


Weekly Overview of Learning

Year Group: 6 Week beginning: 08.01.24

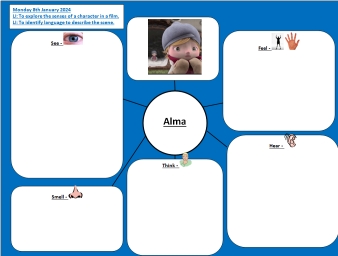
Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

| English Reading and Writing | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|--|---|--|
|  | <p>LI: To make a prediction based on the sounds heard.</p> <p>LI: To explore the senses of a character in a film.</p> <p>LI: To identify language to describe the scene.</p> | <p>L.I. We are learning to answer comprehension retrieval type questions using scanning.</p> <p>LI: We are learning to support our opinions by giving suitable evidence.</p> | <p>LI: To write a fantasy story in the third person.</p> <p>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>Spelling Test</p> <p>LI: To identify how antonyms can add detail to a text and clarify what is happening.</p> <p>LI: To choose the correct prefix to add to a word to create its antonym.</p> |
| <p>Speaking and Listening Focus</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>Think, Pair, Share</p> <p>Children will scan a piece of text in pairs to locate evidence to answer retrieval type questions.</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>Cold Calling</p> <p>Children to complete the 'now your turn' sections of the therapy on their white boards and share their conclusions and outcomes for feedback.</p> |
| <p>Key vocabulary and Key Blooms higher order thinking questions</p> | <p>Key Vocabulary: 5 senses - see, hear, feel, smell, taste, genre, no dialogue, mystery, suspense, atmosphere, background music</p> <p>Key Questions: -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>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: 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</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: prefix, antonym, opposite, root word</p> <p>Key Questions: How does the use of antonyms in this sentence add detail and clarify what is happening? Can you think of an antonym for each of these words in the list? Can you choose the correct antonym for these words? Which one prefix can be added to all three words given to make their antonyms?</p> |

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| <p>Activities</p> | <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>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>portrayed?</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.</p> <p>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 revise antonyms and how antonyms are words that have opposite meanings.</p> <p>For example, hot and cold are antonyms because their meanings are opposite.</p> <p>They will consider how antonyms can be used in your writing to help develop cohesion, clarify meaning and add detail.</p> <p>They will use white boards and read through some examples within a paragraph and discuss how the antonyms have been used.</p> <p>They will need to think about how the use of antonyms in the sentences add detail and clarify what is happening.</p> <p>They will complete SATs example questions by identifying antonyms and choosing the correct prefix to add to a word to create its antonym.</p> |
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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 |
|--|--|--|--|--|--|
| | <p><u>LI: To convert between miles and kilometres.</u></p> | <p><u>LI: To read roman numerals to 1,000.</u></p> | <p><u>LI: To use ratio language and the ratio symbol.</u></p> | <p><u>LI: To explore the differences and similarities between ratios and fractions.</u></p> | <p><u>LI: To apply mu understanding of ratio and multiplicative relationships through scale diagrams.</u></p> |
| <p>Key vocabulary and key questions</p> | <p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -convert -imperial measures -approximately <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -Which is further, one mile or one kilometre? - What does the word “approximately” mean? -What does the symbol “≈” mean? - How can you use the key fact of 5 miles ≈ 8 km to calculate how many kilometres are approximately equal to 20 miles? - When might you need to convert between miles and kilometres? | <p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -represent -symbol -place value <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -Why is there no zero in Roman numerals? -What does the letter ___ represent? -Do you notice any patterns in the Roman number system? | <p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -ratio -compare - relationship -multiplicative <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -How can you give the relationship between the number of and the number of ? - For every ___, how many are there? -If there are 3 blue counters and 5 red counters, how can you describe the relationship between these numbers? - What does the : symbol mean in the context of ratio? - What does 2 : 3 mean? - How can you compare the relationship between three quantities? - Are the ratios 2 : 3 and 3 : 2 the same? | <p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -ratio -fractions -part/whole <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -What is the ratio of one part to another? - How many parts are there altogether? - What fraction of the whole is the first/second/third part? - How are fractions and ratios similar? How are they different? - What fraction does the ratio 1 : 2 mean? Is this the same as 1 2 or is it different? - How can you represent the ratio/fraction as a bar model? | <p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -scale -enlarge -similar shapes <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -How do you know if a diagram is drawn to scale? - Why might you need to draw a scale diagram? - If 1 square represents 5 cm, what do squares represent? How do you know? - If 1 square represents 5 cm, how many squares represent cm? How do you know? - Is there more than one way of finding the missing value? - How is a scale like a ratio? |

