

Year Group: 6

Week beginning: 18.3.2024

# 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
<b>English</b>	LI: to evaluate how the Blitz effected everyday life during World War Two.	LI: to identify the features of a newspaper report. (2)	LI: to plan a newspaper report (5Ws)	LI: To plan a newspaper report (Headline, caption, quotes)	Stix Workshop
<b>Key vocabulary and key questions</b>	Blitz, War, WW2, air raid, sirens, daily life, black outs, planes.  <b>Key Questions:</b>  -What was the Blitz? -What did people do to keep safe? -What were blackouts? -Why were Blackouts necessary? - How did people protect themselves?	Headline, caption, fact, opinion, photographs, features, purpose, article, inverted commas, speech, punctuation, quotes, Introduction, conclusion.  <b>Key Questions:</b>  -What is an introduction? -What is a conclusion? -Why are the 5Ws important?	<b>Key Vocabulary:</b> features, speech, inverted commas, 5Ws, direct speech, indirect speech, facts, quotes, opinions, third person, past tense.  <b>Key Questions:</b>  -What features can you spot? -What key vocabulary will you include?	<b>Key Vocabulary:</b> features, speech, inverted commas, 5Ws, direct speech, indirect speech, facts, quotes, opinions, third person, past tense.  <b>Key Questions:</b>  -What features can you spot? -What key vocabulary will you include?	
<b>Introduction</b>	Teacher to explain the teaching slides and share photographs and video footage from the air raids.	Go through teaching slides.  Discuss what the 5Ws are and an introduction/conclusion. Go through several examples together to delve into the 5Ws within a newspaper.	Go through teaching slides.  Teacher to share details about the worst night of the Blitz in London. Children to read key facts about this.  Teacher to model planning an introductory paragraph including the 5Ws.  Then teacher to model planning what will be included in the next 2 or 3 paragraphs of the newspaper	Go through teaching slides.  Recap the purpose of headlines, captions, and quotes.  Teacher to model writing these features for the shared plan that was written yesterday.  Children to experiment writing their own headlines and choose an appropriate one.	

Year Group: 6

Week beginning: 18.3.2024

# 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.



<b>Activities</b>	Children to record notes about The Blitz. With a focus on the first night of the air raids.	Children to look at 2 newspaper articles and identify 5Ws. They then have a list of other features to identify in more detail.	Children to write their own plan using the class plan as a model.	Children to decide who will be giving quotes in their newspaper and will write them in either reported or direct speech.	
<b>Reading</b>	<b>This week's reading focus: Reading Strategy 2 – Making Predictions</b>				
	<p>L1: To use details in a text to form predictions/speculations.</p> <p>Children to work in pairs to "mark" a Reading comprehension paper that has been filled with some common misconceptions made by the cohort during last week's assessments. Teacher to address these misconceptions at key points during the lesson focusing on prediction.</p>	<p>L.I: To identify the causal links between events in a text.</p> <p>Children to work in pairs to "mark" a Reading comprehension paper that has been filled with some common misconceptions made by the cohort during last week's assessment week. Teacher to address these misconceptions at key points during the lesson focusing on LI.</p>	<p>L.I: To form questions about a text.</p> <p>Children to work in pairs to "mark" a Reading comprehension paper that has been filled with some common misconceptions made by the cohort during last week's assessment week. Teacher to address these misconceptions at key points during the lesson focusing on questions to ask in order to reach the correct answer.</p>	<p>L.I; To identify key information in a text.</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 and identify key information in a text.</p>	<b>Stix Workshop</b>

Year Group: 6

Week beginning: 18.3.2024

# 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	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Maths</b>	LI: to use scale factors	LI: to identify similar shapes	LI: to solve problems involving ratio and scale	LI: to solve proportion problems	STIX WORKSHOP
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> scale factor, scale factor of, enlargement, enlarge, similar</p> <p><b>Key Questions:</b> • What does "scale factor" mean? • How do you draw an enlargement of a shape? • How can you work out the scale factor of enlargement between two shapes? • If a shape has been enlarged by a scale factor of ____, how can you find the dimensions of the original shape? • Do you need to multiply or divide to find the missing length? How do you know?</p>	<p><b>Key Vocabulary:</b> ratio, for every, scale factor, scale factor of, enlargement, enlarge, similar</p> <p><b>Key Questions:</b> • What do you think "similar" means? • What is the scale factor of the enlargement? • Have all the sides been enlarged by the same amount? • What are corresponding sides? Can you identify the corresponding sides in these two shapes? • What do you notice about corresponding angles in similar shapes? • Does it matter that the shapes are in a different orientation?</p>	<p><b>Key Vocabulary:</b> ratio, for every, scale factor, scale factor of, enlargement, enlarge, similar</p> <p><b>Key Questions:</b> • What is the ratio of to __ ? • If there are __, how many must there be? • If the total number of is __, how many must there be? • If there are more than __, how many are there in total? • How can you draw a bar model to solve the problem? Which parts of the model do you know? How can you work out the remaining parts?</p>	<p><b>Key Vocabulary:</b> ratio, for every, scale factor, scale factor of, enlargement, enlarge, similar</p> <p><b>Key Questions:</b> • What is the multiplicative relationship between and __ ? • If 3 cost £__, how much do 12 cost? • If 5 cost £__, how can you work out what 1 costs? • Once you know what 1 costs, how can you work out what 8 cost? • How can a double number line help you solve this proportion problem?</p>	
<b>Introduction</b>	Children need to know that one shape is an enlargement of another if all the matching sides are in the same ratio. They can use familiar language such as "3 times as big" before being introduced to the language of scale factors, for example "enlarged by a scale factor of 3". They can then draw the result of an enlargement by a given scale factor. Children also identify the scale factor of an enlargement when presented with both images. Once confident with this, they can explore using inverse operations to find the dimensions of the original shape given the size of the enlargement.	Children need to know that similar shapes are defined as shapes where corresponding sides are in the same proportion and the corresponding angles are equal, so if one shape is an enlargement of the other, the two shapes are similar. When testing for similarity, children will be encouraged to work systematically around a shape to ensure that all sides have been enlarged by the same scale factor.	In today's lesson children use representations from earlier steps to help them see the multiplicative relationships between ratios. They recognise that when they multiply or divide from one amount to another, they do the same for the other value to keep the ratios equivalent. Children may see that this method is like finding equivalent fraction	Building on previous lessons, a double number line is a useful representation for these types of problems. Begin by looking at simple one-step problems that involve a single multiplication or division, for example "4 cost __. What do 12 cost?" or "4 cost __. What do 2 cost__?" Then move on to two-step problems, where children first need to find the value of 1 through division. Again, seeing this on a double number line helps to show children that both values need to be divided by the same amount to find 1, then both new values can be multiplied by the same amount to find any new value.	
<b>Activities</b>	Complete questions about using a scale factor.	Complete questions about similar shapes	Complete questions about ratio problems	Complete questions about proportion problems	

