


# Weekly Overview of Learning

Year Group: Year 6    Week beginning: 16/12/24

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> 	<p><u>L.I. We are learning to identify the key features of journalistic writing</u></p> <p><u>L.I. We are learning to write a formal newspaper report in the passive voice and 2nd person</u></p>	<p><u>L.I. We are learning to answer comprehension retrieval type questions using scanning.</u></p> <p><u>LI: We are learning to support our opinions by giving suitable evidence.</u></p>	<p><u>L.I. We are learning to show our understanding of the correct features of journalistic writing by completing a HOT TASK assessment.</u></p>	<p><u>L.I. We are learning to use our knowledge of grammar and spelling rules to solve puzzles</u></p>	<p><b>Spelling Test</b></p> <p><u>L.I. We are learning the terms possessive and personal pronouns and how to use and identify these in our writing.</u></p>
<b>Speaking and Listening Focus</b>	<p>Cold calling</p> <p>What was our success criteria for writing a successful newspaper article?</p> <p>What language features will I need to include?</p> <p>Which newspaper article is more effective? Why?</p>	<p>Think, Pair, Share</p> <p>Children will scan a piece of text in pairs to locate evidence to answer retrieval type questions.</p>			<p>Cold Calling</p> <p>Children to complete the 'now your turn' sections of the therapy on their white boards and share their conclusions and outcomes for feedback.</p>

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<p><b>Key vocabulary and Key Bloom's higher order thinking questions</b></p>	<p><b>Key Vocabulary:</b> journalistic writing, article, passive voice, past tense, direct quote, indirect quote, lead paragraph, who, where, what, why, when, how, caption, byline, witness, formal style,</p> <p><b>Key Questions:</b> Which newspaper article is more effective? Why? Which vocabulary from the Elf article might be useful to incorporate into The Grinch article?</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> journalistic writing, article, passive voice, past tense, direct quote, indirect quote, lead paragraph, who, where, what, why, when, how, caption, byline, witness, formal style,</p> <p><b>Key Questions:</b> Use the HOT TASK feedback sheet to assess your HOT TASK. Does your shared writing newspaper article contain all the necessary features from the success criteria? Which features have been done well? What could be improved?</p>	<p><b>Key Vocabulary:</b> Solve, puzzle, root words, anagram, associated,</p> <p><b>Key Questions:</b> What associated words can you find in the puzzle?  Can you follow the rules of the puzzle to complete it accurately? Can you use an efficient strategy to find them? e.g. skimming and scanning.</p>	<p><b>Key Vocabulary:</b> possessive, personal, pronoun,</p> <p><b>Key Questions:</b> How many different <b>personal</b> and <b>possessive pronouns</b> can you think of? Are these pronouns personal or possessive? Read the sentences below and add in the missing <b>pronouns</b>. Will they be <b>personal</b> or <b>possessive</b> pronouns? Will more than one option fit? Can you match the <b>personal</b> pronoun to the corresponding <b>possessive</b> pronoun? Is the pronoun underlined in this sentence a <b>personal</b> pronoun or a <b>possessive</b> pronoun?</p>
<p><b>Activities</b></p>	<p>The children will revise the success criteria and then read two different modelled newspaper reports. They will assess these two reports using the success criteria and feedback positives and negatives.</p> <p>They will also look at how the formal language helps the report to be more effective and keeps to the correct journalistic style. They will create a word bank of useful vocabulary for their report.</p> <p>They will also consider the Headline and how it tells what happened in just a few words.</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</p>	<p>Children to complete a HOT TASK (writing task) to show how much they know and understand about the necessary features of journalistic writing.</p> <p>The children will write their own independent newspaper article of The Grinch and how Christmas was stolen.</p>	<p>The children are to use their knowledge of spelling rules and the reading strategies taught in Grammar Sessions to solve word and grammar puzzles.</p> <p>Can they follow the rules of the puzzle to complete it accurately? Can they use an efficient strategy to find them? e.g. skimming and scanning.</p>	<p>After revising the definitions of relative and possessive pronouns, the children will complete several independent takes - using white boards to demonstrate their understanding and using the 'show me' method as well as sharing outcomes with the class.</p> <p>The activities will include identifying the type of pronoun used in a sentence.</p> <p>Choosing the most appropriate pronoun for a given sentence.</p>

