

Year Group: 6

Week beginning: 05.02.2024

# Weekly overview of learning

Every **Monday**, 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. Please take note of the 'Homework' section at the bottom of the grid. This replaces the home learning grid. Homework will be set on the **Monday** and should be completed by the **following Monday**. If there are any questions about the homework, please contact the year group email address.



Year 6	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>English</b>	LI: to modify simple sentences using adjectives, adverbs and prepositional phrases.	LI: to modify a simple story to include subordinate clauses and relative clauses.	LI: to modify a simple story using ellipses, parenthesis and figurative language.	LI: to modify a simple story using the passive voice, modal verbs and the subjunctive.	LI: to apply a range of reading strategies
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> Subject, verb, object, adjective, adverb, adverbial phrase, preposition, prepositional phrase, expanded noun phrase</p> <p><b>Key Questions:</b> Can you identify the subject and verb in these sentences? Which sentences are not complete? How can you correct them?</p>	<p><b>Key Vocabulary:</b> Main clause, subordinate clause, co ordinating conjunctions, subordinating conjunctions, relative pronouns, relative clauses</p> <p><b>Key Questions:</b> Can you add additional information to your main clause? Does it make sense on its own as a main clause? Can you select an appropriate conjunction to modify your clause?</p>	<p><b>Key Vocabulary:</b> Ellipses, parenthesis, brackets, dashes, commas, figurative language, similes, metaphors, hyperbole</p> <p><b>Key Questions:</b> Can you think of any additional information that can be added to the text? Is there anything that you wish to withhold from the reader (ellipses)? Why do authors use figurative language in their writing?</p>	<p><b>Key Vocabulary:</b> Subject, verb, object, passive, active, possibility, certainty, subjunctive voice, mood, wish, hypothetical</p> <p><b>Key Questions:</b> What is the impact of adding a modal verb of possibility? How does the meaning change when a modal verb of certainty is added? Why might a writer use the passive voice? What is the impact of using the subjunctive on the reader?</p>	<p><b>Key Vocabulary:</b> inference, retrieval, summarise, facts, word meaning, <b>Key Questions:</b> What can you infer from this paragraph? Explain a word close in meaning to... Summarise each paragraph in one sentence</p>
<b>Introduction</b>	Children to identify the subject and verb of simple sentences	Children to list as many conjunctions as they can in one minute. Then they are to identify whether they are co ordinating or subordinating.	Children to identify the examples of parenthesis used in the example on the board and what punctuation has been used to demarcate it.	Children to identify the modal verbs within a range of sentences and decide whether they are modal verbs of certainty or possibility.	Go through teaching slides. Read the text titled 'The Angel of the North' as a class. Discuss tricky vocabulary.
<b>Activities</b>	Teacher to read a very simple narrative with no complex sentence structures, description or cohesion. Explain that this week, we are going to use our writer's toolkit to improve this text day by day.	Teacher to revisit main clauses and subordinate clauses. Model how the subordinate clause can come at the start of a sentence, in the middle or at the end.	Teacher to revisit how parenthesis can be added to a sentence to give extra information. Model how it is not appropriate to overload a sentence with this – it has to be appropriate.	Teacher to show a range of sentences written in the active and passive voice. Children to identify the differences of them and the positioning of the verb, subject and object.	Children to answer a range of comprehension questions based on the text.  Teacher to model reading the questions first and then highlighting, skimming and scanning the text to find the

Year Group: 6

Week beginning: 05.02.2024

# Weekly overview of learning

Every **Monday**, 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. Please take note of the 'Homework' section at the bottom of the grid. This replaces the home learning grid. Homework will be set on the **Monday** and should be completed by the **following Monday**. If there are any questions about the homework, please contact the year group email address.



