Weekly overview of learning

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Year 6	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
English	L.I: To understand the effect of poetry devices and language to convey meaning.	L.I: To plan a poem.	L.I: To use a variety of reading skills to answer questions about a text.	L.I: To write a poem.	LI: To use retrieval to answer questions
Key vocabulary and key questions	**Key Vocabulary:** poem, verse, stanza, line, personification, simile, metaphor, onomatopoeia, rhyme. **Key Questions:** Which of these reading skills do you think will be most useful to focus on this lesson? What is meant by league? How does this poem compare to other war poetry?	**Key Vocabulary:** poem, verse, stanza, line, personification, simile, metaphor, onomatopoeia, rhyme. **Key Questions:** -What is a relative clause? What is emotive language? What are aural language effects? What is alliteration? What examples of personification/metaphors/similes can you generate for your poem?	**Key Vocabulary:** Inference, retrieval, context, comprehension, summarise, facts, word meaning. **Key Questions:** What can you infer from this paragraph? Explain a word close in meaning to	**Key Vocabulary:** poem, verse, stanza, line, personification, simile, metaphor, onomatopoeia, rhyme. **Key Questions:** What statutory spellings can you include? What does the vocabulary on the slides mean? What features will you focus on?	**Key Vocabulary:** Background knowledge, connections, prediction, visualisation, inference, breakdown and repair, VIP words/phrases, **Key Questions:** What are our reading skills? How do we use them when reading? What words have helped create a visual image in your head? Are there any words that you cannot read or do not know the meaning of? What can you do?
Introduction	Go through teaching slides and read through who Tennyson was and his poem 'half a league'. Children to use poetic devices to try and understand the poem better.	Go through teaching slides and revisit each feature briefly. Class teacher to help children generate appropriate vocabulary for planning a poem in relation to war. Encourage use of war poetry mat for higher level vocabulary.	Go through teaching slides. STARTER: Recap word classes. MINI TASK: Read a short fiction extract to model how to infer and retrieve from a text. Remind children of how a full sentence should enable the reader to guess the question. Text titled 'The Old photograph' is read a class. Discuss tricky vocabulary then Children independently answer questions on fact retrieval, inference and word meaning based on the text.	Go through teaching slides and children to look over their plan from yesterday and make any necessary amendments. Discuss some of the military vocabulary on the slides. Class teacher to model write 2 verses of a poem with the children modelling high level vocabulary and a range of features	Go through teaching slides. Together, we will recap on When we retrieve key information and quotations to show our understanding of character, we have to remember that key information about characters will not only be about how they look, but also about how they speak and react to others. Their behaviour and the choices they make in the story identify the kind of person they are. Children will apply these skills to a short text to consolidate their understanding.

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Activities	Task 1 Draw pictures to visualise the vocabulary you are aware of. Task 2- What vocabulary is specifically related to war? Jot it down. Task 3- What vocabulary are you unsure of and can you look up? Task 4- Answer the following questions about the text: 1. What examples of repetition is there and what is the effect of this? 2. Can you spot any rhyme? List examples. 3. What poetic technique is used for 'jaws of death' and what imagery does this create for you?	Children to use poetry planner to think about whose perspective they are writing from and to plan a variety of features to include in their poem. Challenge: Create relevant phrases for the poem.	As above.	Children write their poems based on plan/vocabulary generated in the last few days.	Children will be given a text to read. Using the reading skills and their background knowledge children are to answer comprehension questions. Identify any words that you are unsure of the meaning of. Infer or find the definition of these words using a dictionary.
Reading	This week's reading focus: Reading Strategy - Making predictions				
	LI: To use details in a text to form predictions/speculations.	**LI: To identify the casual links between events in a text.**	**LI: To form questions about a text.**	**LI: To identify key information in a text.**	**LI: To select appropriate evidence from a text to justify predictions.**
	Starter: Recap what predicting is. We will discuss how we predict effectively and think about how the evidence help us. **Main:** As a class, we will talk about making predictions and the elements we need to consider such as setting plot	**Starter:** Vocabulary starter. Children will be asked to look at the IWB, where they will have 4 words that they are to choose from to define 'prediction'. **Main:** On the IWB, there are sentences based on main events in Carrie's War. As a class we will go through the first 2 events identifying the cause of the event	**Starter:** As a class we will discuss the purpose of questioning during reading, it can take the form of: - Self-questioning, - questioning the text, - questioning the author It creates a dialogue in your mind as you read. **Main:** Children will be shown an extract based on war. *What*	**Starter:** Children recall how we locate evidence and the different strategies we can use in this process such as: *Visualisation*, *Clue hunting* and *Scanning* **Main:** On the IWB, we will work through an extract from 'Carrie's War' I will demonstrate how to locate the key information from the extract and how from this	Starter: Discuss what skills need in order to answer prediction questions: ● *Visualisation* ● *Clue hunting* ● *Scanning* Main: CT to model how to visualise, scan and hunt for clues using Carrie's war. Demonstrate through underlining key information,

