

Year Group: 6

Week beginning: 11.3.2024

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>SPAG ASSESSMENT</u>	<u>READING ASSESSMENT</u>	<u>MATHS ASSESSMENT</u>	LI: to identify the features of a newspaper report.	LI: to identify direct and reported speech within a newspaper report.
Key vocabulary and key questions				Headline, caption, fact, opinion, photographs, features, purpose, article. -What is a headline? -What is the purpose of captions? -How can you write an effective headline? -How do you differentiate between fact and opinion?	Headline, caption, fact, opinion, photographs, features, purpose, article, inverted commas, speech, punctuation, quotes.
Introduction				Starter based on identifying there, their and they're. Look at a variety of newspapers and identify main features. Go through teaching slides. Discuss how a headline should grab the reader's attention. Rhyming words, a alliteration, shock and intrigue can be used to do this. Discuss the headlines on the slide. What makes them effective? What are facts and opinion? Why is a caption used for a photograph?	Go through teaching slides. Discuss the rules for direct and indirect speech. Explain how newspapers contain both direct and indirect speech. Go through 3 different texts from newspapers and find examples of direct and indirect speech

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<p>Activities</p>				<p>Children to complete 3 journalist tasks.</p> <ol style="list-style-type: none"> 1. Think about which headlines are effective and why. 2. Decide which statements are facts or opinion. <p>Write a suitable caption for a photograph.</p>	<p>Children give examples of newspaper articles and they need to find examples of reported and direct speech.</p> <p>Challenge: convert the report speech to direct speech</p>
<p>Reading</p>	<p>This week's reading focus: Reading Strategy 1 – Making Connections</p>				
<p><u>LI: to activate prior knowledge about a text</u></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 3-mark inference questions. They will answer a range of SATS style questions and develop their accuracy, speed and confidence.</p>			<p><u>LI: to identify the themes and conventions of a text</u></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 “3 mark inference questions. They will answer a range of SATS style questions and develop their accuracy, speed and confidence</p>	<p><u>LI: to identify the purpose of a text</u></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 “3 mark inference questions. They will answer a range of SATS style questions and develop their accuracy, speed and confidence</p>	

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Year 6	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	SPAG Assessment	LI: ratio and fractions	Arithmetic Assessment	Reasoning Assessment	LI: scale drawing
Key vocabulary and key questions		<p>Key Vocabulary: ratio, proportion, "for every... there are..." .part, whole, scale factor. Enlargement, similar shapes, length, width perimeter</p> <p>Key Questions: • What is the ratio of one part to another? • How many parts are there altogether? • What fraction of the whole is the first/second/third part? • How are fractions and ratios similar? How are they different? • What fraction does the ratio 1 : 2 mean? Is this the same as 1 2 or is it different? • How can you represent the ratio/fraction as a bar model?</p>			<p>Key Vocabulary: ratio, proportion, "for every... there are..." .part, whole, scale factor. Enlargement, similar shapes, length, width perimeter</p> <p>Key Questions: • How do you know if a diagram is drawn to scale? • Why might you need to draw a scale diagram? • If 1 square represents 5 cm, what do squares represent? How do you know? • If 1 square represents 5 cm, how many squares represent cm? How do you know? • Is there more than one way of finding the missing value? • How is a scale like a ratio? Today children will explore different ways of calculating scaled lengths using multiplicative relationships between numbers. For example, if 3 cm represents 9 cm, then to find what 6 cm represents they can either multiply 9 cm by 2 or multiply 6 cm by 3 to find the result, 18 cm. Once children are confident with this and are able to draw squares and rectangles, they may move on to drawing more complex rectilinear shapes.</p>
Introduction		<p>Children explore the differences and similarities between ratios and fractions. They explore ratio when given a fraction as a starting point. For example, they are told that 1 4 of a group of objects is blue, and they need to find the ratio of blue to not blue. Initially, they may think the ratio is 1: 4, but concrete resources and diagrams can support them to see it is 1: 3</p>			
Activities		Complete questions about the relation between ratio and fractions.			Complete questions about scale drawing shapes

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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? <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> 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 –History <u>Blitz Workshop</u> Children will attend a virtual workshop based on The Blitz. They will find out what life was like on the Home Front and the areas that were targeted and why. They will use this learning to help plan and write their newspaper article in English.</p> <p>DT Children to design a bomb shelter using Tinker CAD based on a specific design brief to help them prepare for their Stix workshop.</p>
Science	PE	Spanish
<p><u>British Science Week</u> This year, the theme of Science Week is time. Year 6 will be researching how time has been measured differently throughout history. They will be researching and producing a poster on one of these methods and presenting to the class.</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: Topic: La Segunda Guerra Mundial – Second War World <u>L.I. To be able to answer true or false statements in Spanish on what his experiences were during WWII.</u></p> <p>We will introduce the aim of the lesson as above explaining how the children will hear and read the story of Ralph, a boy of their age during WWII.</p> <p>Tasks -Story reordering, -True or false activity based on the Ralph story.</p> <p>Plenary Which were the easy words to recognise and translate? (Names and cognates - words that are like the English or, even better, a language that the children speak at home). Can we use this skill in the future to help decode text? (YES!)</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:

accommodate, accompany, access, accuse, accost, accrue, accuracy, accomplish, accumulate, accentuate

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.

Complete the Maths and Reading sheets