	<p>Revise the concept of adjectives, adverbs, fronted adverbials, prepositions, prepositional phrases and expanded noun phrases.</p> <p>Teachers to model how the start of the story can be modified by using these tools.</p> <p>Children to independently rewrite the rest of the story using the tools explored today.</p> <p>Plenary – peer assessment. How could your writing be improved?</p>	<p>Children to rewrite a simple extract of text adding in subordinate clauses in differing positions.</p> <p>Teacher to revisit relative clauses and model how they can be added into a sentence in the middle or the end</p> <p>Children to rewrite a simple extract of text, adding in relative clauses.</p> <p>Plenary – Children to highlight the subordinate and relative clauses used and underline the conjunctions and relative pronouns.</p>	<p>Explain what is meant by ellipses – it is more than just three dots. Model how it is used when the writer does not want to write the words for an effect on the reader.</p> <p>Teacher to revisit types of figurative language and link to recent learning in poetry unit. Explain how this is also used within narratives to describe a scene, atmosphere or atmosphere vividly to a reader.</p> <p>Children to rewrite a simple extract of text trying to add in one example of the tools introduced today.</p> <p>Plenary – Peer assessment. Has your partner used these tools effectively? What was the impact on the reader?</p>	<p>Model the passive used within a narrative text. Explore the impact on the reader.</p> <p>Teacher to show examples of the subjunctive voice and explain when it is used. Explore the impact on the reader.</p> <p>Children to rewrite an extract of text including the tools explored today.</p> <p>Plenary – Children to highlight the features they have used and label them. Can they think of any other text types where these features would be appropriate?</p>	<p>evidence needed to answer appropriately.</p> <p>Peer mark and assess with a focus on how the children have selected appropriate evidence to explain inference questions.</p> <p>Children to use the mark scheme to see acceptable answers to compare with their own.</p>
<b>Reading</b>	<b>Reading Strategy: VIP Words</b>				
	<p><b>Monday</b> <b><u>LI: To evaluate how vocabulary contributes to meaning</u></b></p>	<p><b>Tuesday</b> <b><u>LI: To identify key words from a text.</u></b></p>	<p><b>Wednesday</b> <b><u>LI: To explore how the writer uses language as a cohesive device.</u></b></p>	<p><b>Thursday</b> <b><u>LI: To explore how the author uses figurative language.</u></b></p>	<p><b>Friday</b> <b><u>LI: To define vocabulary using context information</u></b></p>
	<p><b><u>Starter:</u></b> Children to read a short extract of text and answer 3 comprehension questions.</p>	<p><b><u>Starter:</u></b> Children to read a short extract of text and answer 3 comprehension questions based on it.</p>	<p><b><u>Starter:</u></b> Show the children an image of a river. Challenge them to explain why I chose it to illustrate the word cohesion.</p>	<p><b><u>Starter:</u></b> Children to read a short extract of text and answer 3 comprehension questions based on it.</p> <p><b><u>Main Task:</u></b></p>	<p><b><u>Starter:</u></b> Children to read a short extract of text and answer 3 comprehension questions based on it.</p> <p><b><u>Main Task:</u></b></p>

Year Group: 6

Week beginning: 05.02.2024

# Weekly overview of learning

Every **Monday**, 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. Please take note of the 'Homework' section at the bottom of the grid. This replaces the home learning grid. Homework will be set on the **Monday** and should be completed by the **following Monday**. If there are any questions about the homework, please contact the year group email address.



<p><b>Main Task:</b> Children to read the poem "Axolotl At Bedtime". Class to discuss how the poet plays with language and vocabulary to create rhyme. Children to summarise each stanza in one or two sentences.</p> <p><b>Plenary</b> Discuss slumber, serenade and the phrase "keen as mustard". Children to record what they think these words and phrases mean.</p>	<p><b>Main Task:</b> Children to read the poem "Hope" individually. Discuss how the message of the poem changes. How would they describe the first 5 stanzas? How did it change? Children to record a t-chart of the positive and negative language in their books.</p> <p><b>Plenary</b> What is irony? Discuss as a class. Children to explain how the poem is ironic in the first 5 stanzas.</p>	<p><b>Main Task:</b> Revisit what cohesion means and the devices that writers use to create it within a text.</p> <p>Class to read "Be More Cat" from The Book of Hope and as a class, stop on each page to identify how the writer has created cohesion between paragraphs and within sentences.</p> <p><b>Plenary</b> Why is cohesion so important in our writing?</p>	<p>Recap the meaning of simile, metaphor, personification and hyperbole. These are all examples of figurative language.</p> <p>Read the text, "A Dog In Time" and children highlight the examples of figurative language used by the author. Children to record the literal meaning in their books.</p> <p><b>Plenary</b> What impact does this figurative language have on the reader?</p>	<p>Children to read a non-fiction text and identify the terminology and language that they do not understand.</p> <p>In pairs, children to try to use the context of the writing to find out the meaning of the vocabulary. Feedback as a class.</p> <p><b>Plenary</b> Discuss the answers as a class, children to identify what they did well and what they could improve on.</p>
--	---	--	---	--

Year Group: 6

Week beginning: 05.02.2024

# Weekly overview of learning

Every **Monday**, 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. Please take note of the 'Homework' section at the bottom of the grid. This replaces the home learning grid. Homework will be set on the **Monday** and should be completed by the **following Monday**. If there are any questions about the homework, please contact the year group email address.



