


Weekly Overview of Learning

Year Group: 6 Week beginning: 15.04.24

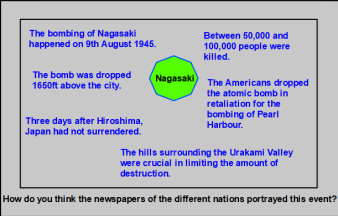


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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>LI: To identify key facts and details about the Nagasaki atomic bomb.</p>	<p>L.I. We are learning to answer comprehension questions using skimming and scanning.</p> <p>LI: We are learning to support our opinions by giving suitable evidence.</p>	<p>LI: To explore and identify the different perspectives about the bombing of Nagasaki.</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>SPELLING TEST</p> <p>L.I. We are learning to recognize and write sentences which are written in either the Present or Past Progressive Tense.</p>
<p>Speaking and Listening Focus</p>	<p>THINK PAIR SHARE Children will be identifying key details and facts about the Nagasaki atomic bomb. They will share three key things they have learnt with a partner - then together share this information with the class.</p>	<p>Think, Pair, Share Children will scan a piece of text in pairs to locate evidence to answer retrieval type questions.</p>	<p>COLD CALLING Children are asked at random to contribute their ideas during the lesson.</p>	<p>Think, Pair, Share Children will scan a piece of text in pairs to locate evidence to answer retrieval type questions.</p>	<p>COLD CALLING Children are asked at random to contribute their ideas during the lesson. They will need to give answers to the warm up quiz and suggestions for completing tasks.</p>
<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p>Key Vocabulary: Nagasaki, Tokyo, Americans, Japan, atomic bomb, surrender, World War II, Pearl Harbour, Urakami Valley, Hiroshima,</p> <p>Key Questions: Why did Nagasaki get bombed? Who was responsible? How many people lost their lives? What happened after Nagasaki was bombed? How big was the bomb that was dropped?</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: Headline, quote, fact, opinion, neutral, American perspective, Japanese perspective Nagasaki, Tokyo, Americans, Japan, atomic bomb, surrender, World War II, Pearl Harbour, Urakami Valley, Hiroshima</p> <p>Key Questions: How can you identify which perspective a news report is written from? Why did Japan and America portray the Nagasaki bombing so differently? How do photos in newspapers help to support a particular</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: past progressive tense, present progressive tense, simple progressive tense, simple past tense, simple present tense, suffix,</p> <p>Key Questions: Is the sentence written in the past progressive tense or the present progressive tense? How did you know? Can you write a sentence to describe this picture using the past progressive tense? Is this written in the simple past tense or the past progressive tense? Can you write a sentence to describe this picture using the present progressive tense? Is this written in the simple present tense or the past progressive tense?</p>

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			<p>perspective? Why is the journalist's choice of powerful verbs so important?</p>		<p>This sentence has been mixed up. Can you put it in the right order? Do you think it is present or past progressive tense?</p>
<p>Activities</p>	<p>The children are going to complete a defining frame today that includes all the key details/facts about the Nagasaki bombing.</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 looking at different headlines and news report extracts from the time of the Nagasaki bombing. We will be exploring the articles and their inclusion of facts & opinions. Plus which perspective the news reports have been written from (American / Japanese).</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>After watching two instructive videos on 'What is present progressive tense?' and 'What is past progressive tense?' the children will complete an interactive quiz answering questions like those shown above.</p> <p>They will then look back over the issues with these concepts from their last grammar test and see if they can get those questions correct now.</p> <p>Is this written in the simple past tense, the past progressive tense, the simple present tense or the present progressive tense?</p>  <p>We were making friendship bracelets all afternoon.</p> <p>show answer This is past progressive tense - because it uses 'were' and a verb with an -ing suffix.</p> <p>How did you know?</p>

