

Year __ Weekly overview	Monday	Tuesday	Wednesday	Thursday	Friday
<b>English</b>	<b>LI: to plan a letter from the perspective of a WW1 soldier</b>	<b>LI: to write a letter from the perspective of a WW1 soldier.</b>	<b>LI: to critically edit and publish my work.</b>	<b>LI: to develop reading for pleasure through personal reflection.</b>	<b>LI: to read non-fiction texts for meaning</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> Main clause, subordinate clause, plan, feelings, emotions, perspective, first person, recount</p> <p><b>Key Questions:</b> Can you identify the main clause? What does a subordinate clause look like? Where can it be found in a sentence? What are the key features of a WW1 letter? How can you ensure that tomorrow's writing is your best piece yet?</p>	<p><b>Key Vocabulary:</b> Greeting, closing, first person, pronouns, feelings, emotions, recount, informal language</p> <p><b>Key Questions:</b> Why is it appropriate to use slang or informal language in a letter to your mother? Would Trooper Warren want to alarm or worry his family? How can you ensure that you do not worry them when writing your letter?</p>	<p><b>Key Vocabulary:</b> Edit, publish, proof read, cohesion, flow, authentic, paragraphs, language</p> <p><b>Key Questions:</b> Have you used the checklist to help you edit your work properly? Would somebody else reading your work understand it? How do you think Trooper Warren's mother would feel receiving this letter?</p>	<p><b>Key Vocabulary:</b> Reading, genre, text types, enjoyment, meaning</p> <p><b>Key Questions:</b> What does it mean to read for pleasure and why is it important? List as many reading genres as you can? What are your favourite and why? How many different things do you read in 24 hours?</p>	<p><b>Key Vocabulary:</b> Non-fiction, paragraph, retrieve, infer, vocabulary in context, explain, evidence</p> <p><b>Key Questions:</b> How did so many soldiers survive the trenches? What happened in a typical day on the frontline? What were the dangers of the trenches? Can you infer the meaning of vocabulary in context?</p>
<b>Introduction</b>	Today we would like you to put yourself in Trooper Warren's shoes and plan a letter from his perspective. You will be responding to your mother's letter and telling her all about what life is like for you in the trenches.	Today, we would like you to put yourself back into Trooper Warren's shoes and write a letter to your mother from the battlefield. Use your plan to guide you through this piece of work. We would like to see a minimum of 4 paragraphs.	Today, we would like you to edit your work and publish a final copy. Remember, your teacher giving you feedback, so be sure to reflect on this and then self-reflect on what you think you could improve on. Your final copy can be typed or handwritten, just don't forget to hand it in when complete.	Today, we would like you to spend some time thinking about the importance and the joy of reading. Watch the Oak Academy lesson and use this to help you complete the activities on the Google Doc. <a href="#">Oak Academy lesson</a>	Today, we would like you to read a piece of non-fiction that links to our Topic, World War One.  Read the text carefully and use it to complete the three activities on the Google Doc.
<b>Activities</b>	<p>Starter: Identify the main and subordinate clauses in the sentences. Remember, the main clause contains a subject and a verb and makes sense on its own.</p> <p>Main Task: Box up your own letter plan. Remember, a plan does not need to be written in full sentences, bullet points are fine. Use the example to inspire you, but be sure to include your own ideas too..</p>	<p>Starter: Complete the activity matching the WW1 informal language to its modern meaning.</p> <p>Main Task: Write your letter. Remember to refer to the features of a letter that we explored last week. You can find these features on slide 2 of the Powerpoint. Proof-read your writing before you submit it. You will be spending more time on a big edit tomorrow.</p>	<p>Starter: Read the passage and try to correct all of the spelling, punctuation and grammar mistakes.</p> <p>Main Task: Edit your work using your teacher's feedback, your own self-reflection and the editing checklist.</p> <p>Work through each point of the editing checklist carefully (just like we do in school).</p> <p>When you are happy with your work, type or write a final copy and submit it for checking.</p>	Complete the questions and activities on the Google Doc using the Oak Academy video to help you.	<p>Activity 1: Use your retrieval skills to answer the questions based on the text.</p> <p>Activity 2: Use your understanding of the text to help you infer the meaning of the words in context.</p> <p>Activity 3: Be the teacher and write five of your own comprehension questions based on the text.</p>



