


Weekly Overview of Learning

Year Group: 6 Week beginning: 6.2.23

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English	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Reading and Writing</p> 	<p>LI: To write a fantasy story in the third person. LI: To apply narrative techniques to effectively illustrate a short film.</p> <p>COLD TASK</p>	<p>LI: To understand and analyse a modelled version of the Alma story</p> <p>LI: To utilise our reading skills to analyse a text</p>	<p>LI: To improve and edit a piece of text using narrative techniques.</p> <p>COLD TASK FEEDBACK</p>	<p>LI: To write a fantasy story in the third person. LI: To apply narrative techniques to effectively illustrate a short film.</p>	<p>Spelling Test</p> <p>LI: To develop inferences drawing on evidence from the text and wider personal experience</p>
<p>Speaking and Listening Focus</p>	<p>Peer on peer discussion</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>Think Pair Share</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>Think Pair Share</p> <p>Children to analyse scanned examples of their Cold Tasks to look for good examples of structure/style/detail/atmosphere building etc. How has the writer effectively built up tension here?</p>	<p>Think Pair Share</p> <p>The children will recap the sequence of events that take place in the film Alma to ensure that they are able to sequence events chronologically in their narratives.</p> <p>HOT TASK</p>	<p>Think Pair Share / Cold Calling</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>Key vocabulary and Key Blooms higher order thinking questions</p>	<p>Key Vocabulary: tense, features, narrative, structure, character, thoughts, feelings, sentence structure, atmosphere, suspense, drama</p> <p>Key Questions: -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>Key Vocabulary: structure, cohesion, narrative, description, atmosphere, sentence structure, tense, third person</p> <p>Key Questions: 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>	<p>Key Vocabulary: structure, cohesion, narrative, description, atmosphere, sentence structure, tense, third person</p> <p>Key Questions: As good as this is, can you suggest improvements? What has been done well in this extract? Why is the ending important? As the writer what do you need to ensure you do when writing the ending? Can you identify the different emotions and how they are suggested?</p>	<p>Key Vocabulary: tense, features, narrative, structure, character, thoughts, feelings, sentence structure, atmosphere, suspense, drama</p> <p>Key Questions: -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>Key Vocabulary: evidence, scan, inference, clues, vocabulary, experience, knowledge, conclusion</p> <p>Key Questions: What strategy can you use to find the evidence you need to help you answer the question? How can we make sure we retrieve the correct evidence? How can our personal experience help inform us when unpicking a particular text? How does combining evidence with personal experience help you to reach a conclusion?</p>

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<p>Activities</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>	<p>The children will consider again the use of multi-clause sentences and practise writing their own – based on scaffolded openers and main clauses. They will then use the senses and descriptive vocabulary gathered in Friday's lesson to help them up level their language choices from their Cold Task.</p>	<p>Today the children will be writing a narrative (Hot Task) about the film Alma in the third person. They will be applying their learning from previous lessons to write the final piece focusing on making effective language choices and applying a range of descriptive techniques such as expanded noun phrases, prepositional phrases, adverbs, powerful adjectives and figurative language to bring the story to life.</p>	<p>Children will be using their whiteboards to participate in today's learning. They will do both paired and independent work related to inference, using evidence and personal experience to reach a conclusion to then answer questions about particular short extracts of text.</p>
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<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>OPAL TEXT – Rebecca's World Author - Terry Nation</p> <p>RUBY TEXT - Wonder Author - R J Palacio</p>
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p>Maths Assessment</p>	<p><u>LI: To interpret, with appropriate accuracy, numbers on a range of measuring instruments.</u></p>	<p><u>LI: To calculate percentages of an amount.</u></p> <p>(Lesson carried over)</p>	<p><u>LI: To find the whole amount from a given percentage.</u></p>	<p><u>LI: To convert metric measures.</u></p>
<p>Key</p>		<p><u>Key Vocabulary:</u></p>	<p><u>Key Vocabulary:</u></p>	<p><u>Key Vocabulary:</u></p>	<p><u>Key Vocabulary:</u></p>

