

Weekly overview of learning



Year 6	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
English	L.I: To construct a poem based on conflict.	L.I: To analyse a poem and the image it creates in a reader's mind.	L.I: To use tools such as dictionaries, thesauruses and word banks to support spelling.	LI: To generate similes and metaphors.	L.I: To identify the features of a poem.
Key vocabulary and key questions	<p>Key Vocabulary: poem, verse, stanza, line, personification, simile, metaphor, onomatopoeia, rhyme.</p> <p>Key Questions: What do you remember about poetry from other year groups? What purpose are poems written for? What features do they include? How are they structured? How are they different to a narrative text?</p>	<p>Key Vocabulary: poem, verse, stanza, line, personification, simile, metaphor, onomatopoeia, rhyme.</p> <p>Key Questions: What is a poem? What features can you spot? What would an appropriate title for the poem be?</p>	<p>Key Vocabulary: dictionary, thesaurus, suffix, prefix, synonym, antonym, word class, root word</p>	<p>Key Vocabulary: poem, verse, stanza, line, personification, simile, metaphor, onomatopoeia, rhyme.</p> <p>Key Questions: What is a simile? What is a metaphor? How is a simile different to a metaphor? What similes/ metaphors can you generate based</p>	<p>Key Vocabulary: poem, verse, stanza, line, personification, simile, metaphor, onomatopoeia, rhyme.</p> <p>Key Questions: What features can you spot? What is the effect of this feature? Why has the author included this feature? Why has a lot of rhyme not been used?</p>
Introduction	<p>Go through teaching slides and ask the children to recall what they remember about poetry from last term and previous year groups.</p> <p>Take back feedback from the class and address misconceptions.</p>	<p>Go through teaching slides Read Flanders Field as a class and discuss tricky vocabulary. Children to decide what they like/dislike about the poem. What patterns can they spot? Discuss ideas as a class.</p> <p>As we read the poem, I would like you to visualise the poem. As a class we will discuss some of the</p>	<p>Go through teaching slides. Identify the different between a dictionary and thesaurus. Model how to use both.</p> <p>Talk through strategies to effectively use both tools effectively as a class.</p>	<p>Go through teaching slides Discuss what similes and metaphors are. Children read examples of war poems identifying the similes and metaphors. Children use pictures related to war to generate vocabulary in relation to war. Encourage children to think about the 5 senses.</p>	<p>Children read the poem 'Great Grandfather never talked about the war' and use a grid to decide what they like/dislike about the poem. What patterns can they spot? Discuss ideas as a class.</p> <p>As a class, analyse the features in the poem and look at each feature in more detail. E.g. alliteration, personification, rhyme, rhythm,</p>

Weekly overview of learning



	<p>Introduce the topic and explain to the children that today they will be constructing their own poem based on war.</p> <p>Complete a shared write to model the writing process to the children,</p>	<p>vocabulary used. We will analyse each verse separately.</p> <p>Talk, pair and share: What features can you spot? TASK 2 - On the poems, draw what you visualise for each stanza. Think about our discussions to help you.</p> <p>TASK 3- Answer questions based on the poem and answer each question with as much detail as possible. Use our discussions to help you.</p>		<p>Class teacher models how to use this vocabulary to make similes and metaphors in relation to war.</p>	<p>similes and metaphors. Read 'Just a small war' and also analyse features as a class.</p>
Activities	<p>Children to plan out their poem on a whiteboard and experiment with vocabulary and rhythm and rhyme. When they are happy with it, they can write into their books.</p>	As above.	<p>Children complete a series of activities to practise how to use a dictionary and thesaurus accurately.</p>	<p>* use the worksheet to write similes based on war. ** Create similes and metaphors based on the pictures above. Use the working wall as a reference point. *** Create similes and metaphors based on the pictures above. Use the working wall as a reference point. Think about shades of meaning and use a thesaurus to up-level vocabulary.</p>	<p>Main Task- Read through the poem and identify the features. You may want to annotate the poem or use a coloured key.</p> <p>Challenge: Out of the poems we have read this lesson, which was most effective and why?</p>
Reading	This week's reading focus: Strategy 1 – Making Connections				
	LI: To make predictions about a text	LI: To compare texts.	LI: To activate prior knowledge about a text.	LI: To identify the purpose of a text.	LI: To review a text.
	<p>Introduce several front covers of Carrie's War to the children. Ask them what they see and what is similar and different about the front covers.</p>	<p>Discuss how to make connections within a text. Children then use a Venn diagram to compare Flander's Fields and The Sound of War by reflecting on the themes, settings and features used.</p>	<p>Delve into how to make connections within a text. Discuss the three ways to make connections which are: Book to self, text to text and text to world. Children then read the poem titled 'A Soldier's Fear' and class</p>	<p>Discuss common purposes of a text. A text can inform, entertain, persuade, explain etc. Read a poem titled 'Remember'. Analyse the poem and as a class answer 2. What features can you</p>	<p>Look back at the poems we have read in the last 2 weeks.</p> <p>Children Choose one poem from the English lessons in the last 2 weeks and complete a poetry review.</p>

