

Year Group: 6

Week beginning: 29.1.2024

Weekly overview of learning

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Year 6	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
English	L.I: To plan an informal letter	L.I: To write an informal letter.	L.I: To understand the different uses of commas	L.I: To publish an informal letter	L.I: To apply a variety of reading strategies.
Key vocabulary and key questions	<p>Key Vocabulary: Trenches, soldier, bombs, zeppelin, khaki uniform, trench foot, lice, horrific, emotional, distraught, melancholy.</p> <p>Key Questions: -How would a soldier be feeling? What do they miss about home> What was life in the trenches like? What jobs did the soldiers do?</p>	<p>Key Vocabulary: Trenches, soldier, bombs, zeppelin, khaki uniform, trench foot, lice, horrific, emotional, distraught, melancholy.</p> <p>Key Questions: What structural features will you include in your letter? What grammatical/language features will you include in your letter?</p>	<p>Key Vocabulary: Commas, grammar, purpose, clause, list.</p> <p>Key Questions: What are the key uses of commas? How can a comma change meaning? Why are commas important?</p>	<p>Key Vocabulary: Trenches, soldier, bombs, zeppelin, khaki uniform, trench foot, lice, horrific, emotional, distraught, melancholy.</p> <p>Key Questions: How can you improve your letter? Can you use more linguistic devices? What structural devices have you not included?</p>	<p>Key Vocabulary: Retrieve, compare, contrast, summarise, infer</p> <p>Key Questions: What key vocabulary can you identify? What skills are needed to retrieve successfully? How can you summarise this text?</p>
Introduction	<p>Go through teaching slides. Show children an example of a letter and discuss what can be improved and the language used. Recap features of an informal letter. Discuss sense imagery related to the trenches. Recap what living conditions were like. Recap chores/ jobs the soldiers did.</p>	<p>Go through teaching slides</p> <p>Children Spend 5 minutes to read over plan with a partner and answer any next steps.</p> <p>Read through examples of informal letters written home from Pobble 365.</p> <p>Class teacher to Model write part of an informal letter based on war.</p>	<p>Go through teaching slides on different uses of commas to clarify. Go through the various examples of comma use.</p> <p>Work through the various examples and discuss with the children.</p> <p>How do the sentences change in meaning?</p>	<p>Go through teaching slides. Children to look through Next steps from yesterday and apply these when having a go at their 'Hot task independently.</p>	<p>Go through teaching slides. Practise answering a variety of comprehension questions based on a small text before main task.</p> <p>Think about what reading techniques are used. What tricky words are there?</p>

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Activities	Children use ideas discussed during the input to plan their informal letters.	Use plan to start writing your letter. Remember to include all the structural and language features discussed	Differentiated Worksheet based on clarifying meaning through use of commas. Challenge: NS: Come up with a sentence where moving or adding a comma changes the meaning	As above	Read the text titled 'The old photograph' Discuss any tricky vocabulary. Children are then to answer a combination of retrieval, inference and word meaning questions to improve their comprehension skills.
Reading	Reading Strategy: VIP Words				
	Monday <u>LI: To activate concept knowledge to comprehend historical/cultural language.</u>	Tuesday <u>LI: To identify key words from a text.</u>	Wednesday <u>LI: To explore how the writer uses language as a cohesive device.</u>	Thursday <u>LI: To define vocabulary using context information.</u>	Friday <u>LI: To explore how the author uses figurative language.</u>
<p>Starter: Children will be reading a non-fiction text about Pandas from last week's KS2 assessment.</p> <p>Task: Using the reading skills and their background knowledge children are to revisit the questions and text.</p> <p>Children to identify subject-specific terminology within the text that they are unsure of and class to discuss. Teacher to model how to answer the questions and children to give it a go.</p> <p>Plenary: Children use mark scheme to see acceptable answers</p>	<p>Starter: Children will be reading a fiction text "Albion's Dream" from last week's KS2 assessment.</p> <p>Task: Using the reading skills and their background knowledge children are to revisit the questions and text. Children to highlight unfamiliar vocabulary and teacher to model how to infer the meaning of this language based on the wider context. Children to revisit their answers in pairs and write model answers.</p> <p>Plenary: Children use mark scheme to see acceptable answers</p>	<p>Starter: Children will be reading a poem, "Grannie" from last week's KS2 assessment.</p> <p>Task: Using the reading skills and their background knowledge children are to revisit the questions and text.</p> <p>Class discussion about the vocabulary used within the text and how the meaning can be inferred. Children to revisit their answers in pairs and write model answers.</p> <p>Plenary: Children use mark scheme to see acceptable answers</p>	<p>Starter: Children to mind map the new vocabulary acquired in the three texts explored this week.</p> <p>Task: Can they remember the meaning of the words based on the context?</p> <p>Children to record synonyms and antonyms for these words based on their understanding of the text.</p> <p>Children to create their own VIP word style questions for their partner to answer.</p> <p>Plenary: Share questions as a class</p>	<p>Starter: Children to revisit the poem, "Grannie" and summarise each stanza in one sentence.</p> <p>Task: Children to storyboard the poem and annotate it using key words that they think are pivotal to the meaning and tone of the poem.</p> <p>Plenary: Children to circulate the room and see other children's interpretations.</p>	

