

Year Group: 6

Week beginning: 19.02.2024

Weekly overview of learning

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Year 6	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
English	<u>L.I: To introduce the concept of different perspectives.</u>	MILESTONES MUSUEM TRIP	<u>LI: To use the present and past progressive tenses.</u>	<u>L.I: To summarise and retell a story.</u>	<u>LI: to explore the ending of a story from a different perspective.</u>
Key vocabulary and key questions	<p>Key Vocabulary: Perspective, character, point of view, adjectives, narrator.</p> <p>Key Questions: -How does your perspective towards Little Red riding hood change? What is the purpose of having different perspectives? What questions could you ask the main character?</p>		<p>Key Vocabulary: grammar, verbs, present tense, progressive tense.</p> <p>Key Questions: What key words are used for the present progressive tense? How does the auxiliary verb change?</p>	<p>Key Vocabulary: narrative, verbs, adjectives, opening, build up, problem, climax, resolution, ending.</p> <p>Key Questions: What is a summary? What are the main parts of the story? Arrange the parts of the story in chronological order.</p>	<p>Key Vocabulary: ending, perspective, empathy, dialogue</p> <p>Key Questions: How would Mr Evans feel at the end of the text? How might he feel towards the other characters? How would this impact the plot of the narrative?</p>
Introduction	<p>Go through teaching slides. Discuss what perspective means. Children to watch an alternative version of Little Red riding hood from the Wolf's perspective. Discuss differences in comparison to the original story.</p> <p>Go through main characters in Carrie's War and the children's perspective on them.</p> <p>Model how to Hot seat and compose open ended questions that could be asked to the main characters- Carrie and Nick.</p>	<p>Go through teaching slides. Children start by recapping pronouns.</p> <p>Go through what present progressive tense is and then do the same for past progressive tense. Children have a go at Quiz questions in relation to this by identifying the different types of tenses learnt this lesson.</p>	<p>Go through teaching slides.</p> <p>STARTER begins with a short comprehension based on skills children need to improve from recent assessment.</p> <p>Recount events In Carrie's War in chronological order. Discuss what a summary is and how to effectively write one.</p> <p>Read summary of Carrie's War together and model how to visualise key vocabulary by drawing pictures by the text.</p>	<p>Starter – Children to read a range of sentences and identify the main and subordinate clauses.</p> <p>Children to focus on the end of their story maps from yesterday and "zoom in" to the ending of the story with a focus on Mr Evans' actions and treatment.</p> <p>What was said about him? What was said to him? How did he react/behave? How do you think he was feeling?</p>	

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Activities	Children to construct open ended questions for Carrie and Nick then Hot Seat each other based on the characters' experiences as children during WW1.		4 Tasks based on identifying then practising use of tenses learnt this lesson.		Children to consider if their perspective of Mr Evans has changed during this lesson.
Reading	Reading Strategy: Break down				
	<p><u>LI: To identify when a text doesn't make sense.</u></p> <p>As a class we will look at a text, we will model when we have a difficulty in reading and identify what the difficulty is. Together we will practise how to apply reading strategies to understand the text.</p> <p>Task: Children will read through a text and using a simple code identify the parts of the text they fully understand, do not understand, where they have learned something new and the important sections of the text.</p> <p>Plenary: They will then use these examples to explain how these sections meet the codes.</p>	MILESTONES MUSEUM TRIP	<p><u>LI: To evaluate the impact of the inconsistencies on the purpose for reading.</u></p> <p>Starter: Children will recall the difference between 'gaps' and 'inconsistencies' in reading and why it is important to know how and why they appear in reading. In today's lesson we are going to be focusing on:</p> <ul style="list-style-type: none"> - inconsistencies * that discredit an argument, * cause misinformation in non-fiction texts, <p>Main: As a class, we will look at a short extract. We will read the text, and re read certain sections that do not make sense.</p> <p>Task: Underline and annotate the inconsistencies in the text, and explain the impact do they have in your understanding.</p> <p>Plenary: Go through the inconsistency with class, <i>how did they identify them? What did these inconsistencies do to their understanding of the text?</i></p>	<p><u>LI: To form questions about a text.</u></p> <p>Starter: Play 10 questions. Class teacher will think of an object. The children will have 10 questions to try to discover the answer.</p> <p>Main: <i>Class we recap on the 5Ws and 1H. How are they used in reading? What questions come to mind when reading the text? I will model how to complete the main task. Children will have a short poem on the IWB and together we will pose questions.</i></p> <p>Task: Read the extract and write your own questions. Think about vocabulary, find and copy, retrieval, inference, prediction. Remember your partner will be answering them.</p> <p>Plenary: Share some of the questions and answers from the lesson.</p>	<p><u>LI: To form questions about a text.</u></p> <p>Starter: Children will watch a short video about a drone.</p> <p>Main: We will quickly recap on the 5W's and then answer some questions on the video they have just watched.</p> <p>Task: On the IWB children will have the front cover of a book with the title covered. The children need to look at the picture cues, the colours used, their knowledge of books to pose questions from the front cover that they would like answered. They are to make a prediction based on what they can see, is it fiction, non-fiction?</p> <p>Plenary: I will reveal the title of the book, the children will then think <i>how close was their prediction? Are there any new questions that are posing in your mind?</i></p>

