


Weekly Overview of Learning

Year Group: 6 Week beginning: 04.03.24

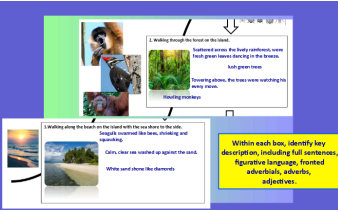
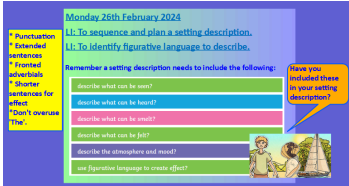
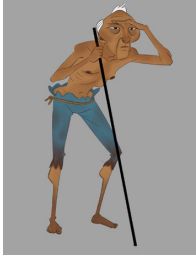
Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>LI: To compose a setting description including figurative language.</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 compose a setting description including figurative language.</p>	<p>LI: To explore the thoughts, feelings and questions going through a character's mind.</p>	<p>Spelling Test</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>Speaking and Listening Focus</p>	<p>THINK PAIR SHARE</p> <p>Children will work in a pair to use the descriptive language provided to describe a particular setting. Children will write this on whiteboards.</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>THINK PAIR SHARE</p> <p>The children will in pairs identify the key features that will be required in our setting description. The children will also develop the success criteria.</p>	<p>COLD CALLING</p> <p>Children will have a number from 1-4, the class teacher will call a number those children will then need to contribute their ideas.</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>Key vocabulary and Key Blooms higher order thinking questions</p>	<p>Key Vocabulary: alliteration, onomatopoeia, similes, personification, metaphor, fronted adverbials, adverbs, adjectives, island, beach, forest, setting</p> <p>Key Questions: What techniques will you use to effectively describe a setting? How will you sequence your setting description? How can you ensure you don't start your figurative language phrases with 'the'? What information needs to be included on your planning sheet?</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: alliteration, onomatopoeia, similes, personification, metaphor, fronted adverbials, adverbs, adjectives, island, beach, forest, setting</p> <p>Key Questions: What do you need to change from your draft for your final versions? What improvements will you need to do? What techniques will you use to effectively describe a setting? How will you sequence your setting description? How can you ensure you don't start your figurative language phrases with 'the'? How can you ensure your setting description displays good cohesion?</p>	<p>Key Vocabulary: horizon, tanker, dreadful anguish, beacon, tinder-dry, nonchalantly, typhoon, sodden, provocatively, capitulated, obstinately, plunge, dejected, dismantled, thrashed, translucent</p> <p>Key Questions: What does Michael vow to do at the beginning of the chapter? Why does Kensuke command Michael to get out of the sea? What does Michael still need from Kensuke? What big decision does Michael make? Why does Kensuke look full of rage and hurt on page 95? Why does Michael go into the sea for a second time?</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>

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			<p>Why is it important to balance your description with action?</p>	<p>What happens to Michael at the end of chapter 6?</p>	
<p>Activities</p>	<p>The children will be completing their first draft of their setting description today. They will be using their plan from last week and will also have some vocabulary mats to utilise to help with their descriptive language. The children need to make sure that they have a balance of description, figurative language and moving the setting description forward.</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>Today the children will be using their edited and marked first draft of the setting description to write their final version.</p> <p>They will need to check the feedback from their first draft and make sure they incorporate these improvements into their final version.</p> <p>They will use a success criteria to self assess their writing before handing in.</p> 	<p>Today we will be reading more of the text. Here we find out a bit more about life on the island and how the relationship between Kensuke and Michael is developing or not. Once we have read the children are going to write a thought bubble in role as Kensuke, ensuring all his thoughts and feelings about Michael's arrival on his island are included.</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>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><u>LI: To find the whole amount from given percentage.</u></p>	<p><u>LI: To identify horizontal, vertical lines and pairs of perpendicular and parallel lines</u></p>	<p><u>LI: To assess my problem solving skills and reasoning.</u></p>	<p><u>LI: To assess my problem solving skills and reasoning.</u></p>	<p><u>LI: To recognise that shapes with the same areas can have different perimeters and vice versa.</u></p>
<p>Key vocabulary and key questions</p>	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -whole -part -amount -bar model -fraction <p><u>Key Questions:</u></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><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -vertical -horizontal -perpendicular -parallel -right angle - 2D shape -diagonals <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -Which 2 lines are perpendicular? How do you know? - How can we identify parallel lines? -What is the mystery shape based on these properties? 	<p>The children will be completing a reasoning paper to assess their reasoning and problem solving strategies of topics covered so far.</p>	<p>The children will be completing a reasoning paper to assess their reasoning and problem solving strategies of topics covered so far.</p>	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -area -perimeter -rectilinear -formula -factor pair -unit <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -How can you find the area of this shape? Is there more than one way? - Do shapes that have the same area have to look the same? - How can you use factor pairs to find shapes that would have the same area? - How would you draw more than one rectangle that has an area of cm²?

