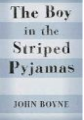


Weekly Overview of Learning

Year Group: 6 Week beginning: 25.9.23


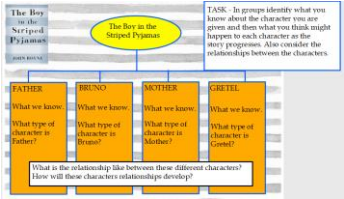
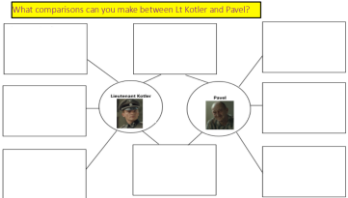
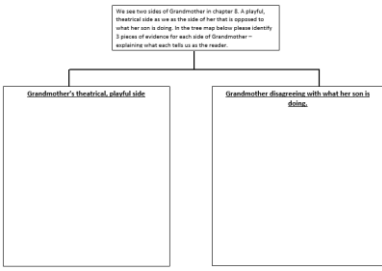
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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>L.I. We are learning to categorise what we know of the three main characters so far in the story - supporting our points with evidence.</u></p> <p><u>L.I. We are learning to answer questions on the text and to justify our points with suitable evidence.</u></p>	<p><u>L.I. We are learning to compare two contrasting characters, finding their similarities and differences.</u></p> <p><u>L.I. We are learning to answer questions on the text and to justify our points with suitable evidence.</u></p>	<p><u>LI: We are learning how to identify the different personality traits of a character.</u></p> <p><u>LI: We are learning how to use evidence from the text to predict and infer how and why a character behaved in a certain way</u></p>	<p><u>LI: We are learning how to identify the different personality traits of a character.</u></p> <p><u>LI: We are learning how to use evidence from the text to predict and infer how and why a character behaved in a certain way</u></p>	<p>Spelling Test GRAMMAR FOCUS</p> <p><u>L.I. We are learning use Commas correctly in our writing</u></p> <p><u>L.I. We are learning to:</u></p> <ul style="list-style-type: none"> • separate items in a list, e.g. At the market she bought eggs, butter, milk and cheese. • outline a series of actions, e.g. Jack entered the room, shut the door, tripped and fell. • recount description, e.g. She had shiny hair, green eyes, spotty cheeks and a pointed nose. • separate clauses (in extra information sentences), e.g. Tom, who was very fit, loved rugby
<p>Speaking and Listening Focus</p>	<p>Read chapter 5 and by cold calling - get individual children to answer key questions.</p>	<p>Think Pair Share - Children to discuss what they know about Lt. Kotler and Pavel</p>	<p>Think Pair Share - What evidence is there to show Grandmother's playful side? What evidence is there to show her serious side and how she feels about her son's promotion?</p>	<p>Cold Calling What did we find out about Grandmother?</p>	<p>Cold Calling</p> <p>White board - quick tasks and 'show me' activities.</p>
<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p>Key Vocabulary: lacquered, stony-faced, insolent, customary</p> <p>Key Questions: Why did mother try to back track on what she said about the Fury?</p> <p>What does the official car suggest about the family's status?</p> <p>What does the description of the soldiers that father was talking to suggest about them and him? Why</p>	<p>Key Vocabulary: campaign, reverberated, overwhelming, domestic, muster, appallingly, gesture, distaste, insolently,</p> <p>Key Questions: Which new characters do we meet? What do we learn about these new characters? How does Maria feel about Father? What do we learn from Maria and Bruno's conversation?</p>	<p>Key Vocabulary: coincide, reciting, starched, patriot,</p> <p>Key Questions: What do we learn about Grandmother? How do the different family members react to Father's promotion? What is Bruno's relationship with his Grandmother like? In what way do Grandmother and Grandfather's views about their</p>	<p>Key Vocabulary: coincide, reciting, starched, patriot,</p> <p>Key Questions: Questions to be created and inspired by the children's suggestions - scaffolded and adjusted accordingly by the teacher.</p>	<p>Key Vocabulary: main clause , relative clause (vocabulary for relative pronouns)</p> <p>Key Questions: Which sentences have used a comma correctly? What rules have we learned to help us know when and where to use commas?</p>

