

Year Group: 6

Week beginning: 22.01.2024

# 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	<b>SPAG and Spelling</b>	<b>Reading Test</b>	<u><b>L.I: To make inference and connections.</b></u>	<u><b>L.I: To identify the features of a letter.</b></u>	<b>LI: to write an independent narrative based on a image</b>
Key vocabulary and key questions			<p><u><b>Key Vocabulary:</b></u> Setting, letter, informal, war, family, memory, trench, writer, recipient.</p> <p><u><b>Key Questions:</b></u> 1. Who is he writing to? 2. What is the setting? 3. What do you notice about his emotions? 4. Which war is the scene based on? 5. Why was letter writing important? 6. How do his emotions in his letter compare to his reality? 7. What activities does he describe in the letter? Why?</p>	<p><u><b>Key Vocabulary:</b></u> Letter, colloquial, informal, emotive language, paragraphs. First person, second person, narrative, recount, events.</p> <p><u><b>Key Questions:</b></u> What is emotive language? What events is the soldier recounting? Who is the recipient? How do we know?</p>	<p><u><b>Key Vocabulary</b></u> narrative, third person, first person, direct speech, indirect speech, description, action, dialogue</p> <p><u><b>Key Questions:</b></u> How can your story hook the reader from the start? Have you created an image in the reader's mind? Have you balanced the description, action and dialogue?</p>
Introduction			<p>Go through teaching slides. Children read a series of real life WW1 letters. They need to make inference from the letters and identify the relationships between the sender and recipient. This will help the children understand the purpose and intent for the lesson.</p>	<p>Go through teaching slides. Think about why letters were written during WW1. How do letters make people feel? What are the language and structural features of a letter? Read through model text as a class. Discuss tricky vocabulary</p>	<p>Teacher to show children a range of images and discuss ideas for a short narrative. Children to share their ideas with the class</p>
Activities			<p>Children complete series of questions based on different reading strategies and the text is a poem titled 'The Gentlemen in Grey.'</p>	<p>Children then use this text to identify the key features of a letter.</p>	<p>Children then independently write a short story based on the image.</p>
Reading	<b>This week's reading focus: <span style="color: red;">Visualisation</span></b>				
			<b>LI: To visualise characters.</b>	<b>LI: To apply prior concept knowledge to visualise.</b>	<b>LI: To discuss words and phrases that capture imagination.</b>

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			<p><b>Starter:</b> Take a closer look at why the visualising reading strategy is so important and how it helps us to understand and process what we are reading.</p> <p><b>Main:</b> Working together as a class, I will modelled the task for the session, they will be asked to read the sentences on the IWB and draw what is being described.</p> <p><b>Task:</b> Children will read through various texts and they will first draw the pictures they visualise and write a possible title and then they will write a short paragraph to explain the impression of the character.</p> <p><b>Plenary:</b> True or False... <i>The word choice of the author is not important as people visualise themselves?</i></p>	<p><b>Main:</b> Children read an extract from KirindleKrax- a novel based on monsters and they draw a picture to show what the text depicts through description.</p> <p><b>Discussion questions</b> throughout the task <i>What words from the text helped you to create that illustration?</i> <i>How do your illustration help you to better understand the story?</i> I will then reread the whole story, this time sharing the illustrations.</p> <p><b>Plenary:</b> <i>How are your illustrations the same and different to one another?</i></p>	<p><b>Starter:</b> children will have a picture on the IWB and a series of questions about it which they will discuss with their partner.</p> <p><b>Main:</b> we will recap how we locate evidence, which skills we use. Today, they will be identifying words and phrases within a text that capture our imagination/helps you visualise an image in our head.</p> <p><b>Task:</b> Children will write the words/phrases that capture their imagination and explain why from the extracts provided. Children will record the words it helped them visualise in their minds by focusing on the 5 senses by creating an anchor chart.</p> <p><b>Plenary:</b> As a class, we will share the words they placed into their anchor chart. We will discuss these words, why might they be different.</p>
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Year 6 Weekly overview	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Maths</b>	<b>LI: to be able to multiply and divide decimals in context</b>	<b>LI: decimals as fractions equivalents</b>	<b>Arithmetic Test</b>	<b>Reasoning Test</b>	<b>SPAG Test</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> integer, group, decimal, divide, share, multiply, groups of</p> <p><b>Key Questions:</b> How can you tell what operation you need to perform to answer this question? • How can you represent this question using place value counters? • What do you need to work out? • How can you draw a bar model to represent this problem? • Do you need to convert any units of measure to answer this question?</p>	<p><b>Key Vocabulary:</b> Tenth, hundredth, equivalent, simplest form</p> <p><b>Key Questions:</b> If the whole has been split into 10/100 equal parts, what is ___ each part worth as a fraction/decimal? • If you know that ___ is equivalent to __, what is as a decimal? • How can you convert fractions with a denominator of 100 to decimals? • How can you convert fractions with a denominator that is a factor of 100 to decimals? • How can you find equivalent fractions? • Why might it be helpful to find an equivalent fraction with a denominator of 100/1,000?</p>			
<b>Introduction</b>	In today's lesson, children will recap the formal written methods for both multiplication and division alongside place value counters. They will use the same method with coins, with £1 coins replacing the ones, 10p coins replacing the tenths and 1p coins replacing the hundredths. Children then will use these skills in a variety of contexts to solve problems. Children will be encourage to use bar models to help them to identify what operation is needed and in what order steps should be taken.	Today children will explore common equivalents between fractions and decimals. A hundred square is a useful representation to allow children to explore equivalence. We will be using fraction and decimal walls to enable children to see the relationship between fractions such as 1/5 and 2/10 and therefore their decimal equivalents. They look at methods for finding more complex equivalents by finding a common denominator of 100.			
<b>Activities</b>	Complete questions about multiplying and dividing decimals in context	Complete questions about finding equivalents decimals and fractions.			

