

Year Group: 6

Week beginning: 26.2.2024

# Weekly overview of learning

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Year 6	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>English</b>	<b><u>LI: to explore the start of a story from another perspective</u></b>	<b><u>LI: to plan a story from another perspective</u></b>	<b><u>LI: to write the opening and build-up of a story</u></b>	<b><u>LI: to write the problem and resolution of a story</u></b>	<b><u>LI: to write the ending of a story and to self-edit</u></b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> narrative, verbs, adjectives, opening, build up, problem, climax, resolution, ending.</p> <p><b>Key Questions:</b>                      What is a narrative?                      What happens at the start of the story?                      How would Nick be feeling on the day he is evacuated?</p>	<p><b>Key Vocabulary:</b> narrative, beginning, build up, resolution, problem, ending</p> <p><b>Key Questions:</b>                      -What will you describe in each section?                      -What emotions will the characters feel?                      -What happens in each section?</p>	<p><b>Key Vocabulary:</b> narrative, verbs, adjectives, opening, build up, suspense, tension, complex sentences, compound sentences.</p> <p><b>Key Questions:</b>                      -How can you build tension?                      -How are tension and suspense similar or different?</p>	<p><b>Key Vocabulary:</b> narrative, story, problem, emotions, action, description, dialogue, atmosphere, tension, dialogue, balance, description</p> <p><b>Key Questions:</b>                      -How can we balance action, dialogue and description in our writing?                      -How will the problem be resolved?                      -How will the characters respond to that?</p>	<p><b>Key Vocabulary:</b> narrative, story, emotional, rhetorical question, -atmosphere, tension, short sentences, dialogue, balance, description</p> <p><b>Key Questions:</b>                      -How will the story be tied up?                      -What impact do you want to have on the reader?                      -How can each paragraph be improved?                      -What impact does your ending have on your partner?</p>
<b>Introduction</b>	<p>Go through teaching slides. Recap the evacuation section of Carrie's War.</p> <p>-What were Carrie's actions and feelings during this time?                      -How would Nick's have been different?</p>	<p>Children to use talk partners to split the evacuation section of the story into a story mountain</p> <p>Teacher to model filling in the boxed-up plan with a particular focus on action, description and dialogue</p>	<p>Go through teaching slides</p> <p>Look at different ways in which an author can create tension in a text. E.g. using senses, varying pace, turn off the lights, give a clue and keep the suspense</p>	<p>Go through teaching slides.</p> <p>Teacher to model using the plan to complete a shared write of the problem and resolution of the story.</p> <p>Focus on creating atmosphere and tension when Nick is waiting to be chosen.</p>	<p>Go through teaching slides.</p> <p>Teacher to model using the plan to complete a shared write of the ending of the story.</p> <p>Then based on whole class feedback, children to redraft and purple pen their writing.</p>
<b>Activities</b>	TASK- children to "zoom in" to the evacuation section of the story and record Nick's actions and how he would have felt.	TASK- Children to box up the plan for the story and use bullet points to describe the action, description, dialogue and emotions in each section.	TASK- Children to write the opening and build-up of their own stories using their plan and the shared example	TASK - Children to write the problem and resolution of their own stories using their plan and the shared example	TASK- children to write the ending of their story and self-edit using purple pen