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Year 6	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	LI: fractions as division	LI: to understand percentages	LI: to be able to convert between fractions and percentages	NUMBER DAY	LI: to find equivalent fractions, decimals and percentages
Key vocabulary and key questions	<p>Key Vocabulary: Tenth, hundredth, equivalent, fraction, Decimal, division</p> <p>Key Questions: If the denominator is __, how many equal parts are there? What are you dividing by? <ul style="list-style-type: none"> • Can you share 1 one into 4 equal parts? • What can you exchange the 1 one for? • What can you exchange the remaining __ tenths for? • What do you notice about the decimal parts when dividing 1 by 3? • What does "recurring" mean? • How do you know that $1/2 = 2$ or $5/8 = 1.6$ cannot be correct? </p>	<p>Key Vocabulary: Fraction, percentage/ percent, simplify, order, decimal, fraction, decimal place, common factor, common multiple</p> <p>Key Questions: What does "per cent" mean? <ul style="list-style-type: none"> • How many parts are shaded/not shaded? • What does 100% mean? • How many equal parts is the bar model split into? What percentage is each part worth? • How many ways could you make 95% using 50%, 25%, 10%, 5% and 1%? </p>	<p>Key Vocabulary: Fraction, percentage/ percent, simplify, order, decimal, fraction, decimal place, common factor, common multiple</p> <p>Key Questions: What is a percentage? <ul style="list-style-type: none"> • If the whole is __ split into 100 equal parts, then what percentage is parts equivalent to? • How are percentages and fractions similar/different? • If you know $1/5$ is equal to 20%, what percentage is $4/5$ equal to? • How do you find an equivalent fraction? • How many 20s/25s are there in 100? • What do you know about the relationship between $1/4$ and $1/8$? </p>	Children to complete a range of mathematical investigations based on Mathematics	<p>Key Vocabulary: Fraction, percentage/ percent, simplify, order, decimal, fraction, decimal place, common factor, common multiple</p> <p>Key Questions: How many parts has the whole been split up into? What fraction is each part worth? <ul style="list-style-type: none"> • If the whole is 100%, what is $1/2$, $1/4$, $1/5$? • If 1 10 is equal to 10%, what is $3/10$ equal to? • How do you find equivalent fractions? • How many 5s are there in 100? • Can the fraction be simplified? How do you know? </p>
Introduction	Today children will explore the idea of fractions as divisions, learning that, for example $3/4$ can be interpreted as $3 \div 4$. They will use place value counters to exchange ones for tenths and share them into equal groups to see that, for example, $1/5 = 0.2$. Children progress to performing multiple exchanges to find other decimal equivalents. Once confident with this concept, they work with the more abstract short division method.	Today they will be using bar models, to split 1 whole into 10 equal parts to explore multiples of 10%. They will estimate 5% on a bar model split into 10 equal parts by splitting a section in half, for example, 45% is four full sections and half of another section. Other common percentages that will be useful to explore are 50%, 25% and 20% by splitting the bar model into 2, 4 and 5 equal parts respectively. They will then explore ways of making more complex percentages using a combination of	Today children will use hundred squares and bar models to explore equivalents, for example $1/5$ is the whole split into 5 equal parts and 100% split into 5 equal parts is 20%, so $1/5 = 20\%$. They then explore the relationship with non-unit fractions, seeing that if $1/4$ is equal to 25%, then $3/4 = 3 \times 25\% = 75\%$. They will recognise that if they can find an equivalent fraction with a denominator of 100, then they can easily find percentage equivalences. Children will explore examples where they are	In today's lesson, children will use hundred squares, bar models and number lines to recap equivalents to $1/2$, $1/4$, $1/5$ and $1/10$ as well as related non-unit fractions such as $3/4$, $2/5$ and $7/10$. They then will look at more abstract methods of converting between fractions, decimals and percentages. In which equivalent fractions are found with a denominator of 100, allowing for a straightforward conversion to decimals and percentages. Children will also convert decimals or percentages into a fraction with a denominator of 100 and	