Year Group: 6

Week beginning: 18.3.2024

# 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.



Reading	PSHE / RE	Topic/Art/DT
<p><b>Daily for 20 minutes</b> 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><b>RE – Key Question – Is Christianity still a strong religion 2000 years after Jesus was on Earth?</b></p> <p><b><u>LI: To understand why Christians are being persecuted for their faith (discussion lesson)</u></b> If some countries persecute/torture/imprison people for being Christians, does this show they are fearful of Christianity and therefore that it is seen as a strong religion today?</p> <p><b>PSHE – Jigsaw – Healthy Me</b> <b><u>LI: To know what some people join gangs and the risk this involves.</u></b> <b>Tasks</b> <b>Starter activities</b> – Children will be shown photos of groups of people and will be asked to discuss which one do they see as a gang and why? <b>Main activities</b> – Children will play 'Gangs are' game using the statements to help their discussion.</p>	<p><b>Topic – War and Peace – Geography – Ordnance Surveys</b> <b><u>LI: To use four and six – figure grid references to locate places on a map.</u></b> Children will find locations from four or six-figure co-ordinates.</p> <p><b>DT – Structures – Bomb Shelters</b> <b><u>LI: To improve my design based on peer evaluation.</u></b></p> <p>Children will work with their table group, recalling what they discovered in the prototype lesson to construct a 3d drawing of their Anderson Shelter using recycled paper made into rolls. They will need to add labels and the resources they will use and the joins they will use to combine the rolls.</p> <p><b>DT – Structures – Bomb Shelters</b> <b><u>LI: To construct a structure using permanent joining techniques.</u></b></p> <p>Children will take part in a DT workshop where they will use their knowledge and plans to construct an Anderson shelter using recycled strengthened rolls. The structure must fix 6 and withstand a weight.</p>

Year Group: 6

Week beginning: 18.3.2024

# 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.



Science	PE	Spanish/Computing
<p><b><u>LI: To investigate how refraction changes the direction in which light travels.</u></b></p> <p>Children will look at how light is refracted and what happens to light when it is. They will carry out an experiment to understand the way refraction alters the direction of light.</p>	<p><b><u>LI: To improve confidence in map reading and the transfer of information from map to ground.</u></b></p> <p>To reinforce and test basic skills of orientation, including thumbing, use of handrails and route choice. (It also promotes decision making).</p> <p>Children will be given a route to follow on the map and timed to see how quickly they can stamp their cards.</p> <p><b>Music – Try Kodaly</b>  <b><u>LI: To use knowledge of rhythm to create own composition.</u></b>                      Children will be composing their own musical piece by clapping rhythms.</p>	<p><b>Topic: La Segunda Guerra Mundial – Second War World</b>  <b><u>L.I. To improve their range of vocabulary by learning key words for things Vera saw in the countryside and in the city.</u></b></p> <p>The children will hear and read the story of Vera, a girl of their age during WWII. She tells us what she saw in the city and in the countryside during WWII.</p> <p><b>Tasks</b>                      -Listening exercise.                      -Picture and phrase match up.</p> <p><b>Computing – CAD design</b>  <b><u>LI: to design my own 3D name badge</u></b>                      Using TinkerCAD, children will learn how to duplicate, group and layer items. They will then design their own 3D name badge using shapes, letters, and colour.</p>

## Homework

<p>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.</p> <p><b>Weekly Spellings:</b></p> <table border="1" style="width: 100%;"> <tr> <td>signature</td> <td>resign</td> </tr> <tr> <td>assign</td> <td>insignificant</td> </tr> <tr> <td>design</td> <td>assignment</td> </tr> <tr> <td>designate</td> <td>significant</td> </tr> <tr> <td>resignation</td> <td>signal</td> </tr> </table>	signature	resign	assign	insignificant	design	assignment	designate	significant	resignation	signal	<p><b><u>Reading homework:</u></b> Please read for at least 20 minutes every day and record this in your pupil planner as a reading log.</p> <p><b><u>Reading Plus:</u></b> Remember to complete your weekly tasks.</p> <p><b><u>Doodle Maths and Doodle English:</u></b> Work hard each day to turn your tracker green.</p> <p><b>Complete the Maths and SPAG sheets</b></p>
signature	resign										
assign	insignificant										
design	assignment										
designate	significant										
resignation	signal										