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Reading	This week's reading focus: <b>Reading Strategy - Repair</b>				
	LI: To use working memory to interpret textual inconsistencies.	LI: To select a suitable strategy when inconsistencies occur.	LI: To reconstruct information in a concept map.	LI: To use structure and organisation to clarify meaning.	LI: To use structure and organisation to clarify meaning. (Discussion Lesson)
	<p>CT model and in their books children are to write the textual inconsistencies they can identify, within the short text. They will need to explain how they know (evidence from the text your memory. Rewrite the sentence.</p> <p><b>Task:</b> Children will read the text and they will write the textual inconsistencies they can identify, explain how you know (evidence from the text your memory). Rewrite the sentence. They will repeat this with two further unfamiliar texts.</p> <p><b>Plenary:</b> <u>True or False - Your working memory and background knowledge helps you to identify inconsistencies.</u></p>	<p><b>Starter:</b> Children will recap on the strategy of scanning. <u>Scanning</u> is when we look quickly through a text (not reading every word) to look for <u>specific information</u>. Scanning helps us to quickly identify a specific fact or piece of information when answering questions.</p> <p><b>Main:</b> As a class we will go through the different strategies that we use when it is the whole text that we need to repair and which ones that we could use for a word within the text, the strategies are:            Look back/read forward            Cross check: does that seem right?            Retell and review            Adjust your reading rate            Sound it out            Look for prefixes/smaller words, root words            Use context clues            Skip if you can            Use a dictionary</p> <p><b>Task:</b> Children will create a poster that will teach others how to use the 'repair' strategy.</p> <p><b>Plenary:</b> Children will complete a quick quiz on which reading strategy would help to clarify meaning.</p>	<p><b>Starter:</b> Quick recap of the scanning skill, children will be asked to identify the missing words which will make the statements correct.</p> <p><b>Main:</b> Children will work in pairs to scan the text for the key information about Dr Barnardo. We then will take this information and create a concept map using arrows, subheadings, pictures to group the key information.</p> <p><b>Task:</b> Create a concept map separating the issues and information raised in the 'Dr Barnardo' text:            Think about the information you will focus on: <i>Who was he? Why is he important in history? Positive, negatives etc</i>            Add arrows, pictures, colour</p> <p><b>Plenary:</b> Table Top Gallery, children will have the opportunity to look at how their peers have created and organised their concept maps and what information they considered important.</p>	<p><b>Starter:</b> Children will be given the opportunity to apply the scanning skills to a non-fiction text. They will use this skill to scan quickly for key information to answer set questions.</p> <p><b>Main:</b> As a class we will work together to read and answer a non-fiction text by scanning for words, dates, initial 2 letters.</p> <p><b>Task:</b> Write the answers to the questions into your book. List the organisational features you used to help you and explain how they helped.</p> <p><b>Plenary:</b> Children be asked to share which organisational features helped them to clarify meaning and why.</p>	<p><b>Starter:</b> children will have a short extract with some of the words underlined. They will be asked to identify the strategies they could apply to clarify the meaning of them.</p> <p><b>Main: True or false,</b> On the IWB, there will be key vocabulary which they need to match to its meaning, children need to check that I have matched them correctly and explain whether the statement is correct. With their partners children will be asked to discuss the possible reasons for characters actions based on the themes and conventions of the text (text organisation) to help them.</p> <p><b>Task:</b> Children will be asked to read through an extract based on a camelephant. They will need to apply the 'repair' strategies and text organisation to answer questions.</p> <p><b>Plenary:</b> As a class we will discuss which strategies the children used and why.</p>

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Year 6	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Maths</b>	<b>LI: to know how to identify and draw shapes with the same area.</b>	<b>LI: to know how to find the area and perimeter of rectilinear shapes.</b>	<b>LI: to know how to find the area of a triangle-counting squares</b>	<b>LI: LI: to know how to find the area of a triangle-right angle</b>	<b>L.I. To improve arithmetic skills.</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> Convert, equivalent, triangle, square, Parallelogram, perimeter, area, volume, <math>mm^2</math>, <math>cm^2</math>, <math>m^2</math>, <math>mm^3</math>, <math>cm^3</math>, <math>m^3</math>, composite, cube, cuboid, formulae</p> <p><b>Key Questions:</b> How can you find the area of this shape? Is there more than one way? • Do shapes that have the same area have to look the same? • How can you use factor pairs to find shapes that would have the same area? • How would you draw more than one rectangle that has an area of <math>cm^2</math>?</p>	<p><b>Key Vocabulary:</b> Convert, equivalent, triangle, square, Parallelogram, perimeter, area, volume, <math>mm^2</math>, <math>cm^2</math>, <math>m^2</math>, <math>mm^3</math>, <math>cm^3</math>, <math>m^3</math>, composite, cube, cuboid, formulae</p> <p><b>Key Questions:</b> What is perimeter? What is area? • How can you find the perimeter of the rectangle? • How can you find the area of the rectangle? • What is the formula to find the area of a rectangle? • How can you split the rectilinear shape into rectangles? Is there more than one way? • How is finding the area/perimeter of a rectilinear shape different to finding the area/perimeter of a rectangle? How is it similar? • How can you work out the other side lengths?</p>	<p><b>Key Vocabulary:</b> Convert, equivalent, triangle, square, Parallelogram, perimeter, area, volume, <math>mm^2</math>, <math>cm^2</math>, <math>m^2</math>, <math>mm^3</math>, <math>cm^3</math>, <math>m^3</math>, composite, cube, cuboid, formulae</p> <p><b>Key Questions:</b> How is finding the area of a triangle similar to finding the area of a rectangle when counting squares? How is it different? • How will you count the squares accurately? • Is more or less than half the square shaded? • Can you see any parts of squares that combine to make approximately one full square? • How does the area of the rectangle link to the area of a triangle? Why do you think this happens?</p>	<p><b>Key Vocabulary:</b> Convert, equivalent, triangle, square, Parallelogram, perimeter, area, volume, <math>mm^2</math>, <math>cm^2</math>, <math>m^2</math>, <math>mm^3</math>, <math>cm^3</math>, <math>m^3</math>, composite, cube, cuboid, formulae, right angle</p> <p><b>Key Questions:</b> How can you split the rectangle into two right-angled triangles? • What do you notice about the two triangles? • What do you notice about finding the area of a rectangle and finding the area of a right-angled triangle? • What is the formula to find the area of a right-angled triangle? • What does "perpendicular" mean? • How do you know which measurement is the base/ perpendicular height?</p>	<p><b>Key Vocabulary:</b> Add, total more, make, sum, plus, altogether difference, leave, subtract, difference between, minus, less, take away, mentally, orally, column addition, column subtraction, estimate, inverse operation, solve problems, number facts, complex, place value, divide</p> <p><b>Key Questions:</b> Is there an easy way to do this? Can you use know facts to answer the problem? Can you use rounding? Does the solution need an exact answer? How does knowing the approximate answer help with the calculation?</p>
<b>Introduction</b>	Today, children will find and draw rectilinear shapes that have the same area. Children will use their knowledge of factors to draw rectangles with different areas. They will make connections between side lengths and factors.	In today's lesson, children will calculate area and perimeter of rectilinear shapes. We will be revising the formula for area by linking this to counting squares. Children will explore that shapes with the same area can have the same or different perimeters.	Today, children will use their previous knowledge of approximating and estimating to work out the area of different triangles by counting. Children will be reminded to physically annotate to avoid repetition when counting the squares. Children will begin to see the link between the area of a triangle and the area of a rectangle or square.	Today, children will use their knowledge of finding the area of a rectangle to find the area of a right-angled triangle. They will see that a right-angled triangle with the same length and perpendicular height as a rectangle will have an area half the size. Using the link between the area of a rectangle and a triangle, children will learn and use the formula to calculate the area of a triangle.	Today we will be discussing about the efficient method to be used with mental calculations and sensible estimations needed to solve calculations. We will be looking at the different mental strategies that could be used instead of computational methods (paper).
<b>Activities</b>	Complete questions about finding and drawing the area of shapes with the same area.	Complete questions about finding the area and perimeter of rectilinear shapes.	Complete questions about finding the area of a triangle by physically counting squares	Complete questions finding the area of a rectangle to find the area of a right – angle triangle.	Complete questions about arithmetic