<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> 	<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: We are learning to identify vertically opposite angles.</u>	<u>LI: To calculate a percentage of an amount.</u>	<u>LI: We are learning to calculate the size of unknown angles in triangles.</u>	<u>LI: We are learning to identify the size of unknown angles.</u>	<u>LI: We are learning to identify the size of unknown angles in quadrilaterals.</u>
Key vocabulary and key questions	<p><u>Key Vocabulary:</u></p> <p>vertically opposite angle unknown angle equal</p> <p><u>Key Questions:</u></p> <p>-What are vertically opposite angles? -How do you know that the angles are vertically opposite? -Which angles are the same size? How do you know? - What number sentences can you write about vertically opposite angles? - How can you find the size of the missing angle? Is there more than one way? -What is the difference between vertically opposite angles and two angles around a point that are opposite each other?</p>	<p><u>Key Vocabulary:</u></p> <p>part, whole lots of divide multiply bar model</p> <p><u>Key Questions:</u></p> <p>-How can you find 1%/10%/20%/25%/50% of a number? - How can you use 10% to find 30%? - How can the percentage 36% be made using 1%, 5%, 10%, 20%, 25%, 50% and 100%? - If you know 1% of an amount, how can you work out 37% of that amount? - If you know 1% of an amount, how can you work out 99% of that amount?</p>	<p><u>Key Vocabulary:</u></p> <p>equilateral isosceles scalene right-angle</p> <p><u>Key Questions:</u></p> <p>-What do the interior angles in a triangle add up to? -What type of triangle is this? How will knowing that help you to find the value of the missing angle? -If a triangle is equilateral, what do you know about its sides/ angles? How can you work out the size of one of the angles? - What are the properties of an isosceles triangle? -Which of the angles in the triangle are equal? How do you know? - If you know one angle in an isosceles triangle, how can you calculate the sizes of the other two angles?</p>	<p><u>Key Vocabulary</u></p> <p>sum angle triangle straight line angle angles around a point vertically opposite angle</p> <p><u>Key Questions</u></p> <p>-Why can you not always find the size of the missing angle by measuring? -What type of triangle is this? How will knowing that help you to find the value of the missing angle? - Do you need to work out a different angle before you can work out the missing angle? - Which angles can you work out straight away? How will that help you to work out other angles? - What do angles in a right angle/on a straight line/around a point add up to?</p>	<p><u>Key Vocabulary:</u></p> <p>part/whole right angle quadrilateral sum interior</p> <p><u>Key Questions:</u></p> <p>-What is a quadrilateral? - In what ways can quadrilaterals be different from one another? - What is the sum of the interior angles in a quadrilateral? - What is the same/different about a rhombus and a square? If you know one angle in a parallelogram, how can you work out the sizes of the missing angles?</p>

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<p>Activities</p>	<p>Today, through investigation,, the children learn that vertically opposite angles are equal. They will learn that vertically opposite angles are formed when two straight lines cross, and if either of the lines are not straight, then the angles formed are not vertically opposite and then they use this fact alongside the rules they already know to work out missing angles.</p>	<p>Third Space Arithmetic Paper</p> <p>In today's lesson, the children will be consolidating previous learning by finding percentages of amounts that require more than one step. Using knowledge of how to find 1%, 10%, 20%, 25%, 50%, children find multiples of these amounts.They then move on to more complex percentages, exploring the different ways of making percentages and considering the most efficient method.</p>	<p>In today's lesson, the children learn that the interior angles of a triangle always sum to 180°. They will move on to classify triangles as equilateral, isosceles or scalene, based on the lengths of their sides. They also know that a right-angled triangle has one angle of 90°. Following this, the children will apply this learning to identify unknown angles in a triangle.</p>	<p>Today, the children combine what they have learnt so far in this unit to solve a variety of missing angle questions. By thinking about angles in different types of triangles, as well as in right angles, on a straight line and around a point, the children will learn to work out the sizes of missing angles in increasingly complex problems. Bar models will be used to support the learning by helping children to unpick the problem and visualise part/whole.</p>	<p>Today, the children explore the interior angles of quadrilaterals and learn that the sum of angles in a quadrilateral is 360 degrees. They move on to explore the relationships between angles in a rhombus and a parallelogram, where opposite angles are equal. The children will then apply this learning to solve problems involving unknown angles.</p>
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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

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Unit: The Race

Lesson 1

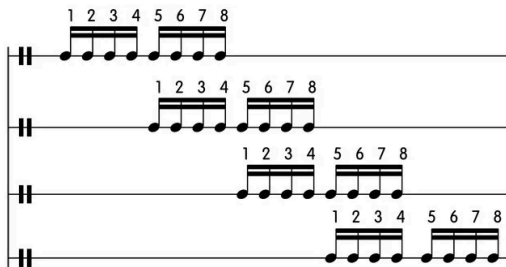
LI: We are learning to create a steady pulse and an accompaniment.

