


Weekly Overview of Learning

Year Group: 6 Week beginning: 05.02.24

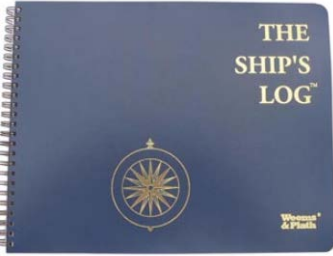







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	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing 	<p>LI: To explore a chapter in the text utilising reading skills.</p> <p>L.I. We are learning to give impressions of a character and justifying our choices by supporting it with suitable evidence.</p> <p>L.I. We are learning to summarise main ideas from more than one paragraph.</p>	<p>L.I. We are learning to answer comprehension questions using skimming and scanning.</p> <p>LI: We are learning to support our opinions by giving suitable evidence.</p>	<p>LI: To explore the emotions of a character during a key event in the text.</p> <p>LI: To identify evidence to prove a character's feelings and emotions.</p>	<p>LI: To explore the emotions of a character during a key event in the text.</p> <p>LI: To identify evidence to prove a character's feelings and emotions.</p>	<p>Spelling Test</p> <p>LI: To use grammar accurately to ensure verb tense agreement</p>
Speaking and Listening Focus	<p>COLD CALLING Children will discuss what impressions they have for a character and then share why they have this opinion. They will need to justify it using clues in the text. They will need to use varied examples, not just one-off incidents.</p>	<p>COLD CALLING Class teacher to ask questions about the text as we read to random children. Also pick vocabulary with children giving definitions of words.</p>	<p>HOT SEATING Children will have an opportunity to ask questions to children pretending to be Mother, Father and Michael.</p>	<p>THINK PAIR SHARE 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>SHOW ME BOARDS Children will participate in this lesson through show me boards, the teacher will use this form of assessment to check understanding.</p>
Key vocabulary and Key Blooms higher order thinking questions	<p>Key Vocabulary: heaving, idle, seasickness, vividly, onomatopoeia, longitude, latitude, navigation, ship's log, Bay of Biscay, sulking</p> <p>Key Questions: What was the purpose of the ship's log? What technique does the author use to describe the stormy seas on page 20?</p>	<p>Key Vocabulary: skim, scan, evidence, opinion, point, explain, support,</p> <p>Key Questions: 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>Key Vocabulary: Kensuke, pitching and rolling, man overboard, looming wave, Coral Sea, Australia, cockpit, frantically, stubbornly</p> <p>Key Questions: 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?</p>	<p>Key Vocabulary: Kensuke, pitching and rolling, man overboard, looming wave, Coral Sea, Australia, cockpit, frantically, stubbornly</p> <p>Key Questions: Give an emotion that Michael was feeling at this point in the dramatic events of pages 42-49 - how do you know he felt this way?</p>	<p>Key Vocabulary: verb tense agreement, past, present, future, grammar, noun, pronoun</p> <p>Key Questions: Why is the verb tense agreement important? What helps the reader identify the correct tense?</p>