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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, 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><b>RE – LI: to identify the symbols of Christianity.</b></p> <p>Children to explore some symbols used in Christianity and research their origins and traditions, festivals or stories they relate to. Children to then share symbols they know from other religions and discuss with their classmates.</p> <p><b>PSHE – LI: To know about different types of drugs and their uses and their effects on the body particularly the liver and heart.</b></p> <p>Children to mind-map drugs that they have heard of and share what they know about them. Teacher to address any misconceptions. Teacher to explain the difference between unrestricted drugs, illegal drugs, restricted drugs and prescribed drugs. Children to categorise the drugs into the four categories.</p>	<p><b>History - LI: to evaluate how the Blitz affected everyday life during World War 2</b></p> <p>Children to explore a range of primary and secondary sources about the Home Front during the Blitz to discover what it was, why it happened, where it happened and how the people of Britain responded. Children to record notes in their books.</p> <p><b>DT - LI: to communicate my ideas through discussion and prototypes</b></p> <p>Children to explore different type of bridge structures and discuss their design features and why they think they were included. Using a single piece of paper and some limited materials, in small groups, children to create a bridge-like structure that can hold a weight. After testing, children to reflect on their successes and limitations and how this can help with their air raid shelter design.</p>

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Science	PE	Spanish
<p><b><u>LI: to understand how mirrors reflect light and help us see objects</u></b>            Children to use mirrors to view what is behind them and try to explain how this works and links to light. Teacher to explain and demonstrate the law of reflection.            Children to create a periscope and draw a diagram in their books to illustrate how their investigation proved the law of reflection.</p>	<p><b><u>LI: To understand the cardinal points of the compass</u></b>            Children to complete a range of physical activities, code breaking and problem solving games based on the 8 points of the cardinal compass.</p> <p><b>Music –</b>  <b><u>LI: to strengthen the feeling of pulse when working with rhythmic patterns</u></b>            Children to explore the difference between a rhythm and a pulse and practise saying a selection of rhythms and clapping along. Then children to use a variety of symbols to create a notation of the rhythm.</p>	<p><b>Topic: Topic: La Segunda Guerra Mundial – Second World War</b>  <b><u>LI: to identify some of the countries involved in World War Two and the languages that they speak.</u></b>            Children to use a map of Europe to identify some of the Allies and Axis Powers who fought in World War Two. Children to translate the name of the countries into Spanish and record this on a map.</p>

## 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.**

**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:** Translating and reflecting and Co-ordinates negative

<b><u>Spelling</u></b>	
siege	shriek
niece	believe
grief	achieve
chief	convenience
fiend	mischievous