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Reading	PSHE / RE	Topic/Art/DT
<p><b>Daily for 20 minutes</b></p> <p>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><b>RE – Key Question - Is anything eternal?</b>  <b>LI: to understand the term “agape”</b>                      Children to discuss the concept of heaven and hell and then listen to two Christian parables. Then children to identify the good deeds and bad deeds that they noticed in the stories.</p> <p><b>PSHE – Jigsaw – Dreams and Goals</b>  <b>LI: to identify problems in the world that concern me and discuss them</b>                      Children to look at a range of images of children around the world in conflict, poverty etc. Children to discuss what the image is showing and how they feel and how these children may feel.</p>	<p><b>Topic – War and Peace – History - World War One</b>  <b>LI: to analyse a range of sources to determine the long-term cause of WW1.</b>                      Children to explore the meaning of imperialism, nationalism, alliances and militarism. Then as a class, we will analyse a range of primary and secondary sources to determine the main causes of World War I.</p> <p><b>Art</b>  <b>LI: to investigate how to create different shades of colours.</b>                      Children to create secondary and tertiary colours starting with white and gradually adding other colours. These skills will then be used to apply to their Paul Nash World War One artwork.</p>
Science	PE	Spanish
<p><b>LI: to classify a creature based on its characteristics</b>                      Children to recap the terms vertebrate and invertebrate and the characteristics of mammals, reptiles, fish, birds and amphibians and insects. Children to display their understanding in a matching activity. Children then to design a new species of animal and classify it based on its characteristics.</p>	<p><b>LI: To be able to use the attacking principle of creating and using space (Netball).</b>                      Children will start passing on diagonal and straight clear drives, this will encourage movements. Again, they will recall the skill pass and move. They will finish the lesson playing some 3v2.</p> <p><b>Music – Sing for victory</b>  <b>LI: to identify pitch in an octave when singing</b>                      Children to sing the song “do-re-mi” to ascertain an understanding of pitch when singing. Children then use a graphic score of “White Cliffs of Dover” to sing with an understanding of pitch.</p>	<p><b>Topic: El Fin The Semana – The Weekend</b>  <b>L.I. To consolidate the new language for weekend activities with a variety of reading and listening work.</b>                      Children to recap the vocabulary for weekend activities with a focus on the pronunciation. Then this is consolidated through a range of reading and listening activities.</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:** Add and Subtract Decimals  
Multiplying decimals by 10 and 100

receipt      deceive

protein      conceive

caffeine      receive

seize      perceive

neither      ceiling