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<p>They will have a go at discussing possible headlines for their HOT TASK.</p> <p>They will also be given their COLD TASK feedback today.</p> <p>The children will then work in pairs to draft a full newspaper version of The Grinch report.</p> <p>They can 'pool' their draft lead paragraphs and quotes from previous lessons to create this full draft.</p> <p>They will share these at the end of the lesson and assess its effectiveness using the success criteria.</p>	<p>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>Using a provided picture as a stimulus, the children will be challenged to write a sentence using a suitable pronoun about the subject matter of the picture.</p> <p>They will conclude with deciding if the underlined pronoun in the sentence is a possessive pronoun or a personal pronoun.</p> <div data-bbox="1823 539 2175 799" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>What Are Personal and Possessive Pronouns?</b></p> <p>Personal pronouns represent people, places and things, such as:</p> <p><u>She</u> gave <u>him</u> a piano lesson.</p> <p>I had lots of fun with <u>you</u> today.</p> <p>Possessive pronouns show ownership and replace possessive noun phrases, such as:</p> <p>The guitar is <u>hers</u>.</p> <p>"The parking space is <u>ours</u>!" screamed Gina.</p> </div>
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<p><b>Class Text – Reading Aloud</b> 10-15 mins each day</p>	<p><b>Opal</b> TEXT - Wonder Author - R J Palacio</p> 	<p><b>Ruby</b> TEXT - Wonder Author - R J Palacio</p> 	<p><b>Jet</b> TEXT - Wonder Author - R J Palacio</p> 	<p><b>Coral</b> TEXT - Wonder Author - R J Palacio</p> 
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to read and plot points in four quadrants.</u>	<u>LI: We are learning to solve problems with coordinates.</u>	<u>LI: We are learning to translate points and shapes on a coordinate grid.</u>	<u>LI: We are learning to reflect across all four quadrants.</u>	<u>LI: We are learning to consolidate our learning from the Position and Direction topic.</u>

<b>Key vocabulary and key questions</b>	<p><b><u>Key vocabulary:</u></b>                      quadrant                      x axis                      y axis                      coordinates                      first quadrant                      second quadrant                      third quadrant                      fourth quadrant                      positive                      negative                      intercept</p> <p><b><u>Key questions:</u></b>                      Which axis do you look at first when finding the coordinates of a point?                      What are the coordinates of the point?                      What are the coordinates of the vertices of the shape?                      Where does the point go on the grid?                      How do you know if the x-value/y-value is positive or negative?</p>	<p><b><u>Key vocabulary:</u></b>                      4 quadrants                      x axis                      y axis                      coordinates                      positive                      negative                      intercept                      horizontal                      vertical</p> <p><b><u>Key questions:</u></b>                      Which axis do you look at first when finding the coordinates of a point?                      What do you know about the coordinates of all points on the x-axis/y-axis?                      If you know the coordinates of a point, what do you know about the coordinates of a point that lies on the vertical/horizontal line that passes through the point?                      How can you use the coordinates of these two vertices to work out the</p>	<p><b><u>Key vocabulary:</u></b>                      translation                      shape                      vertex/vertices                      4 quadrants                      x axis                      y axis                      coordinates                      positive                      negative                      horizontal                      vertical</p> <p><b><u>Key questions:</u></b>                      What does "translation" mean?                      How can you translate a point?                      What will the shape look like when it has been translated?                      Which point on the shape will you translate first?                      Will each vertex on a shape be translated in the same way?                      How can you describe the translation?</p>	<p><b><u>Key vocabulary:</u></b>                      reflection                      shape                      vertex/vertices                      4 quadrants                      x axis                      y axis                      coordinates                      positive                      negative                      horizontal                      vertical</p> <p><b><u>Key questions:</u></b>                      How is reflecting similar to translating? How is it different?                      How does reflecting one vertex at a time make it easier to reflect the whole shape?                      How far away is the vertex from the mirror line? How far away does the corresponding vertex need to be from the mirror line?</p>	<p><b><u>Key vocabulary:</u></b>                      shape                      vertex/vertices                      4 quadrants                      translation                      reflection                      x axis                      y axis                      coordinates                      positive                      negative                      intercept                      horizontal                      vertical</p> <p><b><u>Key questions:</u></b>                      What is the difference between a coordinate and a direction?                      What are the coordinates for point A (3, 4) on a grid?                      How does a reflection affect the position of an object on a coordinate grid?                      Which is the most efficient way to move a point from (1, 2) to (4, 5): moving right first, then up, or moving up first, then right? Why?</p>
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	<p>What do you notice about the coordinates in the first/second/third/fourth quadrant?</p>	<p>coordinates of the other vertices?</p>		<p>How can you check if the reflected shape looks like it is in the correct place? Does the reflection of a shape always, sometimes or never face the same way as the original shape?</p>	<p>What happens to the position of an object if you move it 3 units to the right and 2 units up?</p>
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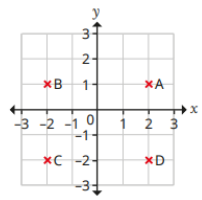
# Weekly Overview of Learning

