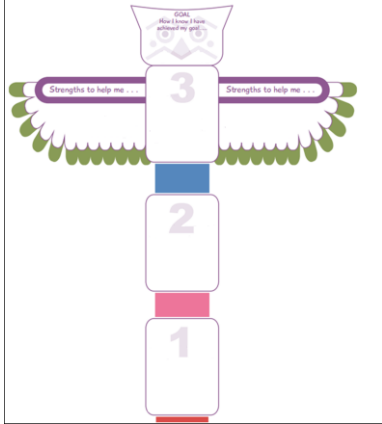
**Please continue logging into Doodle Maths and Times-table Rockstars regularly!**

Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><u>L.I: To sing 5-note scales, and arpeggios.</u></p> <p><u>LI: To learn to sing Section 3 of the round <i>Dona nobis pacem</i>.</u></p> <p><u>LI: To learn about monophonic, homophonic, and polyphonic textures.</u></p> <p>The children will listen to the performance of <i>Dona nobis pacem</i>, listening carefully to the pronunciation of the words and practise them. They will learn to sing section 3 of the song. The children will explore the textures in music: monophonic, homophonic, and polyphonic and will then try to identify these in <i>Dona nobis pacem</i>.</p>	<p><u>LI: To understand the different ways that Buddhists worship.</u></p> <p><u>LI: To consider what values I would want to promote to the rest of the world.</u></p> <p>In this lesson, the children will explore how Buddhists worship. They will learn about how Buddhists pray at home and in the temple. They will then explore the physical prayer aids that Buddhists use, including prayer flags. Following this, the children will design their own flags with the values that they would want to promote to the rest of the world.</p>	<p><u>Unit: Tag Rugby</u></p> <p><u>LI: To develop drawing defence and understanding when to pass.</u></p> <p>In this lesson, the children will develop their defending and passing skills focusing on passing if the defender comes towards them and running if there is space to do so.</p> <p><u>Unit: Fitness</u></p> <p><u>LI: To perform actions that develop agility.</u></p> <p>In this lesson, the children will learn that agility is the ability to change direction quickly and that agility requires speed, strength, and good balance and coordination. The children will perform actions that develop agility: turning hips to the direction they are running and using lots of small steps instead of big steps.</p>

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SCIENCE EXTRA- Workshop - The circulatory system	Spanish – Language Angels	PSHE - Jigsaw
	<p align="center"><u>Unit: Me presento</u> <u>Lesson 6</u></p> <p><u>L.I:To revise all language covered so far and to complete the end of unit assessment.</u></p>	<p><b><u>L.I. To work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.</u></b></p> <p><b><u>L.I: To set success criteria so that I will know whether I have reached my goal.</u></b></p> <p>Today the children will be building on last week's lesson, where they set themselves a challenging and realistic personal goal and a learning goal. They will now be thinking about the steps to how they will achieve their goals, and present these steps on a native american totem pole. In the wings of the totem pole, they will identify the strengths/ skills that they will need to motivate themselves in order to achieve their goal.</p> 

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**LI: To explain the term refraction of light using different examples.**

**To explain how light changes speed and angle as it goes through different mediums.**

**To explain how refraction creates optical illusions**

The children will learn the term refraction and how this is different to reflection. They will be able, through examples and carrying out practical experiments, explain that Refraction = the bending of light, and refraction happens as the rays travel at a slightly different speed.  
e.g. The teacher will demonstrate an example showing the path of a light ray travelling from **air** into a **glass** block. The children will notice that it **bends** as it enters the block. This is because it **slows down**.  
As it leaves the block, it **speeds up** and bends again. So the light comes out of the block at a different place to what you would expect.  
The children will apply their knowledge of refraction to a selection of optical illusions, using light and water.

**LI: To understand the reasons for deforestation and why it is an increasing problem in the Amazon rainforest.**

**To organise information into FOR and AGAINST the deforestation of the Amazon rainforest.**

The children will start with the question: 'What is the problem', and go through various issues that have contributed to deforestation.

Within that, they will research several aspects which add to the problem - but also how these can also be beneficial: e.g. cattle farming, Agriculture and logging. They will use the information from the lesson input and discussion to identify the FOR and AGAINST arguments of DEFORESTATION.

They will need to consider all the information that has been shared with them and then organise it into a FOR and AGAINST table.

This will be used within a cross-curricular way to write a balanced argument in Topic next week - which will also be put into English books.

**L.I: To design a project that builds on a given example**

- I can choose the artwork for my project
- I can create algorithms for my project
- I can explain my design choices

The children will 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.

They will create a project that meets the task requirements over the next few lessons. Looking at the 'Fruit catcher star' Scratch project template and the activity sheet they should use this project as the basis for their game.

They will need to choose two additional sprites to fall down the screen and a background for their project. For ease of design, the children will choose sprites and a background that are already available in Scratch. They will learn that an algorithm is a precise sequence of instructions, or set of rules, for performing a task. The children will design algorithms for the two sprites that they have added.

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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.

#### Group 1 only

confide	flamboyant
immensely	inanimate
magnanimously	deceit
undaunted	snivelling

#### Group 1 and 2

cemetery	competition
committee	conscience
communicate	conscious
community	controversy

### 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