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	<p>What does the ship's log help us to understand about life onboard the Peggy Sue? What was particularly memorable about the Bay of Biscay?</p>		<p>What does the word frantically suggest about how Michael was feeling? How does the author effectively portray Michael's emotions?</p>		<p>What does the verb do within a sentence?</p>												
<p>Activities</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.</p> <p>The children will complete some comprehension questions based on the text at this point - using the question types which have proved problematic from recent reading assessments.</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>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 language choices and structure.</p> <p>The children will then carry out a Hot Seating session where they will be either Michael, Mother or Father.</p> <p>Those children will need to use retrieval and inference skills to answer on-the-spot questions and describe their reasons for decisions on the yacht and what emotions they had during the key events of the chapter.</p> 	<p>The children will analyse pages 42-49 from the previous reading session and consider Michael's thoughts and emotions during the series of events which culminated in him falling overboard.</p> <p>They will record this on a table and enter clear evidence from the text which gave them this impression - using inference skills. They will use the character's actions and thoughts from the text to support their ideas.</p> <p>They will also use the emotions Michael had to create their own sentences, where a character has this emotion but the author is using only actions and how they speak/think to portray this to the reader - using 'show not tell' methods. This will help them show their understanding of the emotion and how to effectively incorporate this into their own writing.</p> <table border="1" data-bbox="1377 1013 1803 1252"> <thead> <tr> <th>Emotion / Feeling</th> <th>Evidence</th> <th>Can you use the word in column 1 in a sentence? Please write a full sentence below.</th> </tr> </thead> <tbody> <tr> <td>regret</td> <td>"I knew then I shouldn't have left the wheel... I was furious with myself for being so silly"</td> <td>James was full of regret following the argument he had with Nikita.</td> </tr> <tr> <td>foolish</td> <td></td> <td></td> </tr> <tr> <td>terrified</td> <td></td> <td></td> </tr> </tbody> </table>	Emotion / Feeling	Evidence	Can you use the word in column 1 in a sentence? Please write a full sentence below.	regret	"I knew then I shouldn't have left the wheel... I was furious with myself for being so silly"	James was full of regret following the argument he had with Nikita.	foolish			terrified			<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>
Emotion / Feeling	Evidence	Can you use the word in column 1 in a sentence? Please write a full sentence below.															
regret	"I knew then I shouldn't have left the wheel... I was furious with myself for being so silly"	James was full of regret following the argument he had with Nikita.															
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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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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: To explore the place value of numbers with 3 decimal places.</u>	<u>LI: To round decimal numbers.</u>	<u>LI: To add and subtract decimals.</u>	<u>LI: To multiply decimals by integers.</u>	<u>LI: To divide decimals by integers.</u>
Key vocabulary and key questions	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> -place value -tenths -hundredths -thousandths <p><u>Key Questions</u></p> <ul style="list-style-type: none"> -What does a decimal number represent? - How many tenths/hundredths/thousandths are there in 1 whole? -How many thousandths are there in 1 hundredth? -What digit is in the ___ column? - What is the value of the digit ___ in the number ___? - Which is greater, 1.897 or 3.1? How do you know? 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> -tenths -hundredths -thousandths -nearest -multiple <p><u>Key Questions</u></p> <ul style="list-style-type: none"> -What is the next/previous integer/tenth/hundredth? - Using the number line, which multiple of ___ is closer to ___? -If you are rounding to the nearest ___, which column do you need to look at to decide where to round to? - If the digit in this column is between 0 and 4, which multiple should you round to? - Which multiple should you round to if the digit is a 5? 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> -add -subtract -tenths -hundredths -thousandths -exchange <p><u>Key Questions</u></p> <ul style="list-style-type: none"> -How can you represent this question using place value counters? - Do you have enough ___ to make an exchange? - Do you need to exchange any ___? - What are 10 tenths/10 hundredths/10 thousandths equal to? - If there are not enough tenths/hundredths/thousandths for the subtraction, what do you need to do? 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> -multiply -integer -decimal -related facts <p><u>Key Questions</u></p> <ul style="list-style-type: none"> -What is an integer? - If you know $3 \times 2 = 6$, what else do you know? - How can you show multiplying decimals by integers using counters? - How is multiplying decimal numbers similar to/different from multiplying whole numbers? - Do you have enough hundredths/tenths/ones to make an exchange? 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> -divide -integer -decimal -exchange -related facts <p><u>Key Questions</u></p> <ul style="list-style-type: none"> -If you know that $__ \div __ = __$, what else do you know? - If you make the number being divided one-tenth the size, what must you do to the answer? - How can you show this division using place value counters? -How many groups of ___ can you make with ___? - What happens to tenths or hundredths that you cannot group?

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Activities					
	<p>In today's lesson, the children will explore the place value of numbers with 3 decimal places, extending to numbers greater than 1. The children will use counters and place value charts to represent numbers greater than 1 with up to 3 decimal places, identify the value of the digits in a decimal number and partition decimal numbers in a range of ways. They will explore decimals using a range of visuals including place value grids and numberlines.</p>	<p>Today, the children will be rounding decimal numbers. They will round numbers with up to 3 decimal places to the nearest integer and tenth (1 decimal place), as well as rounding to the nearest hundredth (2 decimal places) for the first time. It is vital that children can identify the multiples of 1, 0.1 and 0.01 before and after any number with up to 3 decimal places. They will then explore which multiple is closer, to help decide what a number should be rounded to - number lines will be used to help this process.</p>	<p>In today's lesson, the children revise the methods used for adding and subtracting numbers with different numbers of decimal places and numbers where exchanging between columns is needed. Place value counters will be used in a place value chart alongside the formal written method to help children with their understanding. Bar models and part-whole models will also be used alongside concrete resources to help children understand what calculation needs to take place.</p>	<p>In today's lesson, the children will multiply numbers with up to 2 decimal places by integers other than 10, 100 and 1,000 for the first time. Children look at related multiplication facts using concrete resources such as place value counters, exploring relationships such as $3 \times 2 = 6$ and $0.3 \times 2 = 0.6$, and $5 \times 5 = 25$ and $0.5 \times 5 = 2.5$. They then multiply numbers with up to 2 decimal places by 1-digit integers using rows of place value counters, exchanging when needed.</p>	<p>Today, to divide decimals by integers, the children will look at related division facts, such as $8 \div 2 = 4$ therefore $0.8 \div 2 = 0.4$ and $0.08 \div 2 = 0.04$. They will explore the pattern that as the number being divided becomes 10 or 100 times smaller, the answer becomes 10 or 100 times smaller, modelling this using place value counters in a place value chart. They will move on to use the formal written method for division to divide decimals by integers, alongside the place value charts.</p>

