

Year Group: 6

Week beginning: 15.04.24

Weekly overview of learning

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Year 6	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
English	LI: to identify and create relative clauses	LI: To understand spelling rules for 'ei' and 'ie'	LI: To use commas to clarify meaning	LI: to apply a variety of reading strategies	LI: to apply spelling, punctuation and grammar knowledge
Key vocabulary and key questions	<p>Key Vocabulary Relative clause, pronoun, sentence, phrase, detail.</p> <p>Key Questions: -Identify the relative pronoun- what pronoun fits best? -How can you add more detail to the sentence?</p>	<p>Key Vocabulary Digraph, sound, spelling</p> <p>Key Questions: -When is the ei rule usually used? -What words are an exception to this rule?</p>	<p>Key Vocabulary Commas, main clause, subordinate clause, punctuation.</p> <p>Key Questions: When are commas used? How do commas clarify meaning?</p>	<p>Key Vocabulary retrieval, context, clues, 'reading around the text'</p> <p>Key Questions: -How can we find clues? -How do I skim and scan for key words? -Does the meaning fit with the context of the whole sentence / text?</p>	<p>Key Vocabulary Clauses, tense, punctuation, synonyms, antonyms, passive, active, word class</p> <p>Key Questions What are the key words in the question? How can I apply my knowledge to the question type?</p>
Introduction	Go through teaching slides. Go through what a relative clause is and relevant pronouns that can be used to add more detail to simple sentences.	Go through teaching slides. Go through the spelling rule of e before i except after c (ee sound) and then play 'ten strike' game to put learning into practise.	Go through teaching slide and show a series of different questions to practise how to use a comma to clarify meaning. Discuss the impact of having and not having a comma within sentences.	Go through teaching slides Mini comprehension to practise retrieval skills. Read main text. Look at key vocabulary in the text and how to use the context to clarify meaning without a dictionary	Children to complete a SPAG paper independently. Teacher to model misconceptions and children to identify errors and mistakes that have been made.
Activities	TASK- Variety of tasks to practise identifying relative pronouns and creating sentences which use relative pronouns.	TASK- Questions to apply knowledge of words with i before e except after c.	6 tasks to complete based on input.	Answer questions based on text 'The secret of the Staff Room'	Children to peer assess their work as a class.
Reading	This week's reading focus: Reading Strategy 3 - Visualise				

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<u>L.I: To visualise characters.</u>	<u>L.I: To apply prior concept knowledge to visualise.</u>	<u>L.I: To discuss words and phrases that capture imagination.</u>	<u>L.I: To apply prior concept knowledge to visualise.</u>	<u>L.I: To apply reading strategies to a comprehension task</u>
<p>Starter: Take a closer look at why the visualising reading strategy is so important and how it helps us to understand and process what we are reading.</p> <p>Main: Working together as a class, I will model the task for the session, they will be asked to read the sentences on the IWB and draw what is being described.</p> <p>Task: Children will read through various texts and they will first draw the pictures they visualise and write a possible title and then they will write a short paragraph to explain the impression of the character.</p> <p>Plenary: True or False... <i>The word choice of the author is not important as people visualise themselves?</i></p>	<p>Main: Children read an extract from a text based on a spooky house and they draw a picture to show what the text depicts through description.</p> <p>Discussion questions throughout the task <i>What words from the text helped you to create that illustration?</i> <i>How does your illustration help you to better understand the story?</i> I will then reread the whole story, this time sharing the illustrations.</p> <p>Plenary: <i>How are your illustrations the same and different to one another?</i></p>	<p>Starter: children will have a picture on the IWB and a series of questions about it which they will discuss with their partner.</p> <p>Main: we will recap how we locate evidence, which skills we use. Today, they will be identifying words and phrases within a text that capture our imagination/helps you visualise an image in our head.</p> <p>Task: Children will write the words/phrases that capture their imagination and explain why from the extracts provided. Children will record the words it helped them visualise in their minds by focusing on the 5 senses by creating an anchor chart.</p> <p>Plenary: As a class, we will share the words they placed into their anchor chart. We will discuss these words, why might they be different.</p>	<p>Main: Discuss how visualisation helps our understanding of a text. How do images contribute to this?</p> <p>Task: Show children to images to make inferences from as this is a part of visualisation. Children answer a set of questions on each picture.</p> <p>Plenary: <i>How do the picture cues and prior knowledge help you remember, recall and retell the story from the images alone?</i></p>	<p>Starter: Children to revise all 8 reading strategies.</p> <p>Task – Class teacher to share a text with the class “Secrets of the Staffroom”. Read aloud as a class and model using the reading strategies to help understand the text. Children to answer comprehension questions based on the text.</p> <p>Plenary – Children to self-assess their work against a mark scheme.</p>

