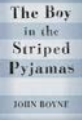


Weekly Overview of Learning

Year Group: 6 Week beginning: 30.10.23

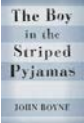
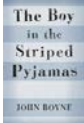
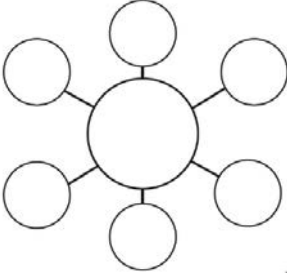

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English	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Reading and Writing</p> 	<p>LI: To construct well explained answers using the PPE structure.</p> <p>LI: To utilise different reading skills to analyse a text</p>	<p>LI: To construct well explained answers using the PPE structure.</p> <p>LI: To utilise different reading skills to analyse a text</p>	<p>LI: To analyse evidence from a text to support particular themes.</p> <p>LI: To explore the themes in the text.</p>	<p>To explore and analyse the whole text.</p> <p>LI: To interpret character feelings and create a thought bubble</p>	<p>Spelling Test</p> <p><u>LI: We are learning about what determiners are.</u></p> <p><u>LI: We are learning to identify different types of determiner in a sentence</u></p>
<p>Speaking and Listening Focus</p>	<p>Cold calling - Children are all given questions to think about and explore and then invited to share and develop their responses with the class.</p>	<p>Think Pair Share - model answers Children will be given thinking time to develop their thoughts and then share these with their partners and then with the class.</p>	<p>Paired work - sharing evidence with the class to support particular themes.</p>	<p>Hot Seating The children through questioning will focus in depth on one character to understand their thoughts, motives, emotions, viewpoints etc.</p>	<p>Cold calling - independent white board work.</p>
<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p>Key Vocabulary: Imaginary friend, OutWith, truth, fear, honesty, friendship, power, difference, prejudice</p> <p>Key Questions: Why does Bruno say he has an imaginary friend? What prevents Bruno from visiting Shmuel? Lt Kotler features heavily in Chapter 15, how do the other characters' opinions of him differ? Who does Kotler start to behave like? What causes Kotler to get angry?</p>	<p>Key Vocabulary: wreath, The Fury, funeral, Berlin, inconsolable, sunken, preyed, fence, opposite, summoned, grubby, reluctantly</p> <p>Key Questions: Why would Grandmother turn in her grave if she knew the Fury had sent a wreath? Why do you think Lt Kotler was sent away? What does inconsolable mean? Why does Gretel describe her and Bruno as the opposite? What big decision is made in Chapter 17? What is Bruno dreading doing?</p>	<p>Key Vocabulary: power, friendship, innocence, change, difference, freedom</p> <p>Key Questions: What is meant by a theme within a text? What themes were running through Wonder? What key themes are running throughout this text? What evidence is there to support the themes identified? What similarities are there between the themes in this text and the themes in Wonder?</p>	<p>Key Vocabulary: tragedy, reflect, powerful, friendship, family, prejudice, innocence, eagerness,</p> <p>Key Questions: What does Shmuel believe the soldiers feel about the people on the other side of the fence? What plan do Bruno and Shmuel come up with? What is the danger that Bruno cannot see? What did Bruno expect to find? What did he find instead? Why does the author describe the people and the soldiers so differently?</p>	<p>Key Vocabulary: determiner, definite article, indefinite article, quantifier, demonstrative, possessive</p> <p>Key Questions: Where are the determiners in these example sentences? Which kind of determiner are these? How do you know?</p>

