

Year Group: 6

Week beginning: 04.03.2024 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 |
|----------------------------------|--|---|---|----------------------------------|-------------------------------|
| English | <u>L.I: to publish a narrative (Opening, build up and problem)</u> | <u>L.I: to publish a narrative (Resolution and ending)</u> | <u>L.I: to identify and explain the differences between direct and indirect speech.</u> | WORLD BOOK DAY ACTIVITIES | ONLINE POETRY WORKSHOP |
| Key vocabulary and key questions | <p>Vocabulary: Opening, build up, problem, description, character, setting, visualise, cohesion, flow, tension and atmosphere.</p> <p>Questions: Have you balanced dialogue, action and description? Does your story flow? How can you create greater cohesion? Where have you created tension in your build up? Can it be improved?</p> | <p>Vocabulary: Resolution, ending, description, character, setting, visualise, cohesion, flow, tension and atmosphere.</p> <p>Questions: Have you described character, setting and atmosphere? Have you included a range of punctuation? What atmosphere have you created in the resolution? What is the impact of your ending on the reader?</p> | <p>Key Vocabulary: speech, inverted commas, verbs, adverbs, punctuation, direct speech, indirect speech.</p> <p>Key Questions:</p> <p>-What is the difference between direct and indirect speech?</p> <p>Why is this feature important in newspapers?</p> <p>What is the spoken part of the sentence?</p> | | |
| Introduction | Children to spend time reading their draft work and editing based on one to one and whole class feedback. | Children to spend time reading their draft work and editing based on one to one and whole class feedback. | Go through teaching slides which explain how to use direct and indirect speech. Explain when inverted commas are and are not needed and how this form of punctuation is important for when using quotes in a newspaper. | | |
| Activities | Children to use the detailed editing checklist to redraft their work. When satisfied that they have written their best work, they will publish on pink paper. | Children to use the detailed editing checklist to redraft their work. When satisfied that they have written their best work, they will publish on pink paper. | Children to identify examples of direct and indirect speech used in a newspaper. Children to convert between direct and indirect speech. | | |

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| Reading | This week's reading focus: Reading Strategy 7 VIP Words | | | | |
|--|--|--|--|--|--|
| | <u>LI: to identify key words in a text</u> | <u>LI: to define vocabulary using context information</u> | <u>LI: to use text clues to identify characters' feelings</u> | <u>LI: to justify the actions of a character using evidence from the text</u> | <u>LI: to isolate textual details that were relevant to an inference</u> |
| <p>Through whole class teaching, teacher to model how the reading strategies can be used in comprehension questions.</p> <p>This week children will focus on "find and copy" retrieval and inference questions. They will answer a range of SATS style questions and develop their accuracy, speed and confidence.</p> | <p>Through whole class teaching, teacher to model how the reading strategies can be used in comprehension questions.</p> <p>This week children will focus on "find and copy" retrieval and inference questions. They will answer a range of SATS style questions and develop their accuracy, speed and confidence.</p> | <p>Through whole class teaching, teacher to model how the reading strategies can be used in comprehension questions.</p> <p>This week children will focus on "find and copy" retrieval and inference questions. They will answer a range of SATS style questions and develop their accuracy, speed and confidence.</p> | <p>Through whole class teaching, teacher to model how the reading strategies can be used in comprehension questions.</p> <p>This week children will focus on "find and copy" retrieval and inference questions. They will answer a range of SATS style questions and develop their accuracy, speed and confidence.</p> | <p>Through whole class teaching, teacher to model how the reading strategies can be used in comprehension questions.</p> <p>This week children will focus on "find and copy" retrieval and inference questions. They will answer a range of SATS style questions and develop their accuracy, speed and confidence.</p> | |

