Alexandra Primary School
Aspire, Perform, Succeed

Year Group: 6 Week beginning: 07.09.26

# Weekly overview of learning

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| English | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
|---|---|---|---|---|---|
| **Key vocabulary and key questions** | **LI: to assess the features found in Victorian poetry** | **LI: to analyse the structure of a Victorian poem** | **LI: to explore the use of poetic devices** | **Baseline assessment** | **LI: to compose main and subordinate clauses** |
| | Simile, metaphor, repetition, rhyme, syllable, personification, alliteration, onomatopoeia<br><br>How is this style of poetry different to other poems you have read or heard before?<br><br>What image is created in your imagination?<br><br>How has the poet created this image? | Crooked, azure, crag, thunderbolt, clasps, eagle<br><br>What pattern do you notice the poet has used with punctuation?<br><br>How many syllables are in each line?<br><br>What do you predict the title of the poem is based on the context? | Alliteration, imagery, figurative language, personification, metaphor, simile<br><br>Why has the poet used this language in the poem?<br><br>How has the poet created a sense of rhythm when the poem is read out loud?<br><br>Can you retell the story of the poem in your own words? | | Main clause, subordinate clause, coordinating conjunction, subordinating conjunction,<br><br>What is the main idea that you are trying to communicate?<br><br>What additional information would you like to add?<br><br>What is the appropriate conjunction that fits the context of the sentence? |
| **Introduction** | Children will learn some context about the Victorian era. They will then read and discuss the two poems: Silver and The Jolly Gentlemen. Teacher will model working out the meanings of these two poems. | Children will be given a poem – Tennyson's The Eagle - that has been cut up line by line. They will then be challenged to put the lines in the correct order. | Children will conduct a deep dive into The Eagle and will become language detectives. | | Children will recap how a main clause is formed and the elements of one (subject, verb and object).<br><br>They will then recall the coordinating and subordinating conjunctions that they can remember. |
| **Activities** | Children will identify the literary devices found int his poem. They will then have a class discussion about which poem they preferred and why, | Children will work together to rearrange the poem into the correct order.<br><br>They will then read the poem and consider the title of the poem based on their understanding. | They will identify the poetic devices used alongside their peers and class teacher.<br><br>They will then answer a range of questions based on the poem according to their understanding. | | Children will write a range of sentences: simple, complex and compound.<br><br>They will then peer assess their sentences to ensure they make sense and highlight the conjunction that was used. |

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| Reading | This week's reading focus: Reading Strategy 1 – Making Connections | | | | |
|---|---|---|---|---|---|
| | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| | **LI: to identify the themes and conventions of a text** | **LI: To identify the purpose of a text.** | **LI: to active prior knowledge about a text** | **LI: To compare texts.** | **LI: To review a text.** |
| | **Starter**: children will discuss and share information about what they know about the terms theme and convention.<br><br>**Main**: Class teacher will model how to identify the themes and conventions of two short extracts of a text.<br><br>**Task**: Children will then do the same for their own example.<br><br>**Plenary**: They will record the definition of these two terms in purple pen. | **Starter:** children will be given 5 minutes to list the common purposes of texts.<br><br>**Main:** As a class we will focus on one text type (poem), as the class read the text they will be asked a series of questions such as, *what convention is this text? What is the purpose of the information? Have you read texts like this before? How were they similar/different? Which did you prefer and why? What is the purpose of the text?*<br><br>**Task:** We will focus on The Brook by Alfred Tennyson, the children will be asked to read through the poem, they will then be asked to circle any words they are unsure of. We will discuss what they should do now to help them read new or unfamiliar words. The children will then illustrate the poem, drawing the visual pictures that come into their mind and finally write questions that the poem generates.<br><br>**Plenary:** Children will write what Tennyson's purpose was of writing the poem and use the answer stems to support their thinking. | **Starter:** children will look at the front covers of the story Street Child and discuss what they can see.<br><br>**Main:** Children will then share what they already know about the Victorian era that links to what they see in the images.<br><br>After reading the blurb, they will then link their own knowledge to what they have read.<br><br>**Task:** Children will record sentences explaining what they know, wonder and can infer based on the front covers and the blurbs.<br><br>**Plenary:** Children will record a prediction for the plot of the story. | **Starter:** as a class we will recap what it means to compare. We will look at a poem, they will be asked to compare the mood of two sections of the poem.<br><br>**Main:** We are now growing to turn our attention to poetry and in particular poems, we will be looking at how to alter our expression and intonation to show how to understand a text. Children will be shown how to annotate the text to help them understand its meaning. They will then be given the opportunity to apply this skill.<br><br>**Task:** Children will need to read and annotate the poems today. They will need to use their annotations to support them to consider initial comparisons.<br><br>**Plenary:** What was the same/different between the poems? | **Starter:** In partners children will be asked to discuss<br>Who are their favourite authors? Which books they enjoy reading the most and why? Which genre do they prefer reading and why?<br><br>**Main:** Children will work as a class to create book review based on a class text read this year. They will start by looking at and describing the front cover using key vocabulary. Children will then have the opportunity to plan their ideas and reasons for their favourite book.<br><br>**Task:** Children will independently write a book review, explaining why they like the book so much and why they would recommend it to others.<br><br>**Plenary:** Make a list of books, authors, genres you would now like to explore further. *Can you use this in our school library?* |