Year Group: 6   Week beginning: 15.01.2024

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development so far, Character actions, and Character motivations/traits As a class, we will predict the outcome of a short text based on war. <u>Task:</u> Children read a short extract based on war then write a prediction on what they think might happen next. Think about the context and any inferences you have made based on the setting, plot and character actions described.	and then the effect on the characters involved. <u>Task:</u> Children will use the pictures and identify the cause and effect of each event, identifying the link between the events within the text.	*questions come to mind when we read this extract?* I will model underlining the key phrases and information and then how to write the question it generated around the extract. <u>**Task:**</u> Children will be given a short extract. As a class, we will underline key phrases that generate a question in their mind and record the questions.	information we could then answer further questions which would help make predictions. They can then answer the following questions using the identify information: *What would happen if…?* *How might people react?* *How could this one event alter the entire plot?* <u>**Task:**</u> Children to use the skills to support them when locating evidence, using an extract they choose, they will need to read through each paragraph and locate and underline the key information from extract. They can then answer the following questions using the identify information: *What would happen if…?* *How might people react?* *How could this one event alter the entire plot?* <u>**Plenary:**</u> Children will complete the Answer stems	scanning for evidence and illustrating key words. <u>Task:</u> Children will be asked to select the appropriate clues, phrases and information to write what they think Carrie or Nick would tell their mother with regard to their first impression of Mr Evans. <u>Plenary:</u> Children to perform their speeches, the rest of the class will note down the evidence discussed within the speech.

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Year 6	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	LI: to multiply by 10, 100 and 1000	LI: to divide by 10, 100 and 1000	LI: to multiply a decimal number by an integer	LI: to divide a decimal number by an integer	LI: to improve arithmetic skills
Key vocabulary and key questions	**Key Vocabulary:** decimal point, tenths, hundredths, thousandths **Key Questions:** How can you represent multiplying a decimal number with place value counters? • What number is 10 times the size of ? • What number is 100 times the size of ? • What number is 1,000 times the size of ? • How can you multiply decimal numbers using a Gattegno chart? • How can you use counters on a place value chart to multiply numbers by 10/100/1,000?	**Key Vocabulary:** place value column, tenth, hundredth, thousandth, divide **Key Questions:** How can you represent dividing a decimal number with place value counters? • What is one-tenth the size of ? • What is one-hundredth the size of ? • What is one-thousandth the size of ? • How can you divide decimal numbers using a Gattegno chart? • How can you use counters on a place value chart to divide numbers by 10/100/1,000?	**Key Vocabulary:** tenth, hundredth, thousandth, multiply, repeated addition **Key Questions:** What is an integer? • If you know 3 × 2 = 6, what else do you know? • How can you show multiplying decimals by integers using counters? • How is multiplying decimal numbers similar to/different from multiplying whole numbers? • Do you have enough hundredths/tenths/ones to make an exchange?	**Key Vocabulary:** integer, group, decimal, divide, share **Key Questions:** If you know that ÷ = , what else do you know? • If you make the number being divided one-tenth the size, what must you do to the answer? • How can you show this division using place value counters? • How many groups of can you make with ? • What happens to tenths or hundredths that you cannot group?	**Key Vocabulary:** Add, total more, make, sum, plus, altogether difference, leave, subtract, difference between, minus, less, take away, mentally, orally, column addition, column subtraction, estimate, inverse operation, solve problems, number facts, complex, place value, divide **Key Questions:** Is there an easy way to do this? Can you use know facts to answer the problem? Can you use rounding? Does the solution need an exact answer? How does knowing the approximate answer help with the calculation?
Introduction	Today, children will use place value counters to represent multiplying a decimal number by 10, leading to an exchange being needed. Children see that when multiplying by 10, they exchange for a counter that goes in the place value column to the left. Children then explore how multiplying by 100 is the same as multiplying by 10 and then 10 again, so digits move two place value columns to the left. Finally, they look at multiplying by 1,000 A Gattegno chart and plain counters in a place value chart are also used to help children with their understanding.	Today, children will use place value counters to represent a decimal number being divided by 10. As with the previous step, using language such as "10 times the size" and "one-tenth of the size" will support children in their understanding. Children recognise that dividing a number by 10 twice is the same as dividing the number by 100. They then use a place value chart with counters (and then digits) to divide a number by 10, 100 or 1,000 by moving the counters the correct number of places to the right. A Gattegno chart used in the same way as in the previous step will also help children understand what happens to numbers as they are divided by powers of 10	In today's lesson, children will look at related multiplication facts using concrete resources such as place value counters, exploring relationships such as 3 × 2 = 6 and 0.3 × 2 = 0.6, and 5 × 5 = 25 and 0.5 × 5 = 2.5. They then multiply numbers with up to 2 decimal places by 1-digit integers using rows of place value counters, exchanging when needed. This is a good opportunity to explore calculations with money.	Today children will look at related division facts, such as 8 ÷ 2 = 4 therefore 0.8 ÷ 2 = 0.4 and 0.08 ÷ 2 = 0.04. They will explore the pattern that as the number being divided becomes 10 or 100 times smaller, the answer becomes 10 or 100 times smaller, modelling this using place value counters in a place value chart. Children will explore a range of division facts using times-table knowledge, for example 144 ÷ 12 = 12, so 1.44 ÷ 12 = 0.12. Using place value counters, children put counters into groups, starting with the greatest place value column. They start with division where no exchanges are needed before moving on to calculations needing exchanges. They use the formal written method for division alongside the place value charts.	Today we will be discussing about the efficient method to be used with mental calculations and sensible estimations needed to solve calculations. We will be looking at the different mental strategies that could be used instead of computational methods (paper).