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<p>Activities</p>	<p>We will read more of the text today - Chapters 14 and 15, we will focus on various key parts of the text as the children will be completing comprehension questions about this part of the text.</p> <p>The comprehension questions will explore the different reading content domains. 2B - retrieval 2D - inference 2G - language 2C - summarise</p> 	<p>We will read more of the text today Chapters 16 and 17, we will focus on various key parts of the text as the children will be completing comprehension questions about this part of the text.</p> <p>The comprehension questions will explore the different reading content domains. 2B - retrieval 2D - inference 2G - language 2C - summarise</p> 	<p>Today children are going to explore 5 key themes within the text. These themes will be displayed around the classroom on big sheets of paper. The children are going to be put in teams of 4 and they will be responsible for one theme per group.</p> <p>Using the text children will begin to source evidence from the text to support their theme. This will be added to their sheets of paper. The children, in their groups, will then present their theme and the evidence they have found to support that theme.</p> 	<p>We will finish the text today and the children will learn how the book concludes.</p> <p>The children will be answering some final questions about the text as a whole and then completing a piece of writing in role as a character from the text.</p> <p>To prepare the children for writing in role we will complete a Hot Seating activity - children will get the chance to become one of the characters from the text and the rest of the class can ask open questions that the child in the hot seat needs to answer in character</p> 	<p>The children will start by looking at how Determiners are words that come before a noun or noun phrase. There are two types of determiners - specific and general. They introduce the noun and give the reader important information about it.</p> <p>They will look at different examples and learn the four main types of determiners:</p> <ul style="list-style-type: none"> • Specific determiners refer to a specific noun when the reader knows exactly which noun you are referring to. • Demonstrative determiners are also specific. They relate to the location of the noun that you are describing. • Possessive determiners are also specific. They relate to the ownership of the noun that you are describing. • General determiners don't refer to a specific noun. The most frequently used general determiners are 'a' or 'an' - which are often referred to as 'the indefinite article'.
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<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Opal TEXT - Wonder Author - R J Palacio</p> 	<p>Ruby TEXT - Wonder Author - R J Palacio</p> 	<p>Jet TEXT - Wonder Author - R J Palacio</p> 	<p>Coral TEXT - Wonder Author - R J Palacio</p> 
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<p>Maths</p>	<p>Lesson 1</p>	<p>Lesson 2</p>	<p>Lesson 3</p>	<p>Lesson 4</p>	<p>Lesson 5</p>
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	<u>LI: To divide numbers with up to 4-digits by a 2-digit number using long division.</u>	<u>LI: To use efficient written methods of division including short and lon division.</u>	<u>LI: To divide numbers with up to 4-digits by a 2-digit number using long division.</u>	<u>LI: To determine whether to round up or down after division.</u>	<u>LI: To solve multistep word problems involving the four operations.</u>
Key vocabulary and key questions	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -multiples -dividend -divisor <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -How can you use multiples to divide by a 2-digit number? -Why do we subtract as we go along? -What does the arrow represent in the long division? -Can this division be done using factors instead? Why or why not? - What is the first step when performing a long division? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -grouping -sharing -divisor -remainder <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -Can I do the calculation mentally or in my head? -What is the most efficient method to calculate the answer? Why? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -multiples -dividend -divisor -remainder <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -Why do we subtract as we go along? -In a long division, what happens after the subtractions if you cannot divide exactly? -What is the first step when performing a long division? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -dividend -divisor -remainder -round up/down <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -What is the same/different about these questions? -How many _____ can be made from...?How many _____ are needed for...? -Will you need to round up/down after the division? Explain your reasoning. 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -multiply -divide -add -subtact <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -What model can help us to unpick the word problem? -What do we need to do first/next? -Have we reached the final answer? Explain your reasoning. -What is the most efficient method? - What operation do we need to apply? What language in the word problem tells us this?
Activities	In today's lesson, children are introduced to long division as a method for dividing by a 2-digit number. We will be dividing numbers without remainders. To check their answers, children can apply their prior learning of multiplication strategies and apply the inverse.	Third Space Learning Arithmetic Paper In this lesson, the children will focus on securing their understanding of division methods, with a focus on long division. They will be considering when each division method is efficient to use based on the question.	Now that children have learned to use the algorithm for long division with integer answers, they move on to long divisions with remainders. Children should always check that the remainder is less than the number they are dividing by. They can use estimation as a sense-check for their answers, for example $834 \div 18$ is close to	This week, the children have been dividing numbers using the formal written method of long division and expressing remainders as whole numbers and fractions. Today, they will apply this method to solve word problems and decide whether to round up or down after division as the final answer.	Following our learning of the formal written methods of the four operations, the children will now focus on when to apply these. They will be solving word problems that involve the four operations and will look closely at the language within these questions to decide which operations,

Weekly Overview of Learning




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800 ÷ 20 so the answer should be in the region of 40

and in what order, they will use to solve the problem.