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Year 6	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	<u>LI: To know how to read and interpret pie charts with percentages</u>	<u>LI: To understand and find the mean.</u>	<u>LI: to know how to measure and classify angles</u>	<u>LI: to know how to calculate angles</u>	<u>LI: to know how to calculate vertically opposite angles</u>
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> Pie chart, circle, interpret, percentage</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • What percentage does the whole pie chart represent? • What percentage does half/quarter of the pie chart represent? • What percentages of an amount can you work out easily? • How do you work out 10% of an amount? How does this help you to work out other percentages? • If you know 10%/20%/25%, how can you work out the total? 	<p><u>Key Vocabulary:</u> Mean, total average</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • How can you calculate the total number of? • What operation do you use to share equally? • How can you use the total to calculate the mean? • Why would you want to find the mean of a set of data? • For what sets of data would it be useful to calculate the mean? • How can you use the mean to work out missing information? 	<p><u>Key Vocabulary:</u> Properties, acute, right angle, obtuse, straight angle, reflex, regular, irregular, interior, protractor</p> <p><u>Key Questions:</u></p> <p>What are the four types of angles? How many degrees are there in a right angle? How can you describe an acute/obtuse/reflex angle? How can you use a protractor to measure an angle? Where on the angle do you place the protractor? Does it matter which end of the protractor you start from? How can you use a protractor to measure a reflex angle?</p>	<p><u>Key Vocabulary:</u> Angle, point, line</p> <p><u>Key Questions:</u></p> <p>How can you calculate angles without using a protractor? What sort of angle is shown by a square marker? What do angles within a right angle add up to? What do angles on a straight line add up to? What do angles around a point add up to? Which angles are already given? How can you use these to calculate the missing angle? Is there more than one way to work out the answer?</p>	<p><u>Key Vocabulary:</u> Vertically opposite, angles, intersect</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>
Introduction	Children look at pie charts where the total number is not given, and they need to work out the total from a given percentage. They can then work out the value of the remaining sections, using either the total or proportional reasoning (for example, knowing 40% must be 8 times the size of 5%).	Today we will explain that the most commonly used average is the mean and show how it is calculated, recapping addition and division skills if necessary. Using simple data in familiar contexts will help children to understand the concept. Using concrete representations to model sharing out items can help children to make sense of the formula: $\text{mean} = \frac{\text{total number}}{\text{number of items}}$	We will begin by recapping the types of angles. Then, move on to using a protractor to measure an angle, taking care when modelling which scale to use. Children will be encouraged to estimate the size of an angle before measuring it, as they are then less likely to read the wrong scale on the protractor. For example, if an angle is seen to be less than a right angle, its size will be less than 90°. Children should practise estimating angles by comparing them to known fractions of a turn.	Children will start by calculating missing angles within a right angle, using mental or written strategies to subtract the given angle(s) from 90°. They then revisit angles on a straight line and angles around a point. Children should explore both methods: subtracting each known part from the whole in turn; and adding the known parts together and subtracting this from the whole.	In this lesson children learn that vertically opposite angles are equal. We will begin by showing what vertically opposite angles are. By drawing two straight lines that intersect at a point, four angles are created. Through investigation, children see that there are two pairs of equal angles. They need to understand 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.

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Activities	Complete questions about pie charts with percentages.	Complete questions about finding the mean.	Complete questions about measuring and classifying angles.	Complete questions about calculating angles.	Complete questions about calculating vertically opposite angles.
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Reading	PSHE / RE	Topic/Art/DT
<p>Daily for 20 minutes 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>RE – Key Question – Why Is There Suffering <u>LI: To explain some causes of suffering by exploring scripture and experience.</u> Children to listen to the creation story from Genesis and consider how the world that was created by God was good. Then in groups, children to discuss whether they believe the world is good or bad and explain their reasoning.</p> <p>PSHE – Jigsaw - Relationships <u>LI: I know that it is important to take care of mental health.</u> Children will think about what the term 'mental health' means. They will then be given cards with different situations on them and they will need to identify how they may affect people.</p>	<p>Topic – War and Peace – Geography - World War Two <u>LI: To describe and understand key aspects of human geography.</u> Children will recap on what the physical and human features are by sorting a selection of pictures into a table. The children will briefly learn what the Blitz was and its impact on Britain's cities. They will use atlases to identify man made and physical features on a map of the UK and will discuss the where they think the German Luftwaffe targeted.</p> <p>DT – Cooking – Keeping Healthy – Grow your own. <u>LI: To describe how people's diets were different during WW2.</u> Today children will identify the food that were rations during WW2 and understand and explain why rationing food was necessary.</p>

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Science	PE/Music	Spanish
<p>Animals including Humans <u>LI: To identify and name the parts of the human circulatory system.</u> Children will be asked to recall the different systems in the human body, we will be focusing on the circulatory system. Children will be asked to label different organs in the body and then we will take a closer look at the heart, which the children will ask label using the scientist names.</p>	<p>PE – Cricket – Striking and Fielding <u>LI: To develop throwing accuracy and catching skills.</u> Children will stand in a circle, 3-4 in centre of circle with a tennis ball. Starting at different points, each player rotates around the circle passing and receiving to members on the outside of circle. In groups of 5, (1 fielding player – 4 bowling players). The bowlers bowl the ball using both underarm and cartwheel techniques.</p> <p>Music – Themes and Variations <u>LI: To explore the musical concept of themes and variations.</u> Children will learn about different themes and variations in music. They will be divided into groups of five. They will have 'playing cards pack', and will devise their own actions or variation for each colour picture.</p>	<p>Topic: La comida sana – Healthy lifestyle <u>L.I. To introduce new vocabulary</u> La Comida Sana and to improve their range of vocabulary by introducing ten new words for healthy foods and drinks in this lesson. Introduce aim of lesson as above and explain to the children how, by the end of the unit, they will be able to say in Spanish what helps make a healthy and an unhealthy diet and lifestyle. In this lesson they will be introduced to ten foods that are considered good for your health. Tasks -Crossword -Writing exercise PLENARY: The children have been introduced to 10 new nouns – how many can they remember just from this lesson? Some are cognates so they should be easier – 'vegetales' (vegetables) and 'fruta' (fruit).</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:

- programme
- telegram
- hologram
- diagram
- grammar
- grammatical

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Alexandra
Primary School

Aspire, Perform, Succeed

parallelogram

monogram

programmer

program

Grammar and Maths activity sheets

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.