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

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Music – Sing Up

Unit: Dona Nobis Pacem Lesson 3 (Continued from last week)

L.I. We are learning to explore the different textures of Throw, catch and Dona nobis pacem.

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.



RE - Widening Horizons

Unit: Portraying Faith Lesson 5

L.I: We are learning to explore prayer in Islam and design a prayer mat.

In this lesson, the children will explore why Muslims pray, how they prepare for prayer and why they pray- to create a connection between them and Allah.

The children will understand why Friday prayers (Jummah) is so important for Muslims to take part in. The children will then explore different prayer mats that that Muslims use- they will also be able to see some prayer mats in person.



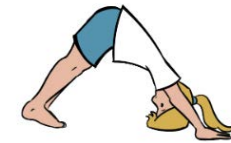
PE – Get Set 4 PE

Unit: Yoga Lesson 5

L.I. We are learning to work collaboratively to create a controlled paired yoga flow.

Success criteria:

- Focus and concentrate to help with your breathing.
- Hold your yoga poses with strong lines and control.



Unit: Dance

Lesson 5

L.I. We are learning to perform a bhangra dance, showing an awareness of timing, formations and direction.

Success criteria:


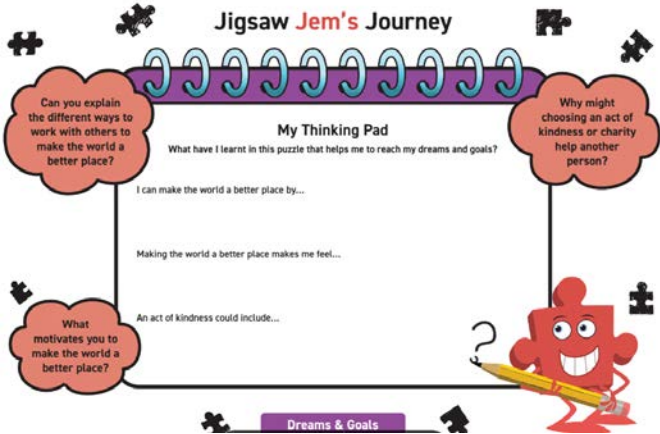
- Consider dynamics and facial expressions.
- Use counts of 8 to help you stay in time with each other.



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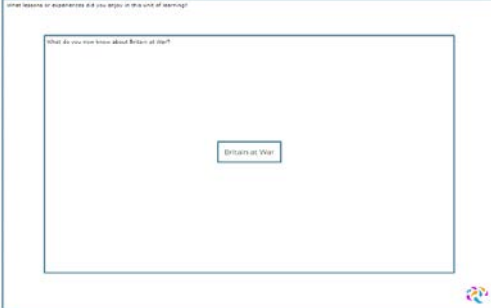