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<p>vocabulary and key questions</p>		<p>measure, scale, unit, intervals/divisions</p> <p>Key Questions:</p> <ul style="list-style-type: none"> -How many intervals are there? -What is each interval worth? 	<p>part/whole, per cent, fraction, simplify, multiply, divide, numerator, denominator</p> <p>Key Questions:</p> <ul style="list-style-type: none"> -If you know ___% of a number, how can you work out the whole? -How many lots of ___% are there in 100%? -If you know 23%, how can you find 1%? Once you know 1%, how can you find 100%? -If you know 40%, how can you find 10%? Once you know 10%, how can you find 100%? -How can linking percentages to fractions help you to answer this question? 	<p>part/whole, percent, fraction, numerator, denominator</p> <p>Key Questions:</p> <ul style="list-style-type: none"> -If you know ___% of a number, how can you work out the whole? -How many lots of ___% are there in 100%? -If you know 23%, how can you find 1%? Once you know 1%, how can you find 100%? -If you know 40%, how can you find 10%? Once you know 10%, how can you find 100%? -How can linking percentages to fractions help you to answer this question? 	<p>metric, convert, place value, placeholder, equivalent, multiply, divide</p> <p>Key Questions:</p> <ul style="list-style-type: none"> -When would you use km instead of m? -When would you use mm instead of cm? -Which is the most appropriate unit to use to measure the object? Explain your answer. -Why do you think _____ is not an appropriate estimate? - What's the same and what's different between 1.5 km and 1.500 km? Are the zeroes needed? Why or why not? -What is the same and what is different about kilometres and kilograms? - What do you notice about the conversions from metres to kilometres and grams to kilograms? -Do you need to multiply or divide by 10/100/1,000? How do you know?
<p>Activities</p>		<p>Arithmetic Paper</p> <p>Third Space Learning</p> <p>Today the children will be learning to read the scales of various measuring instruments. They will be focusing on using the scale to calculate what each division/interval is worth. Once they have practised reading various scales, they will apply this skill to solving problems and reasoning questions.</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 12% that cannot be solved in one step. With examples such as these, the</p>	<p>In today's lesson, the children will apply their understanding of percentages to find the whole number from a given percentage. This links back to the previous lesson, as children have learned how many lots of ___% are in 100% and 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 will work out percentages such as 12% that cannot be solved in one step. With</p>	<p>In this lesson, the children will explore metric measures for length, mass and capacity. They develop their estimation skills in context and decide when it is appropriate to use different metric units of measure. Following this, the children will then use their skills of multiplying and dividing by 10, 100 and 1,000 to convert between metric measures. Children will convert in both directions e.g. m to cm and cm to m. They will use a place value grid to support multiplying and</p>

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			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.	examples such as these, children recognise that for any percentage, they can find 1% first before multiplying up to 100%. Bar models will be used to support the learning.	dividing by 10/100/1000 and will explore the role of zero as a place holder when performing some calculations, as questions will involve varied numbers of decimal places.
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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 compare music with different textures.</u></p> <p><u>LI: To practise section 3 and learn section 2 of the round.</u></p> <p>In this lesson, the children recap section 3 of Dona Nobis Pacem and learn to sing section 2 of the round. They will recap monophonic and polyphonic textures and try to identify these musical textures in 17th century music from Europe.</p>	<p><u>LI: To understand the precepts Buddhists live by.</u></p> <p><u>LI: To reflect on the life of a monk and compare it to my own life.</u></p> <p>In this lesson, the children will explore the precepts that all Buddhists should follow and those that only monks need to follow. They will explore the life of a monk through a diary and make a timetable for both their day and a Buddhist monk's day to allow them to compare lifestyles.</p>	<p style="text-align: center;"><u>Unit: Tag Rugby</u></p> <p><u>LI: To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.</u></p> <p>In this lesson, the children will be applying the various physical skills that they have developed during the tag rugby unit to a mini tag rugby tournament. Teams will be praised not only for winning but for their display of working collaboratively within their team, confidence to achieve their best and displaying good strength of character even if their team may be losing, as well as positive traits such as honesty and fair play.</p> <p style="text-align: center;"><u>Unit: Fitness</u></p> <p><u>LI: To develop control whilst balancing.</u></p> <p>In this lesson, the children will develop their balancing skills through activities in a balance circuit. They will be taking part in a mixture of static and dynamic balances.</p>
	Spanish – Language Angels	PSHE - Jigsaw