Weekly overview of learning



	<p>Does it remind them of anything else they have seen before?</p> <p>Children to record predictions about the genre and plot of the text based on the images alone.</p> <p>Read the blurb out loud.</p> <p>Children to amend their predictions.</p> <p>Read the first chapter and reflect on whether predictions were accurate.</p>		<p>complete a series of questions based on making connections.</p>	<p>identify?</p> <p>3. What vocabulary are you unsure of?</p> <p>4. Whose perspective is the poem written from?</p> <p>5. What is the purpose of the poem?</p>	
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Weekly overview of learning



Year 6	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	LI: Place value within 1	Police Workshop	LI: Place value – integers and decimals	LI: Round decimals	LI: Add and subtract decimals
Key vocabulary and key questions	<p>Key Vocabulary: Decimal place, decimal fraction, recurring decimal, equivalent fraction, tenth, sharing, partitioning, exchanging, round to 3d.p., hundredth, thousandth, equal to, remainder, grouping</p> <p>Key Questions: What does each digit in a decimal number represent? How do you know? • How many tenths/hundredths/thousandths are there in 1 whole? • How many thousandths are there in 1 hundredth? • What is the value of the digit in the number ? • Which is greater, 0.3 or 0.14? How do you know?</p>		<p>Key Vocabulary: Decimal place, decimal fraction, recurring decimal, equivalent fraction, tenth, sharing, partitioning, exchanging, round to 3d.p., hundredth, thousandth, equal to, remainder, grouping</p> <p>Key Questions: What does a decimal number represent? • How many tenths/hundredths/thousandths are there in 1 whole? • How many thousandths are there in 1 hundredth? • What digit is in the column? • What is the value of the digit in the number ? • Which is greater, 1.897 or 3.1? How do you know?</p>	<p>Key Vocabulary: Decimal place, decimal fraction, recurring decimal, equivalent fraction, tenth, sharing, partitioning, exchanging, round to 3d.p., hundredth, thousandth, equal to, remainder, grouping</p> <p>Key Questions: What is the next/previous integer/tenth/hundredth? • Using the number line, which multiple of is closer to? • If you are rounding to the nearest , which column do you need to look at to decide where to round to? • If the digit in this column is between 0 and 4, which multiple should you round to? • Which multiple should you round to if the digit is a 5?</p>	<p>Key Vocabulary: Decimal place, decimal fraction, recurring decimal, equivalent fraction, tenth, sharing, partitioning, exchanging, round to 3d.p., hundredth, thousandth, equal to, remainder, grouping</p> <p>Key Questions: How can you represent this question using place value counters? • Do you have enough to make an exchange? • Do you need to exchange any ? • What are 10 tenths/10 hundredths/10 thousandths equal to? • If there are not enough tenths/hundredths/thousandths for the subtraction, what do you need to do?</p>
Introduction	<p>Today, children will represent numbers with up to 3 decimal places using counters and place value charts, identify the values of the digits in a decimal number and partition decimal numbers in a range of ways. Children know the relationship between the different place value columns, for example hundredths are 10 times the size of thousandths and one-tenth the size of tenths. In lesson, numbers are kept within 1 to allow children to focus on the value of the decimal places.</p>		<p>Today, children will use counters and place value charts to represent numbers greater than 1 with up to 3 decimal places, identify the value of the digits in a decimal number and partition decimal numbers in a range of ways. They can describe the difference between integer and decimal parts of numbers, for example recognising 3 tens and 3 tenths. Children understand the relationship between the different place value columns, for example knowing that tenths are 10 times the size of hundredths and one-tenth the size of ones ($0.01 \times 10 = 0.1$, $1 \div 10 = 0.1$). Number lines and thousand squares are helpful representations for exploring these relationships.</p>	<p>In today's lesson, it is vital that children can identify the multiples of 1, 0.1 and 0.01 before and after any number with up to 3 decimal places. Children can then explore which multiple is closer, to help decide what a number should be rounded to. Children recognise that when asked to round to a given degree of accuracy, they look at the place value column to the right; if the digit is 0 to 4, they round to the previous multiple and if it is 5 to 9, they round to the next multiple.</p>	<p>Today we will use place value counters in a place value chart alongside the formal written method to help children with their understanding. We'll begin with the smallest place value column when adding or subtracting, while at each stage asking: "Can you make an exchange?" Care must be taken when numbers have the same number of digits, but belong in different place value columns, for example $1.23 + 45.6$. The use of zero placeholders can support with this. Bar models and part-whole models can be used alongside concrete resources to help children understand what calculation needs to take place.</p>
Activities				Complete questions about representing numbers greater than 1 (integers and decimals).	Complete questions about rounding decimals.

