

Year Group: 6

Week beginning: 25.3.2024

# 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>	L.I: to write a newspaper report.	L.I: to write a newspaper report.	L.I: to edit a newspaper report.	L.I: to publish a newspaper report.	<b>BANK HOLIDAY</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> features, speech, inverted commas, 5Ws, direct speech, indirect speech, facts, quotes, opinions, third person, past tense.</p> <p><b>Key Questions:</b>                      -What features have you used?                      -What key vocabulary will you include?                      -Have you used reported speech and direct speech?</p>	<p><b>Key Vocabulary:</b> features, speech, inverted commas, 5Ws, direct speech, indirect speech, facts, quotes, opinions, third person, past tense.</p> <p><b>Key Questions:</b>                      -What features have you used?                      -What key vocabulary will you include?                      -Have you used reported speech and direct speech?</p>	<p><b>Key Vocabulary:</b> features, speech, inverted commas, 5Ws, direct speech, indirect speech, facts, quotes, opinions, third person, past tense.</p> <p><b>Key Questions:</b>                      Have you used a range of cohesive devices within and between paragraphs?                      Have you included the passive voice?                      Have you ensured that information is factual?                      Have you included both direct and reported speech?</p>	<p><b>Key Vocabulary:</b> features, speech, inverted commas, 5Ws, direct speech, indirect speech, facts, quotes, opinions, third person, past tense.</p> <p><b>Key Questions:</b>                      Have you used a range of cohesive devices within and between paragraphs?                      Have you included the passive voice?                      Have you ensured that information is factual?                      Have you included both direct and reported speech?</p>	
<b>Introduction</b>	<p>Go through teaching slides.</p> <p>Model write an introduction and part of the main body of the newspaper. Encourage detail and use of detail following plan.</p>	<p>Go through teaching slides.</p> <p>Address any misconceptions from previous lesson and model write next section of the newspaper. Children to then use their plan to do this independently.</p>	<p>Children to use the detailed editing checklist to read through and edit each section of their newspaper report.</p>	<p>Children to publish their finished and edited newspaper report onto pink paper.</p>	
<b>Activities</b>	<p>Children to start writing newspaper article.</p>	<p>Children to continue writing newspaper article.</p>	<p>Children to spend most of the lesson using the scaffolded checklist to help them to independently edit their report.</p> <p>When happy with their work, they can read it out loud to a partner.</p>	<p>Children to publish their finished and edited newspaper report onto pink paper.</p>	

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### Reading

### This week's reading focus: **Reading Strategy 2 – Making Predictions**

LI: To use details in a text to form predictions/speculations	L.I: To identify the causal links between events in a text.	L.I: To form questions about a text.	L.I; To identify key information in a text.	<b>BANK HOLIDAY</b>
Children to independently read a SATS style text to a time limit. They then answer a range of question types independently.	As a class, children to revisit their answers from yesterday and peer mark using a mark scheme. Class teacher to model answers for more challenging questions.	Children to independently read a SATS style text to a time limit. They then answer a range of question types independently.	As a class, children to revisit their answers from yesterday and peer mark using a mark scheme. Class teacher to model answers for more challenging questions.	

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Year 6	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Maths</b>	<b>LI: To know how to read and interpret pie charts</b>	<b>LI: To know how to read and interpret pie charts with percentages</b>	<b>Science Workshop</b>	<b>LI: to apply arithmetic knowledge to problem solving questions</b>	<b>BANK HOLIDAY</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> Pie chart, circle, interpret</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What does the pie chart show?</li> <li>• What does each section of the pie chart show?</li> <li>• Which of the choices was the most popular? How do you know?</li> <li>• If you know the total, how can you work out the value of one part?</li> <li>• If you know the value of one part, how can you work out the total number?</li> <li>• How is a pie chart different from a bar chart?</li> </ul>	<p><b>Key Vocabulary:</b> Pie chart, circle, interpret, percentage</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What percentage does the whole pie chart represent?</li> <li>• What percentage does half/quarter of the pie chart represent?</li> <li>• What percentages of an amount can you work out easily?</li> <li>• How do you work out 10% of an amount? How does this help you to work out other percentages?</li> <li>• If you know 10%/20%/25%, how can you work out the total?</li> </ul>		<p><b>Key Vocabulary:</b> Shape, measure, percentages, fractions, decimals, percentages, four operations</p> <p><b>Key Questions:</b> What knowledge do you have that needs to be applied to the question? What operations need to be applied to this question and in what order? What is the key information?</p>	
<b>Introduction</b>	Children first look at simple pie charts to identify the greatest/least amounts. They then move on to using the total number represented by a pie chart to work out what each equal part is worth. Finally, given the value of one part, children work out the total and/or the values of other parts of the pie chart.	Children look at pie charts where the total number is not given, and they need to work out the total from a given percentage. They can then work out the value of the remaining sections, using either the total or proportional reasoning (for example, knowing 40% must be 8 times the size of 5%).		Children to complete SATS style reasoning and problem-solving questions with an Easter theme.	
<b>Activities</b>	Complete questions about pie charts.	Complete questions about pie charts with percentages.			

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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 the part the Ten Commandments play in the Christian religion.</u></b> Children will be inventing their own religion. They will create a poster outlining the name, customs, festivals, symbols, place of worship and the Ten Commandments they will follow.</p> <p><b>PSHE – Jigsaw – Healthy Me</b> <b><u>LI: To recognise stress and the triggers that cause this and understand how stress can cause drug and alcohol misuse.</u></b></p> <p><b>Tasks</b> <b>Starter activities</b> – Children will discuss what causes stress and what might trigger us to feel it. <b>Main activities</b> – In pairs, children will offer either six physical or mental strategies to help reduce stress.</p>	<p><b>Topic – War and Peace – Geography – Ordnance Survey maps</b> <b><u>LI: To plan a journey using the eight compass points and four or six-figure grid references.</u></b> Children to use a digital map to plan a route through our local area with a curriculum link to World War II. Children will revisit the points of the compass and use their knowledge of ordnance survey maps to assist them when planning their route.</p>
Science	PE	Spanish/Computing
<p><b><u>LI: To explain why shadows have the same shape as the object that casts them.</u></b></p> <p>Children will explain how shadows are formed and why they are the same shape as the object that casts them. Children will create a shadow theatre to explore their ideas of light and shadows.</p>	<p><b><u>LI: To encourage concentration, planning and strategies whilst competing.</u></b> <b><u>To encourage team spirit and cooperation.</u></b> <b><u>To teach the use of the protractor compass.</u></b></p> <p>Children will be given a blank map of the school, with only the controls on it. They will need to use the compass to locate the control points and punch their card in the correct order.</p> <p><b>Music – Try Kodaly</b> <b><u>LI: To use knowledge of rhythm to create own composition.</u></b></p> <p>Children will be composing their own musical piece by clapping rhythms.</p>	<p><b>Topic: Topic: Topic: La Segunda Guerra Mundial – Second War World</b> <b><u>L.I. To finish the unit by writing a letter home in Spanish as an evacuee and complete the end of unit assessment.</u></b></p> <p>To bring together all the language from the unit enabling pupils to write a letter in Spanish pretending to be an evacuee.</p> <p><b>Tasks</b> -Speaking and listening exercise. -Reading and writing exercise.</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:** foreign, apparent, appreciate, persuade, individual, language, sufficient, determined, explanation, pronunciation

**Holiday Homework:** GPS, Reading and Maths tasks.

**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.