


# Weekly Overview of Learning


Year Group: Year 6    Week beginning: 13/1/25

Every Tuesday, 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. If there are any questions, please email your child's class teacher

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>English Reading and Writing</b> 	<u>LI: To identify longer multi-clause sentences for a narrative</u>  <u>LI: To improve and edit a piece of text using narrative techniques.</u>	<u>L.I. We are learning to answer comprehension retrieval type questions using scanning.</u>  <u>LI: We are learning to support our opinions by giving suitable evidence.</u>	<u>LI: To identify longer multi-clause sentences for a narrative</u>  <u>LI: To improve and edit a piece of text using narrative techniques.</u>	<u>LI: To identify longer multi-clause sentences for a narrative</u>  <u>LI: To improve and edit a piece of text using narrative techniques.</u>	<b>Spelling Test</b>  <u>L.I. We are learning to use hyphens to avoid ambiguity and identify where they need to go in a sentence.</u>
<b>Speaking and Listening Focus</b>	Think Pair Share  Children to analyse scanned examples of their Cold Tasks to look for good examples of structure/style/detail/atmosphere building etc. How has the writer effectively built up tension here?	Think, Pair, Share Children will scan a piece of text in pairs to locate evidence to answer retrieval type questions.	Cold calling  Children will suggest suitable clauses to add to the different main clauses given. They will use a variety of clause types - fronted adverbials, embedded and extended.	Think Pair Share  Children to analyse scanned examples of their Cold Tasks to look for good examples of structure/style/detail/atmosphere building etc. How has the writer effectively built up tension here?	Cold Calling Children to complete the 'now your turn' sections of the therapy on their white boards and share their conclusions and outcomes for feedback.

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<p><b>Key vocabulary and Key Bloom's higher order thinking questions</b></p>	<p><b>Key Vocabulary:</b> structure, cohesion, narrative, description, atmosphere, sentence structure, tense, third person.</p> <p><b>Key Questions:</b> Think of a multi-clause sentence that could be at this point in the Alma story based on the selected image?</p>	<p><b>Key Vocabulary:</b> skim, scan, evidence, opinion, point, explain, support,</p> <p><b>Key Questions:</b> What evidence can you find to support your answer? What is your opinion to answer the question? What technique can we use to locate the necessary information to form an answer?</p>	<p><b>Key Vocabulary:</b> structure, cohesion, narrative, description, atmosphere, sentence structure, tense, third person</p> <p><b>Key Questions:</b> As good as this is, can you suggest improvements? What has been done well in this extract? Why is the ending important? As the writer, what do you need to ensure you do when writing the ending? Can you identify the different emotions and how they are suggested?</p>	<p><b>Key Vocabulary:</b> skim, scan, evidence, opinion, point, explain, support,</p> <p><b>Key Questions:</b> What evidence can you find to support your answer? What is your opinion to answer the question? What technique can we use to locate the necessary information to form an answer?</p>	<p><b>Key Vocabulary:</b> hyphen, ambiguity, compound adjective, formal phrase,</p> <p><b>Key Questions:</b> Which sentence is punctuated correctly with a hyphen? Where does the hyphen go in this sentence? Which words in the sentence need to have a hyphen? Why?</p>
<p><b>Activities</b></p>	<p>The children will again consider the use of multi-clause sentences and practise writing their own – based on scaffolded openers and main clauses - writing appropriate sentences for different parts of the Alma story based on screen shots of different events. They will then use the senses and descriptive vocabulary gathered from last Monday's lesson to help them up-level their language choices.</p> <p>SHARED WRITING They will extend to looking at a flow map of the Alma story. They will analyse a scanned extract of a child's Cold Task and use this to draft their own opening paragraph of Alma. They will then look at some other extracts and draft the next paragraph of the flow map.</p>	<p>The children will be given selected text extracts where they will need to use retrieval skills to answer questions in the style of SATs papers to increase accuracy in SATs based assessments.</p> <p>They will use the scanning technique to locate key words and phrases and then decide which ones are needed to answer the question and then work collaboratively to answer to give an answer which fits the requirements of the mark scheme.</p> <p>The children will then have opportunities to feedback their answers and self-evaluate their responses with the aim to become more focussed and accurate for the next set of questions.</p>	<p>Carrying on from Monday, the children will use the ambitious vocabulary WORD MAT to help them compose suitable multi-clause sentences for different parts of the Alma story.</p>  <p>SHARED WRITING The children will analyse more scanned extracts of a Cold Task and learn good writing techniques. The children will then work in pairs to write the next two paragraphs of their draft of Alma - incorporating their new multi-clause sentences and short snappy sentences for effect.</p>	<p>The children will complete their draft and uplevel using peer and teacher feedback.</p> <p>They children will consider the use of 'show not tell' to indicate to the reader Alma's emotions - through her actions.</p> <p>They will be challenged to consider how Alma experiences a range of emotions and to identify 3 different emotions she experiences - using evidence.</p> <p>They will then begin to identify descriptive vocabulary that could illustrate her feelings. Considering individual words as well as phrases. This will need to be written in the third person and can also include sentences.</p>	<p>The children will start by considering the rules that: A hyphen is a punctuation mark that looks like a small horizontal line. Rather than a dash - which hold parts of a sentence together - hyphens join together words, or parts of words.</p> <p>Hyphens are useful as they can clarify the meaning of a word or phrase and avoid ambiguity in writing. They help avoid confusion between words that look the same but have different meanings. They will learn how hyphens can be used to form a compound adjective. They will complete practise tasks to show how hyphens can be used to join together two nouns of equal importance to create a new noun</p>