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

Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p>Unit: Shadows Lesson 1</p> <p>L.I. We are learning to explore Lindsey Stirling. L.I. We are learning to compare music from different genres.</p> <p>In this lesson children will:</p> <ul style="list-style-type: none"> Start their new unit of learning in Music entitled 'Shadows'. Explore the influences on Lindsey Stirling by comparing pieces of music from different genres. Identify features of timbre/instrumentation and expression in an extract of recorded music. Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music. <div data-bbox="134 1149 683 1428" style="border: 1px solid black; padding: 5px;"> <p>Who is Lindsey Stirling?</p> <ul style="list-style-type: none"> Lindsey is American. Her art form involves writing, recording, and performing her own music. Being a contestant on America's Got Talent gave her a platform and an audience. She began making videos, which helped her build a bigger audience. She is influenced by country fiddle music, dance music, and rock. She learned to play the violin from a young age – just 15 minutes a week. She wanted dance lessons too but had to choose between them. She studied filmmaking at University. Creating videos combines all her passions: music, dance, and film. </div>	<p>Unit: Judaism Lesson 1</p> <p>L.I. We are learning to explain the Jewish Celebration of Rosh Hashanah L.I. We are learning to consider the importance of having a New Year celebration like Rosh Hashanah to help you reflect on your actions and have a new start.</p> <p>This week the children will explore how Rosh Hashanah is celebrated by Jews and what it symbolises. By the end of the lesson the children will be able to explain why this festival is important in Judaism, traditions during the festival and the symbolism behind the food that is typically eaten during this celebration.</p> 	<p>Unit: OAA Lesson 1</p> <p>L.I. We are learning to build communication and trust whilst showing an understanding of safety.</p>  <p>In this lesson children should be able to:</p> <ul style="list-style-type: none"> Listen carefully to the safety instructions of an activity. Share ideas and listen to other people in your group. Then decide on the best solution. <p>Unit: Badminton Lesson 1</p> <p>L.I. We are learning to return the shuttlecock using an underarm clear.</p> <p>In this lesson children should be able to:</p> <ul style="list-style-type: none"> Return to the ready position in between each shot. 
ART - Kapow	Spanish – Language Angels	PSHE - Jigsaw

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Unit: Lesson 1

LI: We are learning to explore Alma Thomas' artwork and create our own artwork based on her style.

This week, while celebrating black history month, we are going to explore Alma Thomas and her fantastic artwork. The children will learn all about Alma's life story and some of her famous pieces of art. Afterwards, the children will recreate their own, which we hope to display in classrooms and around the school.

Alma Thomas

What is the same and what is different about the art work?

What do you notice about her art work?

What type of colours are used?

Unit: Healthy Lifestyle Lesson 1

LI: We are learning to improve our range of vocabulary by introducing ten new words for healthy foods and drinks

This week, the aim of the lesson is to explain to the children how, by the end of the unit, they will be able to say in Spanish what helps make a healthy and an unhealthy diet and lifestyle. In this lesson they will be introduced to ten foods that are considered good for your health.

Comer sano

phonics
sound in:
• **b**er **b**er
• **b**er **b**er
sound in:
• **qu**e **qu**e
• **v**egetales **v**egetales

accents
Accents indicate the vowel is stressed. As seen in the words *natación*.

ñ tilde
This changes the 'ñ' to a 'ny' sound like in the English word 'onion'. As in the Spanish word *añadir*.

vocabulary
The nouns and determiners for 10 healthy foods and drinks.
The nouns and determiners for 10 unhealthy foods and drinks.

grammar
The 1st person conjugation of high-frequency verbs:
como **bebo**
'eat' from the verb 'comer' to eat. 'drink' from the verb 'beber' to drink.
Use of the negative:
no como **no bebo**
'do not eat' 'do not drink'

Language to describe healthy lifestyles:
Para tener una buena salud como... **Para tener una buena salud bebo...**
'To stay healthy I eat...' 'To stay healthy I drink...'

What I will learn:

- Objective 1: I will improve my range of vocabulary by learning 10 new nouns and determiners for healthy foods/drinks.
- Objective 2: I will further improve my range of vocabulary by learning 10 more nouns and determiners for unhealthy foods/drinks.
- Objective 3: I will consolidate all the new language and focus on the plural indefinite article in Spanish as seen in this unit.
- Objective 4: I will improve my range of vocabulary by also learning key phrases for healthy and unhealthy habits.
- Objective 5: I will learn to follow a healthy recipe in Spanish and create my own using my new knowledge.