Year 6 Weekly overview	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Maths</b>	<b>LI: To understand percentages. (Recap)</b>	<b>LI: Fractions to percentages.</b>	<b>LI: Equivalent FDP.</b>	<b>LI: Order FDP.</b>	<b>LI: Percentage of an amount (1).</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> percentage, equivalence, fraction, decimal, hundredth, tenth, multiply, divide, simplify, numerator, denominator</p> <p><b>Key Questions:</b> How many parts is the square split into? How many parts per hundred are shaded/not shaded? Can we represent this percentage differently? Look at the bar model, how many parts is it split into? If the bar is worth 100%, what is each part worth?</p>	<p><b>Key Vocabulary:</b> percentage, equivalence, fraction, decimal, hundredth, tenth, multiply, divide, simplify, numerator, denominator, convert</p> <p><b>Key Questions:</b> What does the word 'percent' mean? How can you convert tenths to hundredths? Why is it easy to convert fiftieths to hundredths? What other fractions are easy to convert to percentages?</p>	<p><b>Key Vocabulary:</b> percentage, equivalence, fraction, decimal, hundredth, tenth, multiply, divide, simplify, numerator, denominator, equivalence, equal to</p> <p><b>Key Questions:</b> How does converting a decimal to a fraction help us to convert it to a percentage? How do you convert a percentage to a decimal? Can you use a hundred square to represent your conversions?</p>	<p><b>Key Vocabulary:</b> percentage, equivalence, fraction, decimal, hundredth, tenth, multiply, divide, simplify, numerator, denominator, equivalence, equal to, order</p> <p><b>Key Questions:</b> What do you notice about the fractions, decimals or percentages? Can you compare any straight away? What is the most efficient way to order them? Do you prefer to convert your numbers to decimals, fractions or percentages? Why? If you put them in ascending order, what will it look like? If you put them in descending order, what will it look like?</p>	<p><b>Key Vocabulary:</b> percentage, equivalence, fraction, decimal, hundredth, tenth, multiply, divide, simplify, numerator, denominator, equivalence, equal to, amount</p> <p><b>Key Questions:</b> Why do we divide a quantity by 2 in order to find 50%? How do you calculate 10% of a number mentally? What's the same and what's different about 10% of 300 and 10% of 30?</p>
<b>Introduction</b>	Follow the link on Google Classroom to recap your understanding of percentages through the video. Children are introduced to 'per cent' for the first time and will understand that 'per cent' relates to 'number of parts per hundred' This will be explored through different representations which show different parts of a hundred. Children will use 'number of parts per hundred' alongside the % symbol.	Follow the link on Google Classroom and watch the video.  It is important that children understand that 'percent' means 'out of 100'. Children will be familiar with converting some common fractions from their work in Year 5 They learn to convert fractions to equivalent fractions where the denominator is 100 in order to find the percentage equivalent.	Follow the link on Google Classroom and watch the video.  Children use their knowledge of common equivalent fractions and decimals to find the equivalent percentage. A common misconception is that 0.1 is equivalent to 1%. Diagrams may be useful to support understanding the difference between tenths and hundredths and their equivalent %	Follow the link on Google Classroom and watch the video.  Children convert between fractions, decimals and percentages to enable them to order and compare them. Encourage them to convert each number to the same form so that they can be more easily ordered and compared. Once the children have compared the numbers, they will need to put them back into the original form to answer the question.	Follow the link on Google Classroom and watch the video.  Children use known fractional equivalences to find percentages of amounts. Bar models and other visual representations may be useful in supporting this e.g. $25\% = \frac{1}{4}$ so we divide into 4 equal parts. In this step, we focus on 50%, 25%, 10% and 1% only.
<b>Activities</b>	Complete the questions about percentages in the Google Form. Do any working out on paper.	Complete the questions about converting fractions to percentages in the Google Form. Do any working out on paper.	Complete the questions about understanding the equivalence between fractions, decimals and percentages in the Google Form. Do any working out on paper.	Complete the questions about converting between fractions, decimals and percentages to enable you to order and compare them in the Google Form. Do any working out on paper.	Complete the questions about finding percentages of an amount in the Google Form. Do any working out on paper.

Please continue logging into My Maths, Doodle Maths and keep up with your Timestable Rockstars regularly.