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	<p style="text-align: center;">Unit: Me presento Lesson 6</p> <p><u>L.I: To revise all language covered so far and to complete the end of unit assessment.</u></p> <p>All language from the unit will be revised as the children complete 'I can do...' grids.</p> <p>Pupils work in pairs and each pupil should fill in their own grid. The children tick the box they feel meets their ability. The partner helps by asking them the questions where appropriate in Spanish if they can. It is not a test but it is meant to show the children how much they have learnt in this unit.</p> <p>There are no crosses, only ticks (or they can colour in the box if they prefer). They have to answer in Spanish to all the statements in this lesson to make sure they tick the correct box. Every child must feel they have achieved.</p> <p>The class teacher will go to each pair and constantly support These sheets are then kept safely in folders for the children as a record of their achievement.</p>	<p><u>L.I: To identify problems in the world that concern me and talk to other people about them.</u></p> <p>This lesson is part of the Dreams and Goals unit. The children will explore various difficulties experienced by people in the world and what might help them. Through these discussions, the children will be thinking about what is fair and whether everything in the world is. They will complete the lesson by identifying what their dream for the world is in order to make it a fairer place.</p>
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Science - Wellington Curriculum	Topic (Geography) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><u>L.I: To understand that white light is made of all the colours mixed together</u> <u>To explain how we see different colours.</u> <u>To explain how a rainbow is formed using refraction.</u></p> <p>Key vocabulary: Light ray, rainbow, spectrum, primary colours, refraction, density, straight lines, prism, transparent</p> <p>Key questions:</p>	<p><u>L.I: To understand the reasons for deforestation and why it is an increasing problem in the Amazon rainforest.</u></p> <p><u>To organise information into FOR and AGAINST the deforestation of the Amazon rainforest.</u></p> <p>The children will start with the question: 'What is the problem', and go through various issues that have contributed to deforestation.</p> <p>Within that, they will research several aspects which add to the problem - but also how these can also be beneficial:</p>	<p><u>L.I: To use my design to create a project</u></p> <p>Success criteria:</p> <ul style="list-style-type: none"> ● I can create the artwork for my project ● I can choose a name that identifies the role of a variable ● I can test the code that I have written <p>The children will implement the algorithms that they created</p>

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<p>How do you see different colours? How does refraction through a prism create a rainbow? How can white light be made of all the colours of the rainbow?</p> <p>They will be introduced the light spectrum – and link this to refraction from last week. They will use prisms and water to split white light into the 7 colours of the rainbow.</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>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.</p> <table border="1" data-bbox="801 443 1377 750"> <thead> <tr> <th data-bbox="801 443 1086 507">Arguments FOR deforestation</th> <th data-bbox="1086 443 1377 507">Arguments AGAINST deforestation</th> </tr> </thead> <tbody> <tr> <td data-bbox="801 507 1086 750"> </td> <td data-bbox="1086 507 1377 750"> </td> </tr> </tbody> </table> <p>This will be used within a cross-curricular way to write a balanced argument in their English lesson, the first Monday back after Half-Term, and a copy will be added to their Topic Books.</p>	Arguments FOR deforestation	Arguments AGAINST deforestation			<p>in Lesson 4. In doing this, they identify variables in an unfamiliar project and learn the importance of naming variables. They also have the opportunity to add another variable to enhance their project.</p> <p>This lesson is based around the 'levels of abstraction' approach to design in programming. In this lesson, the children will begin at the 'code' level to create and name variables. They then work through all levels of abstraction, from the 'task' to 'running the code', to create their own game.</p>
Arguments FOR deforestation	Arguments AGAINST deforestation					

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		Maths	Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in
Please read for at least 20 minutes every day and complete tasks in	Spelling and dictation – Remember to try and use these words in sentences to show that you understand their meanings.		Guided Reading tasks in Purple book will need to be

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<p>your purple task book. 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 rule: to learn <i>i</i> before <i>e</i> except after <i>c</i> when the sound is 'ee', e.g. receive. Note and learn exceptions)</p> <ul style="list-style-type: none"> • most words use ie • c is usually followed by ei (science, glacier and ancient are some exceptions) <p>Group 1 only</p> <table border="1"> <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> <p>Group 1 and 2</p> <table border="1"> <tr><td>convenience</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>	medieval	ceiling	chief	receive	shield	receipt	shriek	perceive	convenience	definite	correspond	desperate	criticise	determined	curiosity	develop	<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>	<p>completed for their reading day this week.</p>
medieval	ceiling																		
chief	receive																		
shield	receipt																		
shriek	perceive																		
convenience	definite																		
correspond	desperate																		
criticise	determined																		
curiosity	develop																		