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			They will also feedback good examples to the class.		or adjective. They will see how hyphens can be used to avoid combining letters and sounds which could be difficult to say or write if they did not have a hyphen. Hyphens can be used to link words which go together to create a formal phrase. Children will be using their whiteboards to participate in today's learning. They will do both paired and independent work.
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<b>Book Buzz – Reading Aloud and Activities</b> 10-15 mins each day	<b>Opal</b> TEXT - Wonder Author - R J Palacio 	<b>Ruby</b> TEXT - Wonder Author - R J Palacio 	<b>Jet</b> TEXT - Wonder Author - R J Palacio 	<b>Coral</b> TEXT - Wonder Author - R J Palacio 
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to enlarge shapes and describe enlargements.</u>	<u>LI: We are learning to explore similar shapes.</u>	<u>LI: We are learning to solve a variety of problems involving ratio.</u>	<u>LI: We are learning to consolidate our learning from Ratio.</u>	<u>LI: We are learning to explore 1 step function machines for algebra.</u>

<p><b>Key vocabulary and key questions</b></p> <p><u>Key vocabulary:</u> enlargement length scale factor inverse operation dimensions</p> <p><u>Key questions:</u> 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><u>Key vocabulary:</u> similar shapes enlargement scale factor orientation dimensions</p> <p><u>Key questions:</u> 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 the 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><u>Key vocabulary:</u> ratio symbol colon relationship rearrange sequence multiplicative amounts commutative common factors similar shapes scale factor orientation</p> <p><u>Key questions:</u> 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>	<p><u>Key vocabulary:</u> ratio parts fractions whole simplifying ratio symbol colon relationship rearrange sequence multiplicative amounts common factors similar shapes scale factor orientation</p> <p><u>Key questions:</u> What does “scale factor” mean? What do you think “similar” means? What is the scale factor of the enlargement? How can you work out the scale factor of enlargement between two shapes?</p>	<p><u>Key vocabulary:</u> algebra input output function rule</p> <p><u>Key questions:</u> How does the function machine work? What is the difference between an input and an output? If you know the input and function, how can you work out the output? If you know the output and function, how can you work out the input? What is the inverse of ____ ? Does your rule work for all the sets of numbers?</p>
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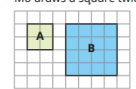
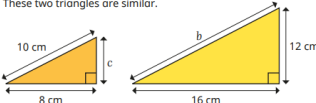