This unit:

Film composing is an art form all of its own – different, and distinct from other forms of composition. Composers use moving images (and often story) to inspire, shape, and structure their ideas. In this unit we will use clips from the 1981 film *Chariots of Fire* as a basis for creating an accompaniment and extended melody, and exploring harmony to create a new soundtrack for the moving images.

This week we will:

- Learn to clap a steady pulse.
- Fit two ostinatos together.
- Create an accompaniment.



Unit: Islam

Lesson 1

LI: We are learning to explore the Islamic creation story and summarise the key events.

The children will start the lesson by recalling everything they have learnt about Islam from previous years.

L.T. We are learning to recall what we know and what we would like to find out about Islam.

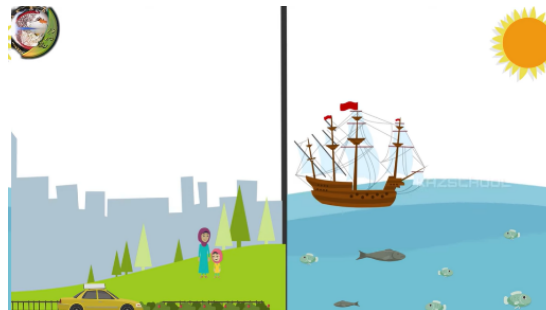
What would you like to know about Islam?

What do you know about Islam?

Islam

The children will then identify any other creation stories that they have heard of before, from other faiths.

The children will then learn about the Islamic creation story and summarise it into their own words.



Unit: Athletics

Lesson 1

LI: We are learning to develop our own and others sprinting techniques.

- Demonstrate a consistent stride length when sprinting.
- Work collaboratively in a team by listening and sharing ideas.

Unit: Fitness

Lesson 1

LI: We are learning to develop an understanding of what our bodies are able to do.


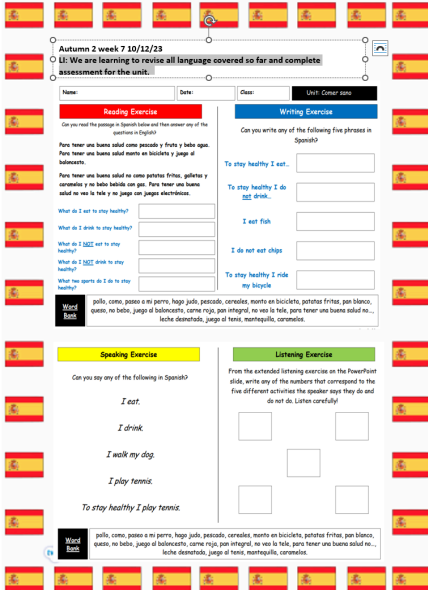
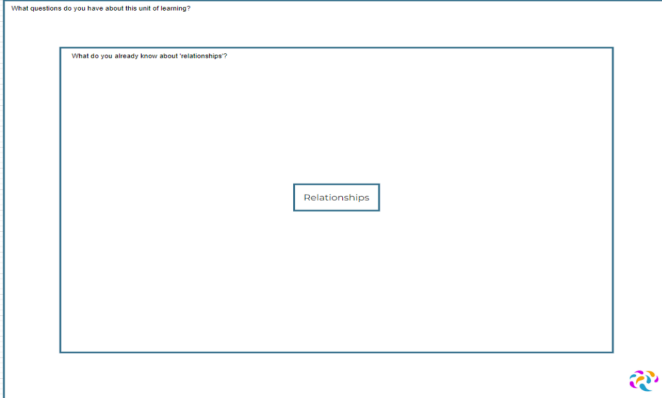
- Encourage those you are working with.
- Try your best at each station.