Unit: Celebrating Difference Lesson 1/ Puzzle 1

LI: We are learning to identify what we already know about celebrating differences from our prior learning.

First, the children will complete their thinking frame to show what prior learning they have surrounding this topic of learning. They will revisit this later in the term to add what they now know too.

Thursday 2nd November 2023
LI: We are learning to identify what we can remember from the unit of learning 'Celebrating Differences'.

What do you already know about celebrating difference?

Celebrating Difference

LI: We are learning to understand there are different perceptions about what normal means.

LI: We are learning to empathise with people who are different.

Today, the children will explore that sometimes people's perceptions about what is normal can cause them to be prejudiced. The children will explore the terms prejudice and discrimination, being asked if they know what they mean. The children will then discuss any examples they can link to prejudice and discrimination?

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		<p>5) Women were allowed to vote in England before 1918.</p> <p>(Answer: False - women were only given the right to vote (and not all women) in 1918. Before that it was only men that could vote. It was 'normal' to think that women did not have the intelligence to make sensible voting decisions. It took another 10 years until women had equal voting rights to men in 1928. Campaigners called suffragettes helped change this. There are still some countries where women cannot vote.)</p>
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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing																		
<p style="text-align: center;">Unit: Lesson 1</p> <p>Rolled over from previous lesson</p> <p>LI: We are learning to explain how we see different colours of objects.</p> <p>Key vocabulary: reflected, refracted, absorb, spectrum, visible light, prism, frequency, density, transparent, concave, convex, focal point, dispersed</p> <p>Key questions: How do we see different colours without a prism? What do you notice about your reflection? How is this different?</p> <p>They will extend this knowledge and apply the different colours of light to their reflection knowledge and how certain colours from the spectrum are absorbed or reflected so we can see coloured objects. They will record their findings using diagrams and written explanations using the correct scientific vocabulary.</p> <p>The children will then carry out an investigation on concave and convex mirrors. They will observe the effects of the reflected light rays</p>	<p style="text-align: center;">Unit: Britain at War Lesson 7</p> <p>LI: We are learning to recognise what we already know about WW1, identify what we want to know about WW2 and reflect on what we will have learnt in the lesson.</p> <table border="1" data-bbox="831 839 1359 1161"> <thead> <tr> <th>W</th> <th>K</th> <th>L</th> </tr> </thead> <tbody> <tr> <td>What I already know about WW1 Before the lesson</td> <td>What I now want to know about WW2 Before the lesson</td> <td>What I have learnt in today's lesson After the lesson - green pen</td> </tr> <tr> <td>I know that:</td> <td>I want to learn about:</td> <td>Today I have learnt that:</td> </tr> <tr> <td>I know that:</td> <td>I want to learn about:</td> <td>Today I have learnt that:</td> </tr> <tr> <td>I know that:</td> <td>I want to learn about:</td> <td>Today I have learnt that:</td> </tr> <tr> <td>I know that:</td> <td>I want to learn about:</td> <td>Today I have learnt that:</td> </tr> </tbody> </table> <p>LI: We are learning to identify the causes of the Second World War.</p> <p>LI: We are learning to describe the causes and consequences of a significant event in history.</p> <p>In this lesson, the children will be exploring WW2. They will start the lesson by revisiting prior learning and filling in a KWL chart. They will then state what they would like to know about the</p>	W	K	L	What I already know about WW1 Before the lesson	What I now want to know about WW2 Before the lesson	What I have learnt in today's lesson After the lesson - green pen	I know that:	I want to learn about:	Today I have learnt that:	I know that:	I want to learn about:	Today I have learnt that:	I know that:	I want to learn about:	Today I have learnt that:	I know that:	I want to learn about:	Today I have learnt that:	<p style="text-align: center;">Unit: Website Creation Lesson 1</p> <p>L.I. We are learning to understand what makes a good website.</p> <p>Today, the children will start their new unit of learning that explores website creation. The children will have the opportunity to explore some websites and discuss with the class what is good and not so good about them. For their task, the children will annotate examples of web pages and explain why it is a good website.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ● I can explore a website. ● I can discuss different types of media used on websites. ● I know that websites are written in HTML.
W	K	L																		
What I already know about WW1 Before the lesson	What I now want to know about WW2 Before the lesson	What I have learnt in today's lesson After the lesson - green pen																		
I know that:	I want to learn about:	Today I have learnt that:																		
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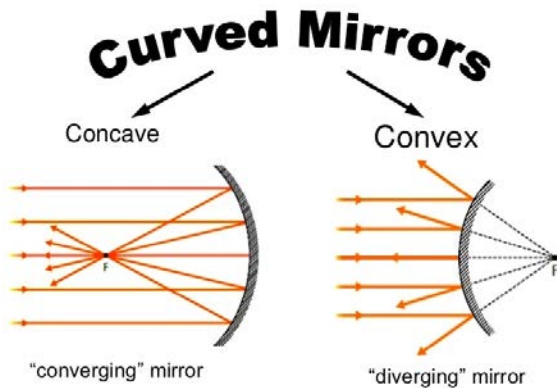
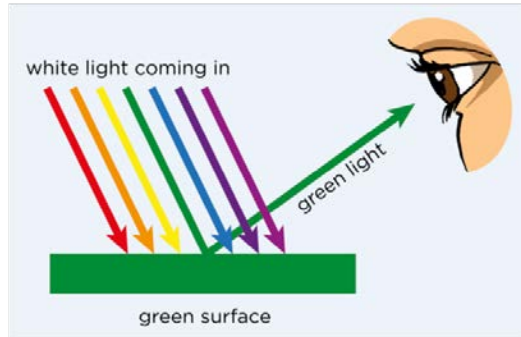
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from a concave mirror, and how the reflection changes because of the distance their eyes are from the focal point.