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| | | | - How else can you write the ratio 2 : 4? | | |
| Activities | Today, the children will explore the relationship between imperial and metric units of measurement, focusing on the relationship between miles and kilometres. The children will explore that one mile is a greater distance than one kilometre. They learn that 5 miles is approximately equal to 8 km. Using this fact, they solve conversions from miles to kilometres and from kilometres to miles. They will learn to recognise that the symbol “≈” means “is approximately equal to”. | Weekly Arithmetic Paper Third Space In today’s lesson, the children will revise their Roman Numerals up to 1000 using their place value knowledge. | Today, the children will begin their learning of ratio. They will be introduced to the idea of ratio representing a multiplicative relationship between two amounts. Counters will be used to visualise this relationship. They will continue to explore the multiplicative relationship between values, now seeing it written using the ratio symbol, a colon. They will explore that the wording, “For every , there are ” can be written as ___ : ___ - understanding that the order in which the notation is used is important. | In today’s lesson, children explore the differences and similarities between ratios and fractions ,exploring links between ratios and fractions using representations such as counters and bar models. The key point is that a ratio compares one item with another, whereas fractions compare each part with the whole. The children will then explore ratio when given a fraction as a starting point. For example, they are told that 1/4 of a group of objects is blue, and they need to find the ratio of blue to not blue. Initially, they may think the ratio is 1 : 4, but concrete resources and diagrams can support them to see it is 1 : 3. | Today, the children apply their understanding of ratio and multiplicative relationships through scale diagrams. Before children begin to draw, they will spend time exploring what scale diagrams are by deciding by eye if diagrams are accurately scaled or if the proportion of the dimensions has been changed. The children will become familiar with the language of “Each square represents ...” to explain the relationship between the original image and its scale drawing. |

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

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| Music – Sing Up | RE - Widening Horizons | PE – Get Set 4 PE |
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Unit: Dona Nobis Pacem

Lesson 1

L.I. We are learning identify 5-note scales whilst learning Dona Nobis Pacem section 3.

Dona nobis pacem is a round in three parts that is set to a short prayer for peace. It is in Latin and comes from the *Agnus Dei* of a Roman Catholic Mass. The phrase 'Dona nobis pacem' translates as 'Grant us peace'. As well as being sung in churches, it has also been adopted for use as a song with a broader message about peace. The melody has been passed down orally and is thought to be traditional. In this unit, pupils will explore pulse work in 3-time, learn to sing the song as a round, learn about texture in music, and compare music with different textures. They will create their own pieces using given rhythms and chords, working from stick notation.

Children will:

- Sing 5-note scales, and arpeggios.
- Learn to sing Section 3 of the round *Dona nobis pacem*.
- Learn about monophonic, homophonic, and polyphonic textures.



Unit: Portraying Faith

Lesson 1

LI: We are learning to create a stained glass window based on a religious story.

LI: We are learning to understand why stained glass windows have been used to depict religious stories.

This week the children will explore how stories are portrayed in Christianity through stained windows. starter- What do you think the message/story is being portrayed through this stained window? The children will then explore the story of David and Goliath and design their own stained window conveying the story through their design.



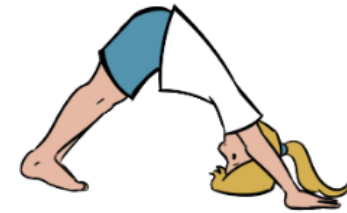
Unit: Yoga

Lesson 1

L.I. We are learning to develop flexibility through the sun salutation flow.

Success criteria:

- Move with control, in time with your breath.



Unit: Dance

Lesson 1

L.I. We are learning to stamp and clap to copy and repeat a dance phrase showing confidence in movements.

Success criteria:




- Use loud confident actions to create the music in your performance.