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## Activities

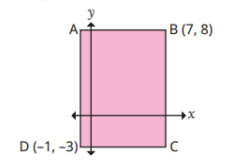
In this small step, children will learn about the coordinate grid, including all four quadrants. Children will be shown how the x- and y-axes can both be extended through zero into negative numbers. Children plot points in each of the “new” quadrants in turn. Children should recognise the pattern of positive and negative coordinates that belong in each quadrant. When children are comfortable with points in each of the quadrants, they move on to drawing shapes in the coordinate grid, using all of the quadrants. Finally, they determine which quadrant a point with given coordinates is in, without the use of a grid to support them.

What are the coordinates of the four points?



Children use their knowledge of coordinates in four quadrants to solve problems. Children need to be secure in reading and plotting coordinates in all four quadrants. They consider horizontal and vertical lines that go through a known coordinate, using the fact that if they know the x-coordinate of a point on a vertical line, then every point on that line will have the same x-coordinate. Similarly, every point on a horizontal line will have the same y-coordinate. Children then use this information to help find missing coordinates on shapes, both on grids with gridlines and on those without.

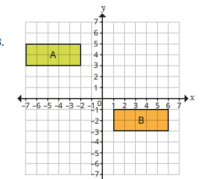
ABCD is a rectangle.



Work out the coordinates of A and C.

In this small step, children will move on to translating points and shapes on a coordinate grid. We will recap that translating points means to move them. Once children have recapped translating single points on a grid, they explore translating shapes, applying the same translation to each vertex of the shape. They should see that the shape looks identical after being translated, but is in a different position on the coordinate grid. Give children opportunities to describe translations as well as perform them. Encourage children to explore the effect of translations on the coordinates.

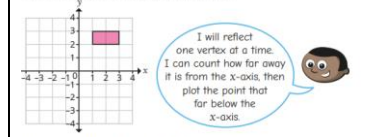
Describe the translation from shape A to shape B.



What do you notice about shapes A and B?

In this small step, children will revisit learning to include reflections across all four quadrants. It can be useful to use mirrors to explore reflection and to see that a reflected image looks identical to the original image, but faces the opposite direction. Start with reflecting points and shapes on a coordinate grid in the x- or y-axis. Children should count how far away each vertex is from the axis and use this to work out the coordinates of each vertex in the reflected shape. They could then be stretched to reflect shapes in lines that are parallel to each axis. This should be done both with gridlines and without, giving children the opportunity to work out reflections both by counting squares and by calculation.

Mo is reflecting this rectangle in the x-axis.



Use Mo's method to complete the reflection. What are the coordinates of each vertex of the reflected rectangle? What do you notice?

In this lesson, children will be revising the Position and Direction topic. After, children will complete the Position and Direction End of Block Assessment. As a class, children will mark their test to identify and understand any mistakes.

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## Unit: Shadows

### Lesson 6 CONTINUATION

**LI: We are learning to create ideas for a response to music.**

**LI: We are learning to evaluate others' performances and offer feedback.**

**Key Vocabulary:** music, reponse, evaluate, performance, feedback

**Key Question:** How can I provide effective feedback about others' performances?

In this lesson children will:

- Develop ideas for a creative response to music.
- Listen to and appraise others' performances.
- Perform in front of an audience.

**Warm-up: What do I know?**

- Begin to learn What do I know? by Ed Sheeran.
- Learn the chorus "We could change this whole world with a piano...."
- Play the whole song and sing in the choruses while you listen to the verses.
- Can someone sing a solo verse?
- Practise the song at home after the lesson.

Art – Kapow

## Unit: Judaism

### Lesson 7

**LI: We are learning to reflect on Jewish beliefs and practices and how they guide followers in their daily lives.**

**LI: We are learning to explore how Jewish people show care and to reflect on the times when I have shown kindness.**

**Key vocabulary:** Judaism, community, family, synagogue, faith,, dilemmas, care, kindness, guide, beliefs, practices

**Key question:** What can help Jewish people in their daily life and help them make decisions?

This week, the children will recall what they have previously learnt on how Jewish beliefs and practices can help them in their daily life and to make decisions.