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		these, for example $65\% = 50\% + 10\% + 5\%$. It is important for children to recap knowledge of complements to 100 to allow them to see that, for example, $35\% + 65\% = 100\%$.	required to multiply (for example, $9/20$) or divide (for example, $132/200$).		then simplify where possible, for example $15\% = 15/100 = 3/20$. This will enable them to find equivalents to more complex numbers, such as 92% or 0.76.
Activities	Complete questions about fractions as division.	Complete questions about understanding percentages.	Complete questions about converting fractions to percentages.		Complete questions about finding equivalents fractions, decimals and percentages.

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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, and cultural story.</p> <p>Complete the tasks set for you on Bug Club, Reading Plus, Doodle English, and 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>LI: To understand why the act of forgiveness is so important in the Christian religion.</u> Children to explore the ten commandments and views on life and death. Children to create their own ten commandments that they think are essential to living a good life.</p> <p>PSHE – Jigsaw – Dreams and Goals <u>LI: To describe some ways in which I can work with other people to help make the world a better place.</u> Children to discuss some of the world problems that we discussed last lesson and thought shower how we can make a difference. Children to come up with an action plan of ways that they can improve the world!</p>	<p>Topic – War and Peace – History - World War One <u>LI: to draw conclusions about trench warfare based on a range of historical evidence.</u> Children will be exploring a range of primary sources about World War One. In pairs they will find evidence in the sources that describe or show what life was like in the trenches.</p> <p>Art <u>LI: To understand colour relationships such as complimentary and harmonious colours.</u> Children will be using the skills built up in previous lessons to sketch and paint a WW1 piece of artwork inspired by Paul Nash.</p>
Science	PE	Spanish/Computing
<p><u>LI: To describe and investigate helpful and harmful organisms.</u> <u>LI: To plan an enquiry.</u></p> <p>Children will learn the different between helpful and harmful organism. They will look closer are mould and what cause food to develop spores. Children will plan their own enquiry to test the conditions which will produce most.</p>	<p><u>LI: To be able to change direction and lose a defender (Netball).</u> Children will be taught how to receive the ball as they run towards it. We will also be focusing on only passing the ball to an unmarked teammate and attackers will practise changing direction if they have lost their marker (defender).</p> <p>Music – Sing for victory <u>LI: To use knowledge of pitch to develop confidence when singing in parts</u> Children to continue learning the melody and counter-melody of The White Cliffs of Dover and performing it in parts.</p>	<p>Topic: El Fin The Semana – The Weekend <u>L.I. to integrate time into the phrases about the weekend and learn how to use conjunctions.</u> Children to recap the vocabulary acquired this term about weekend activities and time. Children to integrate these phrases into simple Spanish sentences about what they do at the weekend.</p> <p>Computing- Web Design <u>LI: to recognise the need to preview pages</u> Children to begin adding content to their webpage and previewing how this looks and the layout on Google Pages.</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:

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:

Fraction and decimal equivalents

Fractions to decimals

commit

emit

committee

permit

transmit

intermittent

submit

omit

commitment

unremitting