Weekly overview of learning



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 anything eternal? <u>L1: To discuss which things last forever.</u> Children will look at a range of objects and discuss which ones they think will last forever. We will then describe how we feel about these things.</p> <p>PSHE <u>L1: To understand what aspirations are and explore and identify a dream and ambition.</u> Starter activities – What is a realistic dream? Main activities – Children will think of two goals for themselves, one needs to be school-based and one is for outside of school.</p>	<p>Topic – War and Peace – <u>History</u> - World War One <u>L1: To share my prior knowledge and ask questions about World War One and Two.</u> <u>L1: To assess reliability of primary sources and make predictions about the past.</u></p> <p>Children will construct a KWL grid on WW1 and WW2 and analyse some primary sources and record what they observed, wondered and what prediction they could make based on the source.</p> <p>Art <u>L1: To explore and discuss the work of WW1 artists.</u></p> <p>Children will analyse a range of WW1 artwork by answering a range of questions about what they see and the purpose of the artwork.</p>

Weekly overview of learning



Science	PE	Spanish
<p><u>LI: To understand how living things are classified and make comparisons based on their similarities and differences.</u></p> <p>Children will discuss what the word classification means and how learn how taxonomists compare all living things to observe and understand their similarities and differences more clearly. Children will be asked to sort and group animals so similar species can be housed in enclosures near one another.</p>	<p><u>LI: To develop passing and moving (Netball)</u></p> <p>Passing in pairs: They will practise their chest pass and shoulder passes. After perfecting these passes they will then have the opportunity to pass and move. Children will finish the lesson with 3V1 games.</p> <p>Music – Singing for victory</p> <p><u>LI: To use musical vocabulary to identify features of different eras of music</u></p> <p>Children will listen to a number of songs from WW2 and compare and contrast them.</p>	<p>Topic: El Fin The Semana – The Weekend</p> <p><u>L.I. To introduce the aim of the unit El fin de semana and consolidate with more sophisticated language for telling the time accurately.</u></p> <p>By the end of this unit they will be able to tell the time in Spanish and talk about some of the activities they do at the weekend. In today’s lesson we will focus on telling the time accurately in Spanish.</p> <p><u>Tasks:</u></p> <p>¿Qué hora es? - Write in words what time is showing on the clock face using the word bank to help.</p> <p><u>PLENARY:</u></p> <p>The easiest way is to use a sentence starter like hoy estudio el inglés a... ('I study English at...') encouraging the children to simply add on an appropriate time in Spanish. If the target question is used ¿A qué hora estudias el inglés? (At what time do you study English?) it is much harder for the children to formulate their reply.</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: referring, referred, referral, reference, referee, preferring, preferred, preference, transferring, transference

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.

Remember that your Christmas holiday homework is due in on Friday 12th January.