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| Year 6 | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **Maths** | **LI: to recognise and represent numbers to a million** | **Lampton School Visit**<br><br>**LI: to practise arithmetic skills** | **Baseline assessment** | **LI: to recognise and represent numbers up to ten million** | **LI: to read and write numbers up to ten million** |
| **Key vocabulary and key questions** | Million, hundred-thousands, ten-thousands, thousands, hundreds, tens, ones, place value chart, partition, represent.<br><br>What is the value of each digit in this six-digit number?<br>How many one-hundred thousands make one million?<br>How can we show this number using place value counters? | | | Ten-millions, millions, period, place value, exchange, scale, interval.<br><br>What comes after 9,999,999?<br><br>How does the place value chart extend beyond millions?<br><br>How do placeholders affect the overall value of a 7-digit number? | Digit, word form, standard form, placeholder, comma, value<br><br>Why do we use commas to separate groups of three digits?<br><br>How do you say the numbers in the millions versus the thousands?<br><br>How do you write a number that has a zero as a placeholder in words? |
| **Introduction** | Begin with a blank place value chart extending to millions. Use place value counters to build 1,000,000 dynamically by showing ten 100,000s. Discuss real-world contexts for numbers over 100,000 | | | Review the previous lesson's work on millions. Extend the place value chart one column to the left to introduce the ten-millions column. Explain how digits scale up by a factor of 10 as you move left. Teacher to model this using a Gattenego chart. | Model writing and reading large numbers by chunking them into millions, thousands, hundreds, tens and ones by commas. Emphasise that saying the word "million" or "thousand" at the comma helps structure the verbal reading. |
| **Activities** | Children to answer a range of questions based on the learning from today using concrete, pictorial and abstract concepts.<br><br>They will then apply their knowledge to real life scenarios and problem solving and reasoning questions. | | | Children will use number lines to place numbers up to ten million accurately considering specific intervals. They will identify the value of specific digits in 7-digit numbers.<br><br>They will answer a range of questions based on their learning.<br><br>They will extend this learning to problem solving and reasoning questions. | Children will match numerically recorded numbers to those notated by words.<br><br>They will then write expanded addition equations to show their understanding of the place value of these large numbers.<br><br>They will then solve a range of problem solving a reasoning questions based on their learning from the lesson. |

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Please continue logging into My Maths and keep up with your TimesTable Rockstars regularly.

<table>
<tr><th>Reading</th><th>PSHE</th><th>History</th></tr>
<tr>
<td rowspan="2"><u>Daily for 20 minutes</u><br><br>Read different text genres: a biography, classic novel, adventure story, poems, newspaper, cultural story.<br><br>Complete the tasks set for you on Bug Club, Reading Plus, Doodle English, PiXL Unlock: continue logging in and completing your usual activities.<br><br>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.<br><br>Reading skill this week: Retrieval skills:<br><br>-use our background knowledge and connect to text<br><br>-visualise<br><br>-watch out for VIP words/phrases and ideas</td>
<td><u>LI: to set myself challenging goals</u><br>Children will read Aaron Slater Illustrator as a class. They will then discuss their thoughts and responses to the story. They will then set their own goal and record a plan of how they can achieve this goal. They will interview each other about their goal.</td>
<td><u>LI: – To identify where a period of history fits on a timeline.</u><br><br>Children complete a KWL grid on The Victorians. They then look at some main events from the era and use these dates to create their own timelines based on the Victorians.</td>
</tr>
<tr>
<th>RE</th>
<th>Art</th>
</tr>
<tr>
<td><u>RE - L.I: To recognise the importance of words used to describe God.</u><br>Children will learn new vocabulary: omnipresent, omnipotent, omnibenevolent and omniscient and discuss how people use these words to describe God. They will consider how they view themselves and how others view them.</td>
<td><u>LI: to respond to the artwork of William Morris and to identify key themes</u><br><br>Discuss William Morris and his work/themes. For the task, children answer questions based on Morris' artwork.</td>
</tr>
</table>

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| Science | PE | Spanish/Computing |
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| **LI: To explain the scientific concept of inheritance.**<br><br>Look at what variation and inheritance are.<br><br>TASK- Look at the various traits on the table and tick yes or no if you have it or not AND if someone in your family has it too. Create a graph to show inherited traits. | **PE – Hockey**<br>**LI: To develop dribbling to beat a defender**<br>Social: To work collaboratively with others. Emotional: To play games honestly and within the rules. Thinking: To identify areas of strength and for improvement<br><br>**LI: To be able to develop the straddle, forward and backward roll.**<br>Children will practise a variety of rolls and ensuring they perform them safely with increasing confidence and expertise. Children will work together to make a routine using each of the rolls.<br><br>**Music**<br><br>**LI: To appraise different musical features in a variety of film contexts.**<br><br>Ask the children what they know about film music, and to think of films that have iconic music. The children may think of ideas such as Frozen, Moana and The Sound of Music but these are all musicals. We want them to think of films that have music that adds to the mood instead.<br><br>Children to identify the emotions or actions that each piece of music played is portraying. | **Topic: Spanish Phonics and Pronunciation**<br>**L.I. To learn/revise in English what a pronoun is and learn what they look like in Spanish**<br>Children will share their current knowledge of pronouns in English. (I, he, her, they) They will then learn the Spanish for these pronouns. They will complete a range of reading, speaking, listening and writing tasks that link to this learning.<br><br>**Computing**<br>**L.I: To describe issues online that give us negative feelings and know ways to get help.**<br><br>Children will review scenarios that can arise online that are risky or uncomfortable. They will share the way that they would deal with these situations. Children will then be told a range of appropriate reactions to the scenarios. |

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## Homework

***Homework is set on a Friday and uploaded to Google Classroom and is expected to be returned by the following Friday. Please upload completed homework tasks to your Google classroom where possible***

**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.

**Writer's Toolbox**: Continue working through your learning journey

**MyMaths: Place value beyond 10,000, Mixed Times Table Practice**

**Spelling Words: aggressive, hostile, awkward, obstinate, desperate, frantic, disastrous, calamitous, marvellous, spectacular**