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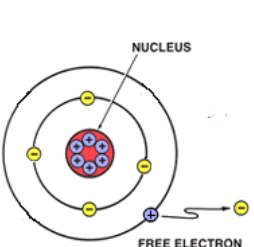
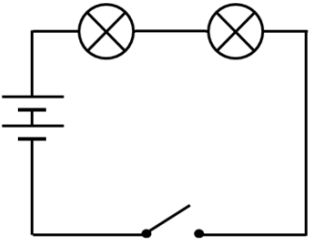


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ART - Kapow	Spanish – Language Angels	PSHE - Jigsaw
<p>Unit: Sculpture & 3D: Making memories Lesson 2 continued:</p> <p><u>LI: We are learning to explore the concept of self through a range of different mediums.</u></p> <p>The children will be shown 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>Last week the children explored abstract shapes and discussed which types of shapes they would want in their own sculpture. They will use their abstract collages and turn them into cardboard expressions.</p> 	<p>Unit: The weekend Lesson 6</p> <p><u>LI: We are learning to revise all language covered so far and complete assessment for the unit.</u></p> <p>ALL language from the unit will be revised today as the children complete their assessment tasks. Including a general class discussion on how many different things have we learnt in the unit and In which situations would we use this language?</p> 	<p>Unit: Relationships Lesson 1</p> <p><u>LI: We are learning to recall what we know from previous learning about 'relationships'.</u></p> <p>This week, the children will start their new unit of learning about relationships. They will discuss what they have learnt in previous years and complete their thinking frame to showcase this.</p>  <p>LI: We are learning to know that it is important to take care of my mental health.</p> <p>LI: We are learning to understand that people can get problems with their mental health and that it is nothing to be ashamed of.</p> <p>Afterwards, the children will learn about the importance of looking after our mental health.</p>

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Science - Wellington Curriculum	Topic (Geography) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p>Unit: Complex Electric Circuits Lesson 3</p> <p><u>L.I. We are learning to explain how a switch works</u> <u>L.I. We are learning to recognise why circuit symbols are necessary and use symbols to draw circuits.</u> <u>L.I. We are learning to investigate series circuits and explain the effects of adding components and why this happens.</u></p> <p>The children will learn and use circuit symbols to draw their previous circuit from the last lesson. They will extend this to controlling their circuits by making a switch to open and close a gap in the circuit which will start and stop the flow of current. They will learn how current is the flow of electrons and travel from the negative end of a battery to the positive end. They will learn that voltage is the push force which allows the electrons to flow. They will then investigate what happens as they add more bulbs to their series circuit and why it happens. They will then work out how this effect can be altered to allow the circuit to work better.</p>  	<p>Unit: Frozen Kingdoms Lesson 6</p> <p><u>LI: We are learning to explain how climate change affects climate zones and biomes across the world.</u></p> <p>This week, we will explore what climate change is and the challenges that we no face on earth because of it.</p> <p>For example:</p> <ul style="list-style-type: none"> Sea levels are rising because of the temperature increase. Water expands when it warms so it takes up more space in the sea. Glaciers and ice sheets are also melting with the meltwater running into seas and oceans. Sea levels have risen about 20cm in the last century and the rate is increasing every year. There is a greater risk of floods due to rising sea levels, especially in coastal areas and small islands. Extreme weather events, such as hurricanes and cyclones, are becoming more common. Droughts make crops harder to grow and means there is less drinking water. Plant and animal species are becoming extinct because of the heat, lack of water and loss of habitat. Over a million species of plants and animals are at risk. <p>By the end of the lesson, the children would have completed a persuasive letter on how we can reduce the effects of climate change.</p> 	<p>Unit: Introduction to spreadsheets Lesson 6- carried over</p> <p><u>LI: We are learning to systematically present data.</u></p> <ul style="list-style-type: none"> I can produce a chart I can use a chart to show the answer to a question I can suggest when to use a table or a chart <p>This week the children will explore a range of different charts that they studied last week in Maths. They will then learn how to present their set of data in a range of different charts on excel. After exploring all of the charts, the children will then decide which chart works best for their data and audience.</p> <p>Different charts</p>  <p>Pie chart Bar chart Column chart Line chart</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 only

unnecessarily	audacity
pulverised	condemnation
obliterated	disobey
indiscriminate	ultimatum
desolate	treachery

Group 1 and 2

sincere	symbol
stomach	system
sufficient	temperature
suggest	thorough

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

Please encourage your children to arrive promptly for morning intervention classes.

Morning interventions start at 8:15. Therefore, children should be at the door ready to enter the school building at this time.

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	Capricorn	Meridian		
	Antarctic	Greenwich		