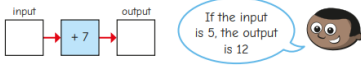
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				Have all the sides been enlarged by the same amount?	
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Activities					
<p><b>Activities</b></p>	<p>In this small step, children build on the previous step to enlarge shapes and describe enlargements. 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.</p> <p>Mo draws a square twice as big as square A and labels it B.</p>  <p>Square A has been enlarged by a scale factor of 2</p> <ul style="list-style-type: none"> <li>Draw a square that is 3 times as big as square A. Label it C.</li> <li>What is the scale factor of enlargement from A to C?</li> </ul>	<p>In this small step, children build on the previous step to explore similar shapes. 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, encourage children to work systematically around a shape to ensure that all sides have been enlarged by the same scale factor. Children can explore the relationship between corresponding angles in the shapes, practising protractor skills learnt in Year 5. Finally, children should apply this understanding to explore similar shapes that are in different orientations, identifying corresponding sides and angles to decide if the shapes are similar.</p> <p>These two triangles are similar.</p>  <ul style="list-style-type: none"> <li>Find the lengths of b and c.</li> <li>Measure the sizes of all the angles.</li> </ul> <p>What do you notice?</p>	<p>In this small step, children explore different strategies for solving proportion problems. Building on previous steps, 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 does 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.</p> 	<p>In this lesson, children will be revising the Ratio topic. After, children will complete the Ratio End of Block Assessment. As a class, children will mark their test to identify and understand any mistakes.</p>	<p>In this small step, children begin to formally look at algebra for the first time by exploring function machines. This builds on their work in earlier years using operations and their inverses to find missing numbers. Children need to learn the meanings of the terms “input”, “output”, “function” and “rule”. At first, they are given a number, told what to do using any of the four operations and calculate the output. They then move on to finding the input from a given output, using inverse operations. Finally, children explore examples where the input and output are given, but the function is not. They should recognise that one rule may fit for some of the numbers given, but not for all, and that they need to find a rule that works for all the numbers.</p> <p>Mo has made a function machine.</p>  <ul style="list-style-type: none"> <li>If the input is 7, what is the output?</li> <li>If the input is 4,023, what is the output?</li> </ul>

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## Unit: Dona Nobis Pacem

### Lesson 1 CONTINUATION

LI: We are learning to identify 5-note scales whilst learning Dona Nobis Pacem section 3.

**Key Vocabulary:** music, prayer, peace, 5-note scale, Dona nobis pacem

**Key Question:** What is the 5-note scale?

Dona nobis pacem is a round in three parts that is set to a short prayer for peace. It is in Latin and comes from the Agnus Dei of a Roman Catholic Mass. The phrase 'Dona nobis pacem' translates as 'Grant us peace'. As well as being sung in churches, it has also been adopted for use as a song with a broader message about peace. The melody has been passed down orally and is thought to be traditional. In this unit, pupils will explore pulse work in 3-time, learn to sing the song as a round, learn about texture in music, and compare music with different textures. They will create their own pieces using given rhythms and chords, working from stick notation. Children will:

- Sing 5-note scales, and arpeggios.
- Learn to sing Section 3 of the round Dona nobis pacem.
- Learn about monophonic, homophonic, and polyphonic textures.



## Unit: Multi-faith

### Lesson 2

LI: We are learning to explore how Christians use stained-glass to tell stories and convey messages of faith.

**Key vocabulary:** multi-faith, art, traditions, religious art, Christianity, stained-glass windows, story, message, symbols

**Key question:** Why do Christians use stained-glass windows and what can they represent?

This week the children will explore how stories are portrayed in Christianity through stained windows. starter- What do you think the message/story is being portrayed through this stained window?