Year 6	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Maths</b>	<b>LI: to find equivalent fractions, decimals and percentages</b>	<b>LI: to be able to order fractions, decimals and percentages</b>	<b>LI: to be able to find a basic percentage of an amount</b>	<b>LI: to be able to find a percentage of an amount – multi-step</b>	<b>LI: to be able to use percentages to find missing values</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> Fraction, percentage/ percent, simplify, order, decimal, fraction, decimal place, common factor, common multiple</p> <p><b>Key Questions:</b> How many parts has the whole been split up into? What fraction is each part worth? • If the whole is 100%, what is <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>? • If 1 10 is equal to 10%, what is <math>\frac{3}{10}</math> equal to? • How do you find equivalent fractions? • How many 5s are there in 100? • Can the fraction be simplified? How do you know?</p>	<p><b>Key Vocabulary:</b> Fraction, percentage/ percent, simplify, order, decimal, fraction, decimal place, common factor, common multiple</p> <p><b>Key Questions:</b> What fraction/decimal/percentage is ___ equivalent to? • Which is the greater amount ___, or ___? How do you know? • Which of the amounts are greater than a half? • Which of the amounts is closer to 1 whole? • Where do these amounts go on a number line? • Is it easier to convert the numbers to fractions, decimals or percentages?</p>	<p><b>Key Vocabulary:</b> Fraction, percentage/ percent, simplify, order, decimal, fraction, decimal place, common factor, common multiple</p> <p><b>Key Questions:</b> How are percentages and fractions similar/different? • How do you find a fraction of an amount? • How can you represent this question with a bar model? • How many lots of 10/20/25/50% are there in 100%? • What do you need to divide a number by to find 10/20/25/50%? • What strategies could you use to divide by ___?</p>	<p><b>Key Vocabulary:</b> Fraction, percentage/ percent, simplify, order, decimal, fraction, decimal place, common factor, common multiple</p> <p><b>Key Questions:</b> 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><b>Key Vocabulary:</b> Fraction, percentage/ percent, simplify, order, decimal, fraction, decimal place, common factor, common multiple</p> <p><b>Key Questions:</b> 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>
<b>Introduction</b>	In today's lesson, children will use hundred squares, bar models and number lines to recap equivalents to $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{5}$ and $\frac{1}{10}$ as well as related non-unit fractions such as $\frac{3}{4}$ , $\frac{2}{5}$ and $\frac{7}{10}$ . They then will look at more abstract methods of converting between fractions, decimals and percentages. In which equivalent fractions are found with a denominator of 100, allowing for a straightforward conversion to decimals and percentages. Children will also convert decimals or percentages into a fraction with a denominator of 100 and then simplify where possible, for example $15\% = \frac{15}{100} = \frac{3}{20}$ . This will enable them to find equivalents to more complex	Today children will explore a range of strategies to compare and order numbers, including converting to the same form. Children will discuss if they prefer converting amounts to decimals, percentages or fractions and why. Children will also look at strategies such as comparing amounts to a half and whether some amounts are closer or further away from the whole. For consistency, they will use the word "greatest" rather than "biggest" or "largest" when comparing numbers.	Today children will find percentages of amounts that can be completed in one step, for example finding 1%, 10%, 20%, 25% and 50% by dividing by 100, 10, 5, 4 and 2 respectively. Using bar models to represent this will allow children to see the links to finding fractions of amounts. They will explore different strategies for dividing by these amounts, looking for the most efficient method for the calculation, including moving the digits when dividing by 10 and 100, halving and halving again for dividing by 4, as well as the formal written division method.	Today children will be using their knowledge of how to find 1%, 10%, 20%, 25%, 50%, children will find multiples of these amounts. For example, to find 75% they can find 25% and multiply it by 3; to find 60% they can find 10% and multiply it by 6. They then will move on to more complex percentages. Children will be allowed time to explore different ways of making percentages without actually calculating the percentages of amounts, for example 45% can be made from $25\% + 10\% + 10\%$ , $5\% \times 9$ , $1\% \times 45$ , $50\% - 5\%$ . Once children recognise that percentages can be made in a range of ways, they will apply this to finding a percentage of an amount using the most efficient method.	Once the children are confident with simple percentages such as 1%, 10%, 20%, 25% or 50%, they will work out percentages such as 12% that cannot be solved in one-step. With examples such as these, children will 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