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	<p>has the author done this?</p> <p>How do we know that Father has much love for Bruno?</p>	<p>What happens to Bruno? Who helps him? Why does mother want to keep the incident a secret?</p>	<p>son's job differ?</p>		<p>Remember to use these tips to help you use commas correctly.</p> <p>Commas are used to separate items in a list.</p> <p>They are used to separate clauses when a subordinate clause is before a main clause.</p> <p>Commas can be used to separate a relative clause from a main clause.</p> <p>They are also used after a fronted adverbial/adverb at the start of a sentence.</p>
<p>Activities</p>	<p>Read chapter 5. children to discuss above questions and answers - using evidence from this chapter and previous ones.</p> <p>Children will work in small groups to complete a categorising frame to detail what they now know about Mother, Father, Gretel and Bruno - using examples from the text to support opinions. This will be used as a display on the working wall.</p>  <p>Independent task: Children will then complete a short reading comprehension of Chapter 5, focussing on the Reading Domains: 2b and 2d.</p>	<p>Read chapters 6 and 7. The children will discuss what they have found out about the two new characters of Lt. Kotler and the servant Pavel.</p> <p>They will consider how they are similar and different.</p> <p>They will then explain and organise these similarities and differences on a Comparing and Contrasting frame.</p> 	<p>Read chapter 8 The children are to complete a categorising frame to the two sides of Grandmother.</p> <p>They will need to find clear examples in the text as evidence to support their point.</p> 	<p>HOT SEATING! The children will take it in turns to be either Grandmother, Mother, or Ralf at the Christmas party. The class will ask considered questions to the HOT SEATED character regarding the events at the party.</p> <p>The character will need to infer and use their knowledge of the text to answer the questions: e.g. 'Why did you react that way when...?' 'How did you feel when...?' 'How are you going to be able to repair this relationship?' 'Why did you choose that moment to react, rather than waiting for a less formal and less public occasion?'</p> <p>EXTENSION TASK: Write a paragraph from Grandmother's point of view about the events detailed in chapter 8. This would have been written the day after - so needs to be in the past tense.</p>	<p>The pupils will revise previous knowledge of how commas can be used to separate items, actions or descriptions in a list sentence. They will then need to identify how Commas should not be used before the final item which is usually joined with and/or.</p> <p>They will then try their own examples on white boards.</p> <p>They will extend the use of commas in lists to see how they can help join smaller sentences. This can sometimes help to make their writing flow better, create a sense of movement and create more excitement or suspense for the reader.</p> <p>They will then use commas to separate clauses when a subordinate clause is before a main clause, as well as how Commas can also be used to separate a relative clause from a main clause.</p> <p>To conclude the lesson, the children will learn how Commas are used after a fronted adverbial/adverb at the start of a sentence.</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>LI: To subtract whole numbers with more than 4 digits (column method).</p>	<p>LI: To use place value to multiply whole numbers by 10, 100 or 1000.</p>	<p>LI: To add and subtract integers.</p> <p>LI: To solve multistep word problems using addition and subtraction.</p>	<p>LI: To explore factors and identify common factors.</p>	<p>LI: To identify common multiples.</p>
<p>Key vocabulary and key questions</p>	<p>Key Vocabulary: -Exchange -place holder -difference</p> <p>Key Questions: -What key words in the sentence tell us that we need to subtract? Can you think of any other words that tell us to subtract?</p>	<p>Key Vocabulary: -place value -columns -place holder -digit -multiply</p> <p>Key Questions: -Why do the digits move left on a place value grid when multiplying by 10/100/1000? - What is the importance of place holders? -Why is knowing how to multiply by 10/100/1000 an</p>	<p>Key Vocabulary: -column method mental method -integers -addition/subtraction -altogether/sum/total -left/difference -how many more/less</p> <p>Key Questions: - How do you know whether to add or subtract the numbers? - What model could you draw to help you unpick/visualise the problem? -Is a mental method or written</p>	<p>Key Vocabulary: -factors -common factors</p> <p>Key Questions: -What are the factors of ? - What factors do and have in common? - How can you easily tell if 2/5/10 is a factor of a number?</p>	<p>Key Vocabulary: - multiple - common multiple -lowest common multiple - systematically</p> <p>Key Questions: -How do you find the multiples of a number? - What multiples do and have in common? - What is the difference between a multiple and a factor?</p>

