Alexandra Primary School
Aspire, Perform, Succeed

Year Group: 6 Week beginning: 1.5.2023

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
English	**BANK HOLIDAY**	**L.I: to use a variety of reading strategies.**	**L.I: To use hyphens correctly.**	**L.I: To identify determiners.**	**L.I: To identify word classes.**
Key vocabulary and key questions		**Key Vocabulary** Inference, deduce, retrieve, summary **Key Questions:** -What do the key words mean? -What can you infer from this paragraph? -how can you summarise this paragraph?	**Key Vocabulary** Hyphens, spelling, words, link, prefix, definition **Key Questions:** -What is a hyphen? -When are hyphens used?	**Key Vocabulary** Determiner, word, meaning, sentence, structure **Key Questions:** -What is a determiner? -What determiners can you identify? -When are determiners used?	**Key Vocabulary** Adjectives, adverbs, nouns, pronouns, conjunctions **Key Questions:** -What is an adjective? -What is a noun? -What is an adverb?
Introduction		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	Go through teaching slides. Explain reasons for when a hyphen is used e.g. in compound adjectives and compound nouns. Children then identify where hyphens have been used correctly. The children also sort compound nouns and compound adjectives.	Go through teaching slides. Go through examples of determiners and their impact within a sentence. Why are they important? Look at various types of determiners such as interrogative determiners, possessive determiners, and demonstrative determiners. How do these differ?	Go through teaching slides and definitions of the various word classes then as a class go through the examples to use and identify different word classes.
Activities		Answer questions based on text	3 tasks based on identifying hyphens.	3 tasks based on identifying and using determiners.	As above.
Reading	**This week's reading focus: Reading Strategy – Repair a breakdown**				

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	BANK HOLIDAY	LI: To use working memory to interpret textual inconsistencies.	LI: To reconstruct information in a concept map.	LI: To select a suitable strategy when inconsistencies occur.	**SATS READING PRACTISE**
		Explore why textual consistency is important. Why are context clues important? Go through a couple of examples where the children use the context of the sentence to help them determine what the definitions of the words are. Task is as above.	Look at how scanning helps collect information in a text and how it helps us be more confident readers. Children read the text titled 'Women's World Cup' and then produce a concept map using the information provided.	Look at reasons for why inconsistencies occur in a text. What questions could you ask to identify a gap? Could you suspend judgement? Children create a poster to demonstrate their learning on inconsistencies in a text.	Go through 2 mini comprehensions with the children to cover a variety of reading strategies. Discuss key vocabulary and children self-assess their work.

Year 6	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Maths	**BANK HOLIDAY**	**L.I: To improve arithmetic skills.**	**L.I. To improve reasoning skills.**	**L.I: To improve arithmetic skills.**	**L.I. To improve reasoning skills.**
Key vocabulary and key questions		**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, multiply **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?	**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, multiply **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?	**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, multiply **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?	**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, multiply **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?

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Introduction		Children will build on their knowledge of one-step functions to look at two-step function machines. We will discuss whether a function such as + 5 and + 6 is a two-step function machine or whether it can be written as a one-step function. Children will look at strategies to find the functions. They could use trial and improvement or consider the pattern of differences. Children will record their input and output values in the form of a table.	Children will solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. -They will solve problems involving addition, subtraction, multiplication and division. They will use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.	Children will build on their knowledge of one-step functions to look at two-step function machines. We will discuss whether a function such as + 5 and + 6 is a two-step function machine or whether it can be written as a one-step function. Children will look at strategies to find the functions. They could use trial and improvement or consider the pattern of differences. Children will record their input and output values in the form of a table.	Children will solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. -They will solve problems involving addition, subtraction, multiplication and division. They will use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
Activities		Complete questions about using mental calculations to solve problems.	Complete questions about solving multi-step word problems.	Complete questions about using mental calculations to solve problems.	Complete questions about solving multi-step word problems.

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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 – Islam – Beliefs and Meaning** **LI: To explore whether the belief in Akhirah (life after death) helps Muslims lead good lives.** Remind children of the different scenarios explored in Lesson 1, when we discuss people's actions. In today's lesson children will explore some of the challenges/efforts and struggles (Jihad) Muslim's experience as they lead a good life. **PSHE – Jigsaw - Relationships** **LI: I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.** In today's lesson children will be looking at the different stages of grief, they will be asked to use scenario cards and identify the cycle of grief that the person might be feeling.	**Topic – War and Peace - History - World War Two** **LI: To recognise the purpose of propaganda posters.** **LI: To understand how the posters affects the public.** Children will learn about propaganda and its' purpose in warfare. They will be given examples of World War Two propaganda and key questions to help them to infer the meaning behind them and discuss their effectiveness. They will also look at how the Axis used propaganda during the war. Children will be asked to create their own propaganda poster. **DT – Cooking – Keeping Healthy – Grow your own.** **LI: To compare two different periods of time and how people's diets were different during WW2.** Today children will have the opportunity to compare a wartime menu with modern one by plotting out what they eat during the week. They will then explain how everyday lives were affected by food rationing.
Science	**PE / Music**	**Spanish**
LI: To explain how water and nutrients are transported with the body. In today's lesson children will recall the different food groups that make up a healthy diet. We will then take a closer look at the digestive system and the different sections that break down the food and nutrients we eat. They will create a poster to demonstrate how the digestive system works.	**PE – Cricket - Striking and Fielding** **To develop batting accuracy and directional batting.** Groups of 3, children will take it in turns to attempt: Roll ball along ground, sprint after it, pick up with right hand. In 3 groups (1 batting, 1 bowler, 1 back-stop remainder fielding) children will practice attacking drive off back foot, attacking drive off front foot and attacking cross bat shot. **Music – Themes and Variations** **LI: To use complex rhythm to be able to perform a theme.** Children will practise staying in time with the pulse while performing complex rhythm using body percussion. They will also be asked to follow a vocal line with accuracy.	**Topic: La comida sana – Healthy lifestyle** **L.I. To learn nine new words for unhealthy foods in Spanish helping to create wider vocabulary and improve memory skills.** Explain to the children how they will learn the nine new words but this time they will be foods and drinks considered to be bad for a healthy lifestyle when taken in excess. Ask the children to try and remember at least five words from last week. **Tasks** - Crossword - Writing exercise **PLENARY: THIS ONE TAKES TIME!!** Leave at least five minutes. The children can now play a shopping list game. The first pupil starts by saying what they have tengo... then picks one of the words they have learnt in this lesson (or the last two weeks if they have both been taught). The next pupil says that word and then adds on one of their own. The aim is to remember as many of the foods/drinks as possible in the correct order said previously.

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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: produce, present, reason, silence, support, transport, surprise, scratch, freeze, balance.

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.
-Arithmetic test

Coronation Homework: To help celebrate we would like you to complete coronation related homework. You could try and get everyone at home involved too!

You could:

- Create your own stamp -using the image of King Charles III
- Design your own £10 note using the King's face
- Create a collage of all the Kings likes and interests inside the portrait of his face
- Recreate a portrait of the king using collage techniques
- Or how about design your own King's portrait fit for Buckingham palace in the style of a famous artist (pop art)
- Photos of how you celebrated this historical occasion (bunting or flags at the window, a picnic, street party, watching the ceremony with your relatives.)

You could use a variety of materials around your home – newspaper, card, tissue paper, paints, paper. Bring into school by Fri 5th May 2023