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Alexandra

Primary School

Aspire, Perform, Succeed

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| Year 6 | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|--|--|---|---|
| Maths | LI: to know how to identify the area of a parallelogram | LI: to understand what volume is – counting cubes | LI: to know how to find the volume of cuboids | LI: Ratio: to add or multiply | L.I. To improve arithmetic skills. |
| Key vocabulary and key questions | <p>Key Vocabulary: Convert, equivalent, triangle, square, Parallelogram, perimeter, area, volume, mm², cm², m², mm³, cm³, m³, composite, cube, cuboid, formulae, base, height</p> <p>Key Questions: How could you change the parallelogram into a rectangle? How will this help you to find the area? • How can you count the squares accurately to find the area? • How do you know you have found the base/ perpendicular height? • What is the formula for finding the area of a parallelogram? • When you have different units, what is your first step?</p> | <p>Key Vocabulary: Convert, equivalent, triangle, square, Parallelogram, perimeter, area, volume, mm², cm², m², mm³, cm³, m³, composite, cube, cuboid, formulae, base, height</p> <p>Key Questions: What is volume? • How is volume different from area? • How can you count the number of cubes efficiently? • If each cube has a volume of 1 cubic centimetre (cm³), what is the volume of the shape? • How many cubes are there in this layer? How many equal layers are there? So how can you find the volume? • What is the length/width/depth of this cuboid?</p> | <p>Key Vocabulary: Convert, equivalent, triangle, square, Parallelogram, perimeter, area, volume, mm², cm², m², mm³, cm³, m³, composite, cube, cuboid, formulae, base, height</p> <p>Key Questions: What is volume? • How many cubes are there in one layer? How do you know? • How do you find the total volume of the cuboid? • What is the formula to find the volume of a cuboid? • What is the same and what is different about area and volume? • What is the most efficient order to multiply the three numbers together?</p> | <p>Key Vocabulary: Convert, equivalent, triangle, square, Parallelogram, perimeter, area, volume, mm², cm², m², mm³, cm³, m³, composite, cube, cuboid, formulae, base, height</p> <p>Key Questions: • How can you describe the relationship between these two numbers using addition/multiplication? • What is the inverse of addition/multiplication? • What addition/subtraction/multiplication/division calculations can be written from this information? • Is the relationship in the sequence additive or multiplicative? • How do the relationships on the upper number line relate to those on the lower number line?</p> | <p>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</p> <p>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?</p> |
| Introduction | Today, children will use their knowledge of finding the area of a rectangle to find the area of a parallelogram. Children will investigate the link between the area of a rectangle and parallelogram by cutting a parallelogram so that it can be rearranged into a rectangle. This will help them understand why the formula to find the area of parallelograms works. | Today, children will understand that volume is the space occupied by a 3-D object. Children will start by counting cubic units (1 cm ³) to find the volume of 3D shapes. They will then use cubes to build their own models and describe the volume of the models they make. | In today's lesson, children will make the link between counting cubes and the formula ($l \times w \times h$) for calculating the volume of cuboids. They will realise that the formula is the same as calculating the area of the base and multiplying this by the height. | Today children will explore the fact that the relationship between two numbers can be expressed additively or multiplicatively. For example, the relationship between 3 and 9 can be expressed as an addition ($3 + 6 = 9$) or a multiplication ($3 \times 3 = 9$). Children use this understanding to complete sequences of numbers, deciding whether each relationship is additive or multiplicative. | 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). |
| Activities | Complete questions about finding the area a parallelogram. | Complete questions about counting cubes (1cm ³) to find the volume of 3D shapes. | Complete questions finding the volume of a 3D shape using a formula. | Complete questions about adding or multiplying | Complete questions about arithmetic |

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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. 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?</p> <p><u>LI: To know what part of Christianity plays in the modern world.</u> If Christianity was motivating people to do good in the world, would this show it is still a strong religion? Children will research Christian charities to alleviate poverty to support their answer to the question.</p> <p>PSHE – Jigsaw – Healthy Me <u>LI: To understand that some people can be exploited and made to do things that's are against the law.</u></p> <p>Tasks Starter activities – We will establish what they already know about gangs. Main activities – Children will read a story about someone who is involved in a gang. We will discuss what they could have done differently at each point.</p> | <p>Topic – War and Peace – <u>History</u> - World War Two</p> <p><u>LI: to identify the countries that were involved in World War II</u> Children to use a list of allied and axis countries and an atlas to identify these countries on their own maps. Children revise how to use an atlas effectively and efficiently. Children to create a key to show the location of these countries in different colours.</p> <p>DT- Bomb Shelters <u>LI: to design a bomb shelter in a group and improve using peer evaluation</u> In groups, children to work together to create a design for a bomb shelter using rolled up tubes of newspaper and cable ties. They will then use the design brief to edit and improve their designs, ready to create on Tinkercad.</p> |
| Science | PE | Spanish |
| <p><u>LI: To investigate how a prism changes a ray of light to show the spectrum.</u></p> <p>During the lesson, the children will be learning about Isaac Newton and what he discovered about light. We will be looking at prisms and how they affect a ray of light and using this knowledge they will create their own colour wheel and explain what this shows about light.</p> | <p><u>LI: To encourage decision making whilst running.</u> To recognise line features and to understand setting the map.</p> <p>Children will be given a map with controls on they need to work in pairs to find all 15 points using their map skills.</p> <p>Music – Try Kodaly <u>LI: To explore rhythmic patterns in order to build the sense of pulse.</u></p> <p>Children will explore 'Steve Reich's clapping music' the children will clap a rhythm on one hand four times and will repeat this throughout the entire piece. The second hand will clap the rhythm four times, adding a half a beat on each repeat.</p> | <p>Topic: La Segunda Guerra Mundial – Second War World <u>L.I. To be able to answer true or false statements in Spanish on what a child's experiences were during WWII.</u></p> <p>Children to listen to the experiences of a child called Ralph during World War Two. After listening to the story, children to reorder the events and answer a series of true and false questions based on them.</p> |

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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: cemetery, certificate, celebrate, necessary, deceased, December, sacrifice, hindrance, nuisance, prejudice

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

Maths and Grammar: Complete the Maths and SPAG sheets ready for marking in class on Friday.