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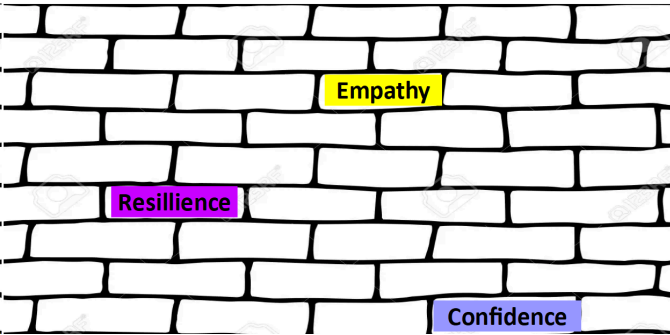

<p>Activities</p>	<p>Today, the children use their understanding of percentages to find the whole number from a given percentage. This links back to the previous step, as children will have to know how many lots of % are in 100% and multiply accordingly. For example, if they know 20% of a number, then they multiply that by 5 to work out 100%. Once confident with simple percentages such as 1%, 10%, 20%, 25% or 50%, children work out percentages such as 12% that cannot be solved in one step. With examples such as these, children 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 support the learning.</p>	<p>Third Space</p> <p>In today's lesson, the children will be recapping their learning of the properties of shapes, looking particularly at parallel and perpendicular lines, as well as lines of symmetry.</p> <p>Arithmetic Paper</p> <p>The children will be completing their weekly arithmetic paper to assess their understanding of calculation strategies.</p>			<p>Today, the children begin a new topic: 'Area, Perimeter and Volume'. The children will start by recapping learning from previous years by finding the areas of shapes. They will find the areas of shapes by counting squares and then identify shapes that have the same area. It will become apparent to the children that shapes can look different but still have the same area. Rectilinear shapes are included here. Children then explore instances when multiplication can be used to find the areas of shapes. They will begin to identify rectangles that will have the same area by using factor pairs rather than relying on counting squares. They will also use factor pairs to draw rectangles that have the same area.</p>
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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
<p>Unit: Lesson 5- continue from last week</p> <p>LI: We are learning to compose using rhythms and notes.</p> <p>This week we will:</p> <ul style="list-style-type: none"> ● Practise each section of the song. ● In three groups, practise different ways to combine the 3 lines of music. Finish with all three sung at the same time. ● Begin to compose using given rhythms and notes. <p>In this lesson, the children will start with a 10-minute warm-up involving vocal exercises like siren, vocal revs, lip trills, and swooping pitch match to prepare for singing. Then, the main activity involves practising the round "Dona nobis pacem" in three groups, gradually introducing the different sections of the song and working on singing in rounds. Following this, we will engage in a composing task where they create an 8-bar melody using rhythms from the song, first on untuned percussion and later adding pitch on tuned percussion. The lesson concludes with a brief review of what was covered, highlighting the practice of each song section, singing different combinations of the round, and starting the composition process.</p> 	<p>Unit: Lesson 2</p> <p>LI: We are learning to understand the key messages of The Parable of the Builders.</p>  <p>In this lesson, the children will explore the story of 'The Parable of the Builders' and discuss the key messages behind the story. The children will identify the firm foundations that are needed to be able to be successful in life e.g empathy, resilience and confidence.</p> 	<p>Unit: Gymnastics Lesson 5</p> <p>LI: We are learning to develop our jumps and explore the effect of height.</p> <ul style="list-style-type: none"> •Consider the timing of your movements. •Use height to give you more time to perform more challenging jumps. •Vary the level, direction, speed, timing and pathway of your sequence to make it look interesting. <p>Lesson 6</p> <p>LI: We are learning to explore jump sequence work with consideration of performance tools.</p> <ul style="list-style-type: none"> •Vary the level, direction, speed, timing and pathway of your sequence to make it look interesting. 

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ART - Kapow	Spanish – Language Angels	PSHE - Jigsaw
<p>Unit: Sculpture & 3D: Making memories Lesson 1- carried over from last week</p> <p>LI: We are learning to explore the concept of self through a range of different mediums.</p> <p>The children will be shown a range of sculptures that the children will discuss using the questions below:</p> <p>What inspired these artists? Why did they make three- dimensional art? How have the artists represented their ideas? How have the artists constructed their pieces?</p> <p>This lesson the children will explore abstract shapes and discuss which types of shapes they would want in their own sculpture. This lesson the children will plan using collage.</p>	<p>Unit: The weekend Lesson 2</p> <p>LI: We are learning new phrases for the activities the children could do at the weekend.</p> <p>The children will be introduced to new sentences that will allow them to talk about what they do at the weekend. This will be linked into learning from last week ¿qué hora es?</p> 	<p>Unit: Healthy Me Lesson 3</p> <p>LI: We are learning to understand that some people can be exploited and made to do things that are against the law.</p> <p>LI: We are learning to suggest ways that someone who is being exploited can help themselves.</p> <p>This week, the children will be having a class discussion throughout the lesson. The children will develop an understanding of being exploited, what this can look like and how it can be prevented. The children will then discuss the story given and highlight the dangers and choices - identifying where choices could be made to prevent the situation developing.</p> 