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ART - Kapow	Spanish – Language Angels	PSHE - Jigsaw																																	
<p style="text-align: center;">Unit: Artist study Lesson 4</p> <p>LI: We are learning to develop starting points for creative outcomes.</p> <p>Next lesson the children will be creating ‘a final piece’. (Something created after completing research and trying out ideas.) It could be a large or small painting or a presentation, such as a collage or something created on a computer.</p> <p>Therefore, in this lesson they will choose either an artist that they have explored this topic or someone new and research them.</p> <p>Over a double page they will have to include</p> <ul style="list-style-type: none"> • Facts about the artist • A description of their style and ideas using words and pictures • Thumbnail sketches of key paintings or art, annotated with their critiques • Key themes, identified, such as war, messages, family relationships and environmental issues • Include a small drawing of their final piece for the next lesson with annotations of materials that will be used. 	<p style="text-align: center;">Unit: Lesson 5</p> <p>LI: We are learning about regular Spanish -AR verbs.</p> <p>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 AR verbs and then practise online using Quizlet activities</p> <table border="1" data-bbox="779 711 1435 1203"> <thead> <tr> <th>Personal Pronoun</th> <th>Stem</th> <th>Ending</th> </tr> </thead> <tbody> <tr> <td>yo</td> <td>habl</td> <td>o</td> </tr> <tr> <td>tú</td> <td>habl</td> <td>as</td> </tr> <tr> <td>él</td> <td>habl</td> <td>a</td> </tr> <tr> <td>ella</td> <td>habl</td> <td>a</td> </tr> <tr> <td>nosotros</td> <td>habl</td> <td>amos</td> </tr> <tr> <td>nosotras</td> <td>habl</td> <td>amos</td> </tr> <tr> <td>vosotros</td> <td>habl</td> <td>áis</td> </tr> <tr> <td>vosotras</td> <td>habl</td> <td>áis</td> </tr> <tr> <td>ellos</td> <td>habl</td> <td>an</td> </tr> <tr> <td>ellas</td> <td>habl</td> <td>an</td> </tr> </tbody> </table>	Personal Pronoun	Stem	Ending	yo	habl	o	tú	habl	as	él	habl	a	ella	habl	a	nosotros	habl	amos	nosotras	habl	amos	vosotros	habl	áis	vosotras	habl	áis	ellos	habl	an	ellas	habl	an	<p style="text-align: center;">Unit: Dreams and Goals Lesson 5</p> <p>LI: We are learning to identify what some people in my class like or admire about me and to accept their praise.</p> <p>LI: We are learning to give praise and compliments to other people when I recognise their contributions and achievements.</p> <p>This week, the children will be concluding their unit ‘Dreams and Goals’. The children will complete a short activity in groups where they share what they like or admire about those in the class. The children will explore the significance and importance of doing this and taking time to see the positive effect.</p> <p>Afterwards, the children will complete their thinking frame (which was started at the start of the unit) with all their new learning from this unit this year.</p> <p>The children will then complete their jigsaw ‘my thinking pad’ to reflect on the unit of learning.</p> 
Personal Pronoun	Stem	Ending																																	
yo	habl	o																																	
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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing				
<p>No Science this week - it will be replaced with a workshop/visit from TFL.</p>  <p>Transport for London Safety and Citizenship will give a presentation to educate the children about personal safety, respect, responsibility and awareness both on and around public transport. It will cover the different forms of public transport and addresses all key aspects of the KS2 Citizenship curriculum. The presentation seeks to inform, challenge and reinforce the knowledge of Year 6 students as they become increasingly independent.</p> <p>It will be delivered in a fun and interactive way by a fully qualified and experienced School Liaison Officer. There will be a lively multimedia presentation which features fast moving video clips with pop soundtracks, photos to illustrate each point and entertaining and informative discussion.</p>	<p>Unit: Britain at War Lesson 16</p> <p>L1: We are learning to complete an end of unit assessment and reflect on our learning.</p> <p>In today's lesson, the children will complete their end of unit thinking frames in green pen.</p>  <p>Afterwards, the children will revise key topics (as the children have been on this unit since September) before completing their assessment.</p> <table border="1" data-bbox="757 1158 1442 1430"> <thead> <tr> <th data-bbox="757 1158 1016 1198">Weapon or technology</th> <th data-bbox="1016 1158 1442 1198">How it was used</th> </tr> </thead> <tbody> <tr> <td data-bbox="757 1198 1016 1430">  aircraft </td> <td data-bbox="1016 1198 1442 1430"></td> </tr> </tbody> </table> <p>This will be the last lesson of Britain at war. After half term, the children will explore Frozen Kingdoms.</p>	Weapon or technology	How it was used	 aircraft		 <p>SAVE the DATE Safer Internet Day 2024 Tuesday 6 February www.saferinternetday.org</p> <p>L1. We are learning how to be safe on-line and the dangers of posting private information on the internet.</p> <p>The children will revise the SMART rules of e-safety and then watch a series of videos which highlight the importance of keeping your personal information safe on-line and considering what you post on-line. They will understand how what you post on-line may not be able to be deleted and may come back to haunt you in the future.</p> <p>They will also learn the etiquette rules of how to behave on-line, e.g. If you use other people's work in your own work and the need to acknowledge this if you have used it.</p> <p>For each video, they will need to summarise the main points to show they have understood these.</p>
Weapon or technology	How it was used					
 aircraft						

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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 only

knuckle	wrestle
gnash	wrinkle
gnarled	debt
wreck	doubt

Group 1 and 2

dictionary	equip
disastrous	equipped
embarrass	equipment
environment	especially

Group 1 and 2 (bonus Topic Words)

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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	poignant	cranny		
	convey	disdain		