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| ART - Kapow | Spanish – Language Angels | PSHE - Jigsaw |
|--|--|--|
| <p style="text-align: center;">Unit: Artist study Lesson 2- Continued</p> <p style="text-align: center;">LI: We are learning to create our own artist response.</p> <p>This week the children will be exploring a famous painting (Gassed) created by John Singer, making curriculum links with Topic, when exploring war. The children will create their own artist research page and create a response to his painting using live pictures, discussing feelings that the painting evokes.</p>  <p>'Gassed', an oil study, 1918-19 (oil on canvas), by John Singer Sargent</p>  | <p style="text-align: center;">Unit: Lesson</p> <p>LI: We are learning to</p> | <p style="text-align: center;">Unit: Dreams and Goals Lesson 1</p> <p style="text-align: center;">LI: We are learning to identify our strengths and set challenging, but realistic, goals for ourselves.</p> <div style="text-align: center;">  </div> <p>This week, the children will complete a thinking frame to recall all their prior learning of dreams and goals that they have learnt in previous years.</p> <p>After this, the children will have a discussion surrounding their strengths, how we can challenge ourselves with those strengths and set goals.</p> <p>The children will then complete their worksheet to identify personal and learning goals for this upcoming year.</p> |

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| Science - Wellington Curriculum | Topic (History) – Wellington Curriculum | Computing – Barefoot and Teach Computing | | | | | | | | |
|---|---|--|---------|--------|---------|------|--------|-------|--------|--|
| <p style="text-align: center;">Unit: Lesson 6</p> <p><u>Classifying Living things</u> L.I. We are learning to describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences.</p> <p>L.I. We are learning to give reasons for classifying plants and animals based on specific characteristics.</p> <p>The children will revise from Year 5 that although all living things look different from each other, they all have seven things in common. These seven things are called Life Processes:- movement, reproduction, sensitivity, nutrition, excretion, respiration and growth.</p> <p>They will recall that all living things on Earth are separated into three groups: animals, plants and microorganisms/fungi. They will consider why scientists have needed to classify every living thing. They will consider the animal group and how this has been split into groups which are then split into further groups depending on certain similarities and differences: Animals - invertebrates/vertebrates Vertebrates - Birds, Mammals, amphibians, reptiles, fish. They will then come up with ways of differentiating between these animals and then check with the official scientific version. They will conclude with grouping a set of invertebrates and explaining their reasons for grouping them.</p> <p>e.g. an animal was classified as a bird if they:</p> <ul style="list-style-type: none"> ● have feathers ● have wings ● have two legs ● lay eggs with a hard shell ● are warm blooded  | <p style="text-align: center;">Unit: Britain at War Lesson 12</p> <p><u>L.I: We are learning to explore the impact of the Second World War on British civilians.</u></p> <p>This week the children will explore memoirs that were written by civilians that witnessed the impact of the War. The children will also be able to apply knowledge from previous lessons when looking at rations, the impact on families and relationships, trench foot etc.</p> <div data-bbox="786 756 1417 1185" data-label="Diagram"> </div> <p>Vocabulary:</p> <table border="0"> <tr> <td>Trench foot</td> <td>Evacuee</td> </tr> <tr> <td>Debris</td> <td>Rations</td> </tr> <tr> <td>Loss</td> <td>Impact</td> </tr> <tr> <td>Cause</td> <td>Effect</td> </tr> </table> | Trench foot | Evacuee | Debris | Rations | Loss | Impact | Cause | Effect | <p style="text-align: center;">Unit: Variables in Games Lesson 1</p> <p>L.I: We are learning to define a 'variable' as something that is not changeable.</p> <p>This term, students will be introduced to variables. They see examples of real-world variables (score and time in a football match) before they explore them in a Scratch project. Learners then design and make their own project that includes variables. Finally, learners identify that variables are named and that they can be letters (strings) as well as numbers.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can identify examples of information that is variable ● I can explain that the way a variable changes can be defined ● I can identify that variables can hold numbers or letters <div data-bbox="1503 1259 2107 1385" data-label="Diagram"> </div> <p>Using the format above, identify the values of each variable in the scores below.</p> |
| Trench foot | Evacuee | | | | | | | | | |
| Debris | Rations | | | | | | | | | |
| Loss | Impact | | | | | | | | | |
| Cause | Effect | | | | | | | | | |

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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 | Maths | Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in |
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| <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><u>Doodle Maths</u> – 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><u>Times Tables Rockstars:</u></p> <p>It will help you to practise your multiplication facts.</p> | |