Science - Wellington Curriculum

Topic (Geography) – Wellington Curriculum

Computing – Barefoot and Teach Computing

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Unit: Animals and Their Habitat

Lesson

LI: We are learning to use observations of mould to draw conclusions about the best conditions to grow mould in.

The children will examine the slices of bread which have been left for two weeks to see if any mould has grown.

They will interpret their results to state whether:

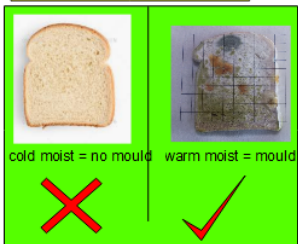
- 1) cold or warm was the best conditions
- 2) dry or moist was the best conditions

They will then write up their findings and present their results using a grid and key layout.

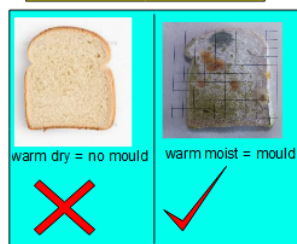
To conclude, they will look at why we use a fridge and a freezer to keep food fresher for longer.

Results Now we need to interpret our results.

We put
1 x moist slice of bread (in a bag)
in a warm place and 1 x moist
slice of bread (in a bag) in a cold
place.
We left them for 3 weeks to see if
any mould would grow.



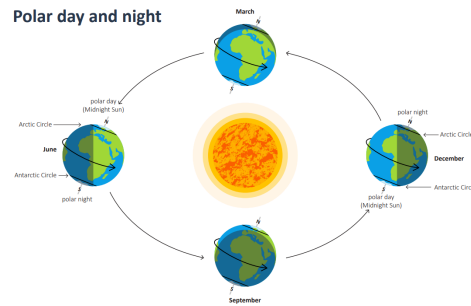
We put
1 x dry and 1 x moist slice of bread
(in a bag) in a warm place.
We left them for 3 weeks to see if
any mould would grow.



Unit: Frozen Kingdoms

Lesson 3

LI: We are learning to explore the polar regions' experience of different light, as a result of the Earth's tilt.



This week, the children will explore how the earth spins on an axis. They will explore what day time and night time looks like within polar regions and the causes of this. Afterwards, they will complete a series of activities to test their learning - one of which will involve a touch and a globe to give verbal explanations of how the Earth turns.

By the end of this lesson children should know:

- The polar regions experience the largest differences in daylight, as the effect of Earth's tilt is much more pronounced.
- When the Earth tilts towards the Sun it create near-constant daylight, known as polar day or Midnight Sun.
- When the Earth tilts away from the Sun it creates near-constant darkness, known as polar night.

Unit: Introduction to spreadsheets

Lesson 3

LI: We are learning to explain that formulas can be used to produce calculated data.

Learners will begin to use formulas to produce calculated data. They will understand that the type of data in a cell is important (e.g. numbers can be used in calculations whereas words cannot). Learners will create formulas to use in a spreadsheet using cell references and identify that changing inputs will change the output of the calculation.

- I can explain which data types can be used in calculations
- I can construct a formula in a spreadsheet
- I can identify that changing inputs changes outputs




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 only</p> <table border="1"> <tr><td>kettle</td><td>hobble</td></tr> <tr><td>guzzle</td><td>nozzle</td></tr> <tr><td>toggle</td><td>fiddle</td></tr> <tr><td>stubble</td><td>giggle</td></tr> <tr><td>wriggle</td><td>rubble</td></tr> </table> <p>Group 1 and 2</p> <table border="1"> <tr><td>interrupt</td><td>marvellous</td></tr> <tr><td>language</td><td>mischievous</td></tr> <tr><td>leisure</td><td>muscle</td></tr> <tr><td>lightning</td><td>necessary</td></tr> </table> <p>Group 1 and 2 (bonus Topic Words)</p> <table border="1"> <tr><td>boundless</td><td>pungent</td></tr> </table>	kettle	hobble	guzzle	nozzle	toggle	fiddle	stubble	giggle	wriggle	rubble	interrupt	marvellous	language	mischievous	leisure	muscle	lightning	necessary	boundless	pungent	<div style="text-align: center;">  </div> <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>	
kettle	hobble																						
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