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Activities	Complete questions about multiplying decimals by 10, 100 and 1000.	Complete questions about dividing decimals by 10, 100 and 1000.	Complete questions about multiplying decimal numbers by an integer.	Complete questions about dividing decimal numbers by an integer.	Complete questions about arithmetic

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Reading	PSHE / RE	Topic/Art/DT
Daily for 20 minutes Read different text genres: a biography, classic novel, adventure story, poems, newspaper, cultural story. Complete the tasks set for you on Bug Club, Reading Plus, Doodle English, PiXL Unlock: continue logging in and completing your usual activities. 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. Reading skill this week: Retrieval skills: -use our background knowledge and connect to text -visualise -watch out for VIP words/phrases and ideas	RE – Key Question - Is anything eternal? **LI: to understand why Christians make promises to each other.** Today, children will explore different types of love (eternal and unconditional) and how it is portrayed in the Bible. **PSHE – Jigsaw – Dreams and Goals** **LI: To work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.** Children will revisit the goals that they set last week and work together to devise the steps that they need to take in order to achieve their goal. Children will also learn and sing a song about aspiration and how this is a useful trait to have.	**Topic – War and Peace – History - World War One** **LI: To place key events of World War one on a timeline in relation to previous studies.** Today children will learn about the events that lead to the first world war. They will place them on a timeline. **Art** **LI: To recreate artwork in the style of Paul Nash.** Children will explore the works of World War 1 artist, Paul Nash, and recreate a piece of his work with a focus on composition. They will consider the order in which they sketch the background, the foreground and the additional details.

Science	PE	Spanish
LI: To know who Carl Linnaeus was and explore his system for classifying all living things. Children will learn about Swedish scientist, Carl Linnaeus and his system of classification – The Linnaean System. Children will create a mnemonic to remember the order of the system and research a species and record its domain, kingdom, phylum, class, order, family, genus and species.	**LI: To be able to use the attacking principle of creating and using space (Netball).** Children will start passing on diagonal and straight clear drives, this will encourage movements. Again, they will recall the skill pass and move. They will finish the lesson playing some 3v2. **Music – Sing for victory** **LI: To improve accuracy in pitch and control, singing with expression and dynamics** Children will learn the Vera Lynn song, White Cliffs of Dover. Children will consider what the lyrics mean to them. They will practise singing along to the melody and focus on dynamics and pitch.	**Topic: El Fin The Semana – The Weekend** **L.I. To consolidate the new language for weekend activities with a variety of reading and listening work.** In today's lesson, children - will augment the language they need to describe what they do at the weekend. They will recap questions about time: ¿qué hora es? We will also use a clock face and have a quick fire "time testing" session. **PLENARY:** We will write a time on the board and mime an activity, bringing all the language together, asking children to make a sentence based on what they can see and read.

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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: siege, niece, grief, chief, fiend, shriek, believe, achieve, convenience, mischievous

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: Ordering decimals and adding and subtracting decimals.