The children will then explore the story of David and Goliath and design their own stained window conveying the story through their design.



## Unit: Yoga - Lesson 2

LI: We are learning to develop strength through yoga flows.

**Key Vocabulary:** yoga, flexibility, sun salutation flow

**Key Question:** How can we use our muscles to keep us stable?

In this lesson, the children will:

- Engage your muscles to help you to be stable.
- Move into and through each pose slowly and fluidly.



## Unit: Dance - Lesson 2

LI: We are learning to work with others to explore and develop the dance idea.

**Key vocabulary:** dance, stamp, clap, repeat, confidence, movements, ideas

**Key Question:** How can we work with others to explore and develop a dance idea?

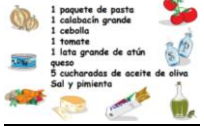
In this lesson, the children will:

- Use counts of 8 to help you stay in time with each other.



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Art – Kapow	PSHE - Jigsaw	Spanish - Language Angels																																
<p><b>Topic: Painting and mixed media</b>  <b>Lesson 7 - Making art!</b>  <b>LI: We are learning to demonstrate an understanding of painting techniques to make personal choices.</b></p> <p><b>Key Vocabulary:</b> artist, composition, evaluation, medium, mixed media, technique, translate</p> <p><b>Key Question:</b>            What painting techniques can I use to enhance my artwork?</p> <p>In this lesson, children will retrieve the name of the artists studied in the topic so far and discuss what made their artwork unique and the effects used. They will then revisit their plans and research conducted last lesson to remind themselves of the artwork they are going to make in this lesson.</p> <p>The children will be able to use a range of materials and mediums to create their artwork. At every stage of the lesson, children will be encouraged to be reflective in their processes, thinking about the different and specific effects to use in their artwork, share successful techniques with others and evaluate what is going well and the areas of improvement.</p>	<p><b>Dreams and Goals - Steps to Success</b>  <b>LI: We are learning to work out the learning steps we need to take to reach our goals and understand how to motivate ourselves to work on these.</b>  <b>LI: We are learning to set success criteria so that we will know whether we have reached our goals.</b></p> <p><b>Key Vocabulary:</b>            Dream, Hope, Goal, Feeling, Achievement, Success, Criteria, Learning steps</p> <p><b>Key Question:</b>            Why is it important to have goals? What Wellington Core Values will help you to succeed in reaching your goal and why?</p> <p>In this lesson, children will explore their goals from the previous lesson. They will discuss why their goal is important to them and why it is important to have goals? Children will learn that in many parts of the world, there are communities and cultures who consider the different characteristics of the animals around them in nature and consider how different animal strengths can help us recognise and consider our own strengths and abilities. They will look at different types of totem poles in North America as they usually represent and commemorate the Native Americans' community ancestry, history, people and events.</p> <p>Children will use the totem poles as a template to write the steps they need to take to achieve their goal. Children will consider the strengths and skills you will need to motivate them.</p>	<p><b>Unit: Healthy Lifestyle</b>  <b>Lesson 5</b>  <b>LI: We are learning some instructions on how to follow a simple healthy recipe in Spanish.</b>  <b>Key Vocabulary:</b> food, drink, healthy, unhealthy, instructions, recipe  <b>Key Questions:</b> What are the instructions to a recipe in Spanish?            We are learning to improve our reading skills by learning some instructions on how to follow a simple healthy recipe in Spanish. The pupils will learn language allowing them to follow a simple healthy recipe in Spanish</p> <p><b>Receta ideal . . .</b></p>  <p><b>LI: We are consolidating our learning so far this half term all about being healthy.</b>            Pupils will review how they maintain a healthy lifestyle, taking care of what they eat and what type of exercise they do in Spanish. They will complete a Spanish reading comprehension task exploring how a Girl called Claudia maintains a healthy lifestyle. Pupils will then complete the cartoon strip in Spanish about their own healthy and unhealthy lifestyle habits.</p> <p><b>¿Qué haces para tener una buena salud?</b>      Nombre: _____</p> <p><small>Please complete the following cartoon strip in Spanish about your healthy and unhealthy lifestyle habits. Write your answers into each of the empty boxes and draw some pictures to illustrate your answers. Use the word bank below to help you. When you are finished, you may want to write the text from your answers in the format of an email to a friend using a blank email template.</small></p> <table border="1" data-bbox="1489 1157 1915 1348"> <tr> <td>¿Cómo te llamas?</td> <td>¿Cuántos años tienes?</td> <td>¿Qué comes para tener una buena salud?</td> <td>¿Qué no comes para tener una buena salud?</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>¿Qué bebes para tener una buena salud?</td> <td>¿Qué no bebes para tener una buena salud?</td> <td>¿Qué haces para tener una buena salud?</td> <td>¿Qué no haces para tener una buena salud?</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> <p><b>WORD BANK</b></p> <table data-bbox="1489 1356 1915 1412"> <tr> <td>Me llamo...</td> <td>Tengo ... años</td> <td>bebo agua</td> <td>Para tener una buena salud paseo a mi perro y hago natación</td> </tr> <tr> <td>como...</td> <td>pollo</td> <td>peinado</td> <td>pan integral</td> </tr> <tr> <td>Para tener una buena salud...</td> <td>bebido...</td> <td>no como...</td> <td>no como...</td> </tr> <tr> <td>bebidas con gas</td> <td>no veo la tele</td> <td>fruta</td> <td>y</td> </tr> </table> <p><small>vegetales    chocolate    no bebo...            carnes y patatas fritas</small></p>	¿Cómo te llamas?	¿Cuántos años tienes?	¿Qué comes para tener una buena salud?	¿Qué no comes para tener una buena salud?					¿Qué bebes para tener una buena salud?	¿Qué no bebes para tener una buena salud?	¿Qué haces para tener una buena salud?	¿Qué no haces para tener una buena salud?					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## Homework