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	<p>-How can you use the inverse to check that your answer is correct?</p> <p>-What is the greatest digit you can have in a place value column?</p> <p>-How do you exchange when subtracting? Which columns are affected by the exchange?</p>	<p>important skill? Think about other topics this links with.</p>	<p>method more efficient for this calculation?</p> <p>-Have you answered all steps of the question?</p>	<p>-If you know one factor of a number, how can you use it to find another factor of the number?</p> <p>- Is 1 a factor of all numbers?</p> <p>- How can you work systematically to find all the factors of a number?</p>	<p>-Can a number be both a factor and a multiple of another number?</p> <p>- How can you tell if a number is a multiple of 2/5/10?</p> <p>- When do numbers have common multiples that are less than their product?</p>
Activities	<p>In this lesson, the children will be recapping subtraction using the formal column method using numbers with more than 4 digits. They will focus on exchange and a place value grid and counters will be used to show this. The children will apply this method to solve various problem types including missing digit problems and word problems.</p>	<p>Thirdspace</p> <p>Arithmetic Paper</p> <p>Today, the children will multiply by 10/100/1000. They will use a place value grid to help move the digits left in the place value columns.</p>	<p>In this lesson, the children consolidate their knowledge of column addition and subtraction. They use this knowledge to solve multistep word problems choosing which operations and methods to use based on the context of the problem and the types of numbers involved - they will use bar models to help them unpick word problems.</p>	<p>Today, the children will be applying their knowledge of the times tables to work systematically to find the complete list of factors of a number, and learn to use their knowledge that factors usually come in pairs to spot missing factors. We will also start to identify the highest common factor of two or more numbers to extend the learning. Arrays will be used to help visualise the factor pairs of a number.</p>	<p>In this lesson, the children will work systematically to find lists of multiples rather than just finding the product of the given numbers, as this may miss some multiples. The children will start to identify the lowest common multiple of two or more numbers to extend their learning. Arrays and other representations will still be used as support, and knowledge of times-tables is key.</p>

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

Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p>Unit: 'Hey, Mr Miller'. Lesson 3 (carried over)</p> <p>L.I. We are learning to explore a melody and perform a song as a class.</p> <p>This lesson we will introduce the song <i>Throw, catch</i>. This is one of three snapshots spread across the year that have been created to demonstrate the progress pupils make.</p>	<p>Unit: Buddhism Lesson 4</p> <p><u>L.I: We are learning to understand the precepts Buddhists live by.</u></p> <p><u>L.I: We are learning to reflect on the life of a monk and compare it to my own life.</u></p> <p>Key questions:</p>	<p>Unit: Netball Lesson 4</p> <p>L.I. We are learning to use defending skills to gain possession.</p> <p>In this lesson children should be able to:</p> <ul style="list-style-type: none"> •Stay in front of your attacker, between them and the ball (ball side).

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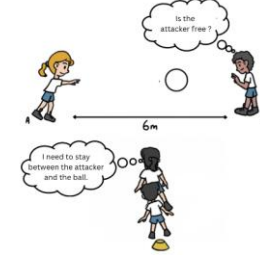
In this lesson, children will:

- Learn the melody of *Throw, catch*.
- Learn dance steps to add to the song.
- Combine singing and dancing.
- Perform their song for a video recording.



How does a monk live his life differently to a regular buddhist?
 Can you recall the eightfold path?
 How do you spend your time to better the world?
 Can you identify the precepts that monks live by?

In this lesson the children will explore the precepts that Buddhists must follow and how this compares to high expectations from monks and nuns. The children will then compare this to how they live their life and reflect on what they do in their free time.



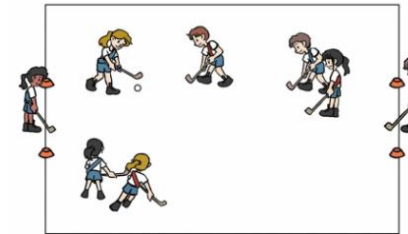
Unit: Hockey

Lesson 4

L.I. We are learning to move into and create space to support a team mate.

In this lesson children should be able to:

- Move into space towards your goal.
- Move to space where the defender is not between you and the ball.



ART - Kapow

Spanish – Language Angels

PSHE - Jigsaw

Weekly Overview of Learning

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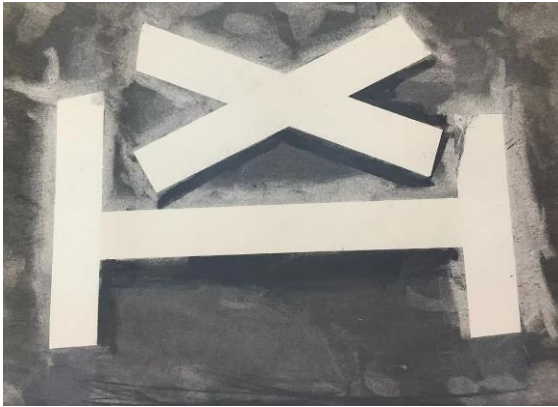
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Unit:

Lesson 3

LI: We are learning to apply our understanding of the drawing techniques of chiaroscuro.

This week, in Art we will explore how light and dark is created to add another dimension to art work. The children will look at a technique called chiaroscuro to achieve this. We will analyse art work that has been created over time and reflect on how light and dark tones have been used effectively. The children will then create their own art work using chiaroscuro.