**What can guide Jewish people in their daily life?**

**Why is the Shema Important?**  
The Shema prayer is important for lots of reasons:  
It reminds Jewish people that:

There is only one God.	God loves everybody and they should love Him.	Everybody should follow God's rules.	Children should be taught the Torah.
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They will then discuss how Jewish people show they care through Tikkun. In Jewish teachings, any activity that improves the world, brings it closer to the harmonious state for which it was created. The children will discuss how they show kindness and how Jewish people show kindness.

PSHE - Jigsaw

## Unit: OAA - Lesson 7 CONTINUATION

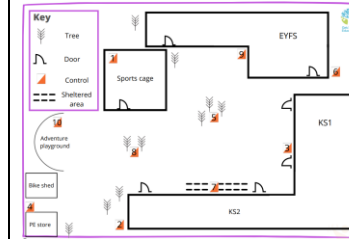
**LI: We are learning to identify key objects and locations.**

**Key Vocabulary:** team, collaborate, solve, problems, listen

**Key Question:** How can you solve problems as a team?

In this lesson children should be able to:

- Listen carefully to the rules
- Work as a team, sharing ideas and supporting each other



## Unit: Badminton - Lesson 7 CONTINUATION

**LI: We are learning to apply rules, skills and principles to play against an opponent.**

**Key vocabulary:** badminton, rules, skills, principles, opponent

**Key Question:** What are the rules, skills and principles when playing badminton?

In this lesson children should be able to:

- Discuss and agree each point before continuing play
- Shake your opponents hands at the end of each game
- Work together to cover space on your side of the court

1. Place your racket on the blue spot.  
• One child in the middle and one at a corner. Passes in the middle up the shuttlecock to the other side then up to the middle to complete the loop.  
• On the blue dot, hit the shuttlecock high and partner runs to the middle to complete the loop.  
• Repeat down to one.  
**That's great!**
2. Repeat activity one but this time on the backcourt. Pair facing down.  
• Can you get from 5 down to 2?  
**Well it up, it's my father!**
3. Repeat the activity but this time alternating loop up between forward and backcourt. Pair facing up then pair facing down.  
• Can you get from 5 down to 2?  
**Try your hands over after each ball!**

Spanish - Language Angels

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**Topic: Painting and mixed media**

**Lesson 5: Lubaina Himid**

LI: We are learning to understand how art can tell stories or portray messages.

**Key Vocabulary:** analyse, composition, compose, convey, message, thought-provoking

**Key Question:**

In this lesson, children will continue to explore Lubaina Himid’s painting Five through observation, discussion and creative expression.

In small groups, children will continue to identify an issue they care about and create thumbnail sketches to express their ideas using objects and symbols. They will develop one idea into a full-page composition, with the option to add colour. The lesson will conclude with sharing and reflecting on their artwork, emphasising art as a tool for communication.

**Celebrating Differences - continuation**

LI: We are learning to give examples of people with disabilities who lead amazing lives.

LI: We are learning to appreciate people for who they are.

**Key Vocabulary:** Para Olympian, Achievement, Accolade, Disability, Sport, Perseverance, Admiration, Stamina

**Key Question:**

Why do you think it is important for people with disabilities to see the achievements of Paralympians being shared with everyone?

In this lesson, children will explore the importance of laws that protect individuals from discrimination in the UK, focusing on people with different characteristics, including disabilities. The class will be introduced to Hannah Russell, a visually impaired athlete who has been swimming since she was four years old. Children will learn about Paralympic athletes and their inspiring achievements through pictures, videos, and discussions.

The children will guess the names of various Paralympians and the sports they compete in, discussing their attitudes towards these athletes and their incredible accomplishments. A video of a Paralympian receiving a medal on the podium will be shown, and the class will have the opportunity to reflect on the athletes' success and determination. Children will describe a Paralympian they find inspiring using three words. They will also research a Paralympic athlete and create an "Admiration Accolade" (a personalised award), complete with a presentation speech celebrating the athlete's achievements.

**Unit: Healthy Lifestyle CONTINUATION**

**Lesson 3**

LI: We are learning to consolidate all new words for healthy and unhealthy foods and drinks and use them with words for I drink and I eat.












**Key Vocabulary:** food, drink, healthy, unhealthy

**Key Questions:** How do you say 'I drink' and 'I eat' in Spanish?

In the lesson pupils will consolidate their learning of the new vocabulary including to eat and to drink using PowerPoint activities . They will also have the opportunity to look at the grammar rule for “the/some” in Spanish, allowing them a taste of the rules and concepts involved in the language.