Year Group: 6

Week beginning: 05.02.2024

# Weekly overview of learning

Every **Monday**, 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. Please take note of the 'Homework' section at the bottom of the grid. This replaces the home learning grid. Homework will be set on the **Monday** and should be completed by the **following Monday**. If there are any questions about the homework, please contact the year group email address.



	numbers, such as 92% or 0.76.				
<b>Activities</b>	Complete questions about finding equivalent fractions, decimals and percentages.	Complete questions about ordering fractions, decimals and percentages.	Complete questions about finding a basic percentage of an amount.	Complete questions about finding a percentage of an amount – multi-step.	Complete questions about using percentages to find missing values.

Reading	PSHE / RE	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>Reading skill this week: Retrieval skills: -use our background knowledge and connect to text -visualise -watch out for VIP words/phrases and ideas</p>	<p><b>RE – Key Question - Is anything eternal?</b> <b>LI: To look at the commandments in further detail and explore how they lead Christians to heaven</b> Children to consider how Christians may need to break the ten commandments from a philosophical point a view and consider if this makes them a bad person and should impede their route into heaven.</p> <p><b>PSHE – Jigsaw – Dreams and Goals</b> <b>LI: To hear what others in my class like or admire about me and accept their praise</b> Children to complete a circle time activity as a class and then share what others did well. Then children to share qualities about each other that they admire. Children to reflect on how it made them feel to praise others and how it felt to receive the praise themselves.</p>	<p><b>Topic – War and Peace – History - World War One</b> <b>LI: to examine the end of World War One and consider if it was fair</b> Children will explore the terms of the Treaty of Versailles and whether the punishments Germany received at the end of World War One were fair.</p> <p><b>Art</b> <b>LI: To use clay and paint to create camouflages ships</b> Children will explore “dazzle” shipcraft used during World War 1, which were designed to camouflage from the enemy. After designing their own dazzle patterns, they will work with clay to create a ship shape and paint afterwards.</p>

Year Group: 6

Week beginning: 05.02.2024

# Weekly overview of learning

Every **Monday**, 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. Please take note of the 'Homework' section at the bottom of the grid. This replaces the home learning grid. Homework will be set on the **Monday** and should be completed by the **following Monday**. If there are any questions about the homework, please contact the year group email address.



Science	PE	Spanish/Computing
<p><b><u>LI: To draw scientific conclusions</u></b> Children to record observations from last week's mould investigations and draw scientific conclusions based on their results.</p>	<p><b><u>LI: To consolidate attacking and defending skills learnt this term (Netball).</u></b> Children will consolidate the skills that they have been developing in lessons this half term and will play tournaments within their classes.</p> <p><b>Music – Sing for victory</b> <b><u>LI: To be able to notate a melody using pitches up to an octave.</u></b> Children will continue learning the melody and counter melody of "White Cliffs of Dover" and performing as a class. This week they will use colours to notate the melody and changes of pitch.</p>	<p><b>Topic: El Fin The Semana – The Weekend</b> <b><u>L.I. to combine phrases to form detailed sentences</u></b> Children to revisit learning on telling the time and explaining what they do at the weekend to form sentences such as, "At three o'clock, I go to the cinema"</p> <p><b>Computing- Web Design</b> <b><u>LI: to understand the need for navigation paths</u></b> Children to explore the importance of navigation paths on websites using the analogy of breadcrumbs in the story of Hansel and Gretel. They will then use hyperlinks to link webpages together on their own sites.</p>

## Homework

***Homework is set on a Monday and uploaded to Google Classroom and is expected to be returned by the following Monday. Please upload completed homework tasks to your Google classroom where possible (unless it is Doodle or online packages.) This can be submitted once completed over the week and please complete it before the following Monday when the next homework will be set.***

**Weekly Spellings:** interrupt, interfere, intercept, interject, intertwine, interim, internal, intersperse, interloper, interest

**Reading homework:** Please read for at least 20 minutes every day and record this in your pupil planner as a reading log.

**Reading Plus:** Remember to complete your weekly tasks. **Doodle Maths and Doodle English:** Work hard each day to turn your tracker green.

**MyMaths:**

Percentages of amounts

Fractions, decimals and percentages