Unit: La segunda guerra mundial

Lesson 4

LI: We are learning to improve our range of vocabulary by learning key words for things in Vera's story (Ralph's sister)

This week, the children will learn to improve their range of vocabulary by learning key words for things Vera (Ralph's sister and also an evacuee) saw in the countryside and in the city. Students will also learn in Spanish we drop the personal pronoun 'I' so yo ví becomes ví. The 'I' part of the verb is explained by how the verb ending is conjugated to ví (which is the 'I' part of the verb ver 'to see' in the past tense)..

La historia de Vera, en la ciudad y el campo



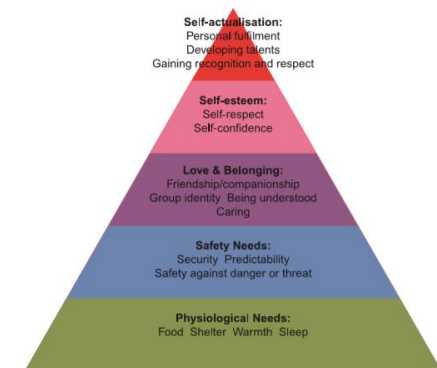
Unit: Being me in my world

Lesson 4/ Puzzle 3

LI: We are learning to understand that actions affect other people locally and globally.

LI: We are learning to understand my own wants and needs and be able to compare these with children in different communities.

In this lesson, children will explore Maslow's hierarchy of needs. They will discuss what needs and wants are, think of their own and later apply them to their prior learning of 'Patrick' from Ghana. The children will then identify which of the needs might not be being met and which are being met. They will explore the effect this may have on the children and their ability to learn.



Science - Wellington Curriculum

Topic (History) – Wellington Curriculum

Computing – Barefoot and Teach Computing

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Unit: Light

Lesson 3

L.I: We are learning to explain why shadows have the same shape as the object that casts them.

We are learning to explain how a shadow's size can be made bigger and smaller.

Success criteria:

I can explain how a shadow is formed (including the terms opaque, translucent and transparent).

I can explain why shadows are the same as the object that casts them.

I can use my knowledge about light to create a shadow puppet.

Key vocabulary:

opaque, translucent and transparent, blocked, light source

Key questions:

Is a shadow always the same shape as the object which casts it?
A torch turned on in a dark space. Notice the straight edge to the light beam. Why is that?

How do you think a shadow could change size?

The shadow puppets have a solid appearance as a silhouette. There are no features. If you draw detail on the puppet, it will not show on the shadow.

TALK WITH YOUR PARTNER

Why?

How could we add detail, e.g, a face onto the man's shadow?

The children will revise the terms opaque, translucent and opaque.

The children will learn clear and precise scientific vocabulary to explain why and how a shadow is formed by an opaque object.

They will also investigate the different shadows which can be created by translucent objects.

They Will investigate two ways of making the shadows larger and smaller and drawing clear diagrams to show this.

They will conclude with looking at making a shadow puppet of their own design.

The children will try out designs and learn how a shadow puppet needs to be made with the subject of the puppet, e.g. a human figure, drawn from a suitable position/angle so the silhouette can

Unit: Britain at War

Lesson 4

L.I: We are learning to investigate life in the trenches during WW1.

L.I: We are learning to critically analyse an element of historical importance.

This week we will be exploring what life was like in the trenches for the soldiers that fought during WW1. The children will explore a range of sources, to explore the equery question. 'What was life like in the trenches?'

The children will analyse letters that were written during the war explaining what soldiers experienced in the trenches. The children will also explore pictures that were taken in the trenches which will hopefully provoke deeper thinking. The children will then apply their knowledge of what life was like in their trenches and create their own diary entry as a soldier from the war.



Unit: Computing systems and networks - Communication and collaboration

Lesson 3

L.I. We are learning to explain how sharing information online can help people to work together.

Today, learners are introduced to the question - how people can work together when they are not in the same location.

They discuss ways of working and complete a collaborative online project. The online activity assumes that learners can make simple slides, including text and images.

Success criteria:

- I can recognise how to access shared files stored online
- I can send information over the internet in different ways
- I can explain that the internet allows different media to be shared



Working together

Top tips for effective working with people:

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<p>be identifiable. They also need to think about how detail can be represented by cutting out suitable parts of the card. They will realise that a shadow puppet does not need to be made of black card to work, it can be any colour. Finally, they will be challenged to give their puppet 'colour' by applying their knowledge of translucent materials from the start of the lesson, and use coloured acetate over the holes on their puppet.</p>		
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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 and 2

cemetery	competitio n
committee	conscience
communicate	controversy
community	correspond

Group 1 only

ought	brought
bought	fought

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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	thought	rough		
	nought	touch		
	Group 1 and 2 (bonus Topic Words)			
	artillery	stalemate		
	strategy	battalion		