They will observe the effects of images reflected from convex mirrors.

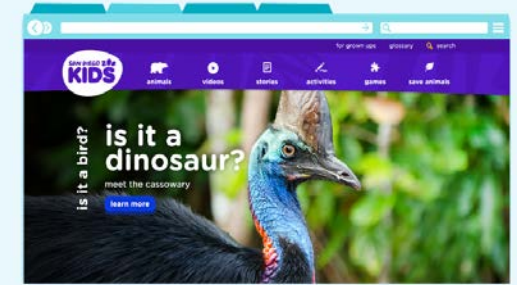
They will then apply this knowledge to uses of convex and concave mirrors in real life.



Second World War as we start to explore. Later on, they will come back and fill in any new understanding they have of WW2.

Their second activity will be to state and sort the causes of WW2. They will do this in a diamond 9 and rank them more to least important causes in their opinion.

How could you explore this website?



Can you move around the site without using the buttons on the browser?


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.

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Reading/Spelling and Grammar		Maths	Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in																				
<p>Please read for at least 20 minutes every day and complete tasks in your purple task book.</p> <p>Your teacher will check and sign your work once every two weeks.</p> <p>Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.</p> <p>Doodle Spell – log in to your account at least 3 times this week.</p>	<p>Spelling and dictation – Remember to try and use these words in sentences to show that you understand their meanings.</p> <p>Group 1 and 2</p> <table border="1"> <tr> <td>identity</td> <td>interrupt</td> </tr> <tr> <td>immediate</td> <td>language</td> </tr> <tr> <td>individual</td> <td>lightning</td> </tr> <tr> <td>interfere</td> <td>marvellous</td> </tr> </table> <p>Group 1 only</p> <table border="1"> <tr> <td>prophecy</td> <td>guessed</td> </tr> <tr> <td>prophecy</td> <td>guest</td> </tr> <tr> <td>farther</td> <td>heard</td> </tr> <tr> <td>further</td> <td>herd</td> </tr> </table> <p>Group 1 and 2 (bonus Topic Words)</p> <table border="1"> <tr> <td>spectrum</td> <td>convex</td> </tr> <tr> <td>concave</td> <td>density</td> </tr> </table>	identity	interrupt	immediate	language	individual	lightning	interfere	marvellous	prophecy	guessed	prophecy	guest	farther	heard	further	herd	spectrum	convex	concave	density	 <p>Doodle Maths – Log on to your account at least three times this week.</p> <p>We will be checking to see who has accessed their account the most!!</p> <p>Work to reach your target – are you in the green zone yet?</p> <p>Times Tables Rockstars:</p> <p>It will help you to practise your multiplication facts.</p>	
identity	interrupt																						
immediate	language																						
individual	lightning																						
interfere	marvellous																						
prophecy	guessed																						
prophecy	guest																						
farther	heard																						
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Weekly Overview of Learning

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