Homework is set on a **Thursday** and due back on a **Monday** either in books or on line.

### Reading and spelling.

#### Reading

Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book. Tasks are due and will be changed every Monday.

Your teacher will check, mark and sign your work once a week.

Try and login to Bug Club and Reading Eggs.



#### Spellings

Please make sure your child's spelling book is in their book bag on these days as this is their spelling test day.

Remember to write your spelling sentences in your purple reading task book.

Spellings will start next week.

Tests will be on every Friday.

New spellings will be given out on Fridays.

**Spelling and dictation** – Remember to try and use these words in sentences to show that you understand their meanings.

Group 1 and 2

shoulder	soldier
signature	stomach
sincere	sufficient

### Maths



**Doodle Maths** – Log on to your account at least three times this week.

We will be checking to see who has accessed their account the most!!

Work to reach your target – are you in the green zone yet?

Times Tables Rockstars:

Take part in the weekly Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!

### Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in

#### All year groups

Please remember to wear the correct full uniform. Children should be wearing a white shirt with the school tie, grey trousers and black school shoes. Jumper and cardigan must be burgundy with the school logo. Girls to wear simple stud earrings, no necklaces or big bows to be worn.

Please remember to write your child's name on all school clothes and resources so if they get lost we can return them.

Please remember to bring book bags in everyday!

#### Forthcoming Trips/events for this term;

#### PE days

**Jet & Ruby - Tuesday and Friday**  
**Coral & Opal - Thursday and Friday**

Coral - Hounslow Library visit - Wednesday 15th January

Ruby - Hounslow Library visit - Thursday 16th

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	Group 1 only				
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siege	brief				
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shriek	believe				
	Group 1 and 2 (bonus Topic Words)				
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