Reading	Science	Topic/Art/DT
<p><b>Daily for 20 minutes</b> Read different text genres: a biography, classic novel, adventure story, poems, newspaper, cultural story.</p> <p>Complete the tasks set for you on Bug Club, Reading Plus, Doodle English, PiXL Unlock: continue logging in and completing your usual activities.</p> <p>Vocabulary Ninja: Look at the Vocabulary Ninja words of the week on Google Classroom and challenge yourself to write sentences for each of the words.</p>	<p><b>Uploaded on Tuesday 26<sup>th</sup> January</b> <b>LI: to classify a creature based on its characteristics.</b> <b>Introduction</b> - Today you will review your current knowledge of classification to recall how living things are grouped. You will explore the difference between vertebrates and invertebrates in greater detail.</p> <p><b>Task</b> - You will watch a selection of videos that describe the different groups of living things. Your task will be to match the description to the living thing of the following groups: mammals, fish, reptiles, birds, fish, crustaceans, molluscs, echinoderms, arachnids and insects.</p>	<p><b>Art – Uploaded on Thursday 28<sup>th</sup> January</b> <b>LI: to use proportion to create a drawing of a WWI soldier</b> <b>Introduction</b> – Today, you will be developing your drawing skills to produce a pencil drawing of a World War I soldier. Follow the YouTube tutorial and think carefully about size, proportion and detail. You can outline the soldier in black pen and add colour if you wish.</p> <p><b>Topic – Uploaded on Wednesday 27<sup>th</sup> January 21</b> <b>LI: to draw conclusions about trench warfare and what life was like for a soldier during this time.</b> <b>Introduction</b> - Today you will learn all about trenches; what they are, why they were used, daily trench life and trench warfare.</p> <p><b>Task</b> – Read through all the information on the PowerPoint to gain an understanding about what life would have been like for a soldier during this time. You will look at videos, images, diary entries and read information all about trench life and trench warfare to immerse yourself into the life of a WW1 soldier. You will write a diary entry detailing what life is like in a trench – the battles, the day-to-day life, how you feel, what you miss about home.</p>
RE	Spanish (KS2 only)/RE/Music	PE/Wellbeing
<p><b>RE – Uploaded on Friday 29<sup>th</sup> January</b> <b>LI: to reflect on the duties of a Hindu and consider how they can be met.</b> <b>Introduction</b> – Today you will learn all about the five constant and daily duties that Hindus practise.</p> <p><b>Task</b> – After learning about each of the duties in great detail, you will reflect on how this would look for a person who practises Hinduism. You will also reflect on how you would apply these duties to your own life. Use the template provided with an example and sentence starters to write about 3 constant or daily duties. A Hindu might fulfil this duty by... This would be a good action because... I could fulfill this duty by... This would be a good action for me because.....</p>	<p><b>Music – Uploaded on Monday 25<sup>th</sup> January</b> <b>LI: to respond to a piece of music</b></p> <p><b>Introduction</b> – Today you are going to be listening to a piece of music called Finlandia by Jean Sibelius. Watch the introduction video and listen to the piece of music. <a href="https://www.bbc.co.uk/teach/ten-pieces/classical-music-primary-jean-sibelius-finlandia-ks2/zh26nrd">https://www.bbc.co.uk/teach/ten-pieces/classical-music-primary-jean-sibelius-finlandia-ks2/zh26nrd</a></p> <p><b>Task</b> - Fill in the table on Google Classroom and record how each section of the music made you feel, what can you hear and what story do you think is being told?</p>	<p>Mr Coleman and Alice have organised some lessons for you. Look out for these on Google Classroom. You can also continue to have your daily PE sessions with Joe Wicks. He will be starting NEW LIVE PE sessions on his YouTube channel starting Monday 11th January, every <b>Monday, Wednesday and Friday at 9:00 AM.</b> <a href="https://www.youtube.com/channel/UCAXW1XT0iEJo0TYRfn6rYQ">https://www.youtube.com/channel/UCAXW1XT0iEJo0TYRfn6rYQ</a>. He has also recorded some new videos which you can watch anytime. Here's the link to the first of a new set of videos. <a href="https://www.youtube.com/watch?v=l9sciRMnE1c&amp;list=PLyCLOpd4VxBuPuwfVuS-OBtK_kZqJcX-b&amp;index=12">https://www.youtube.com/watch?v=l9sciRMnE1c&amp;list=PLyCLOpd4VxBuPuwfVuS-OBtK_kZqJcX-b&amp;index=12</a></p> 