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Year 6	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	L.I. To be able to read and plot co-ordinates in the first quadrant.	MILESTONES MUSIEM TRIP	LI: To understand how to read and plot co-ordinates in all four quadrants.	LI: To understand how to translate shapes in any quadrant.	LI: To understand how to reflect shapes in the x-axis and y-axis.
Key vocabulary and key questions	<p>Key Vocabulary: Coordinates, quadrant, translation, polygon, axes</p> <p>Key Questions Which axis do we look at first? Does joining up the vertices already given help you to draw the shape? Can you draw a shape in the first quadrant and describe the coordinates of the vertices to a friend?</p>		<p>Key Vocabulary: Coordinates, quadrant, translation, polygon, x-axis, y-axis</p> <p>Key Questions Which axis do we look at first? If (0,0) is the centre of the axis (the origin), which way do you move along the x-axis to find negative coordinates? Which way do you move along the y-axis to find negative coordinates?</p>	<p>Key Vocabulary: Quadrants, four quadrants, translate, x-axis, y-axis, translation</p> <p>Key Questions: What does translation mean? Which point are you going to look at when describing the translation? Does each vertex translate in the same way? In this lesson, children will use their knowledge of coordinates and positional language to translate shapes in all four quadrants.</p>	<p>Key Vocabulary: Quadrants, four quadrants, reflection, x-axis, y-axis, reflect</p> <p>Key Questions: How is reflecting different to translating? Can you reflect one vertex at a time? Does this make it easier to reflect the shape? Which axis are you going to use as the mirror line?</p>
Introduction	<p>Children will be reading and plotting co-ordinates in the first quadrant (the quadrant where both X and Y are coordinates positive).</p> <p>Children will draw shapes on a 2-D grid from given coordinates and may use their increasing understanding to write coordinates for shapes without plotting the points.</p>		<p>Today children will extend their knowledge of the first quadrant to read and plot coordinates in all four quadrants. They will draw shapes from coordinates given.</p> <p>Children need to understand which part of the axis is positive or negative. They need to develop understanding of how to find the length of a line by using the coordinates of its two endpoints.</p>	<p>They will describe translations using directional language, and use instructions to draw translated shapes.</p>	<p>Today children will be extending their knowledge of reflection by reflecting shapes in four quadrants. They will reflect in both the x-axis and the y-axis. They will use their knowledge of coordinates to ensure that shapes are correctly reflected.</p>
Activities	Complete questions about reading and plotting coordinates in the first quadrant			Complete questions about reading and plotting coordinates in all four quadrants.	Complete questions about translating shapes in any quadrant

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Reading	PSHE / RE	Topic/Art/DT
<p><u>Daily for 20 minutes</u> 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 – Is Christianity still a strong religion 2000 years after Jesus was on Earth? <u>L1: To identify the symbols of Christianity.</u> Children will be given a range of religious symbols and festivals, they will sort them into Christian and other. They will then take a close look at the symbolism within Christianity.</p> <p>PSHE – Jigsaw – Healthy Me <u>L1: To know about different types of drugs and their uses and their effects on the body particularly the liver and heart.</u> Tasks Starter activities – We will look at how many drugs they can name. Main activities – Children will use the list of drugs on the board to sort them into the four different groups.</p>	<p>Topic – War and Peace – <u>History</u>- World War Two <u>L1: to summarise the actions that led to the start of World War Two</u> Children will explore the aftermath of the Treaty of Versailles and how it led to unrest in Germany and the rise of the Nazi Party. . Children will summarise Hitler’s and Chamberlain’s actions and explain how these actions led to war.</p> <p>D.T – Bomb Shelters <u>L1: to understand the purpose of a structure and why it is used</u> Children to explore the different types of shelters used during WW2. They will then create 3D annotated sketches of them and explain where they would be found.</p>

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Science	PE	Spanish/Computing
<p><u>LI: To explain how light travels, and that we can see objects when light from them reaches our eyes.</u> Children to share what they already know and understand about light. What is it? How do we see objects? Children to identify different types of light source and learn that light travels in straight lines from a source to an object.</p>	<p><u>LI: To understand the cardinal points of the compass.</u> In this lesson children will have NESW coordinates to follow to work their way through a route, collecting letter clues to check for accuracy. They need to remember that that they move and not the map.</p> <p>Music – Try Kodaly <u>LI: to develop an understanding of the Kodaly method</u> Children will learn about the work of Zoltan Kodaly and his approach through teaching music through rhythm and pitch. This week they will clap a range of complex rhythms in groups.</p>	<p>Spanish: La Segunda Guerra Mundial <u>L.I. To learn some of the countries and languages involved in World War II in Spanish.</u> We will introduce the aim of the lesson and explain how the children will learn the Spanish words for some of the countries and languages involved in World War II.</p> <p>Computing- 3D Modelling <u>LI: to recognise that you can work in three dimensions on a computer</u> Using Tinkercad, children will place 3D shapes to a project and view them in different perspectives. They will then move these 3D shapes relative to each other.</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:

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

official	crucial
special	facial
artificial	beneficial
social	superficial
racial	antisocial