Nombre:

Instructions: Write in the correct sentence using 'como...' or 'bebo...' or 'no como...' or 'no bebo...' for each item.

 ✓	<input type="text"/>	 ✓	<input type="text"/>
 ✗	<input type="text"/>	 ✓	<input type="text"/>
 ✓	<input type="text"/>	 ✓	<input type="text"/>
 ✓	<input type="text"/>	 ✗	<input type="text"/>
 ✗	<input type="text"/>	 ✗	<input type="text"/>
 ✗	<input type="text"/>	 ✓	<input type="text"/>

Bebo...    Como...    No como...    No bebo...    chocolate    pescado  
 pan integral    nueces    patatas fritas    leche entera    leche desnatada    fruta  
 pollo    agua    galletas    bebidas con gas



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## Unit: Evolution and Inheritance

### Unit: Britain at War

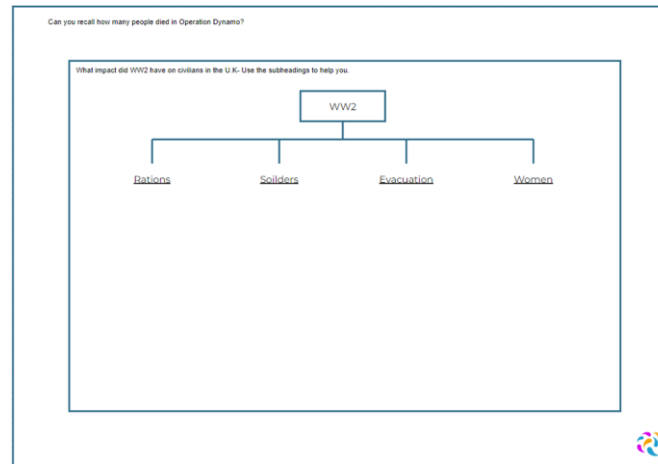
LI: We are learning to explore the impact of the Second World War on British civilians. CONTINUATION

Key Vocabulary: WW2, trench foot, evacuee, debris, rations, loss, impact, cause, effect

Key questions: What was the impact of WW2 on Britain?

This week the children will explore memoirs that were written by civilians that witnessed the impact of the War.

The children will also be able to apply knowledge from previous lessons when looking at rations, the impact on families, relationships and sickness such as trench food.



### Unit: Creating media – How does it look?

LI: We are learning to recognise the need to preview pages.

Key vocabulary: Web page, home page, preview, evaluate, device, Google Sites

Key Question: How can I add content to my own web page? How can I preview what my web page looks like? What does my web page look like on different devices and how should I suggest/make edits?

Today learners will continue to revise how to create their own web page in Google Sites. Using their plan from previous lessons, learners will create their own web page/home page. They will preview their web page as it will appear on different devices and suggest or make edits to improve the user experience on each device.




Homework

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

Reading and spelling.		Maths	Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in								
<p><b>Reading</b></p> <p>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.</p> <p>Your teacher will check, mark and sign your work once a week.</p> <p>Try and login to Bug Club and Reading Eggs.</p> <div style="display: flex; align-items: center;">   </div>	<p><b>Spellings</b></p> <p>Please make sure your child's spelling book is in their book bag on these days as this is their spelling test day.</p> <p>Remember to write your spelling sentences in your purple reading task book.</p> <p>Spellings will start next week. Tests will be on every Friday. New spellings will be given out on Fridays.</p> <p><b>Spelling and dictation</b> – Remember to try and use these words in sentences to show that you understand their meanings.</p> <p>Group 1 and 2</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">recognise</td> <td style="padding: 5px;">rhyme</td> </tr> <tr> <td style="padding: 5px;">recommend</td> <td style="padding: 5px;">rhythm</td> </tr> <tr> <td style="padding: 5px;">relevant</td> <td style="padding: 5px;">sacrifice</td> </tr> <tr> <td style="padding: 5px;">restaurant</td> <td style="padding: 5px;">secretary</td> </tr> </table>	recognise	rhyme	recommend	rhythm	relevant	sacrifice	restaurant	secretary	<div style="text-align: center;">  </div> <p><b>Doodle Maths</b> – Log on to your account at least three times this week.</p> <p>We will be checking to see who has accessed their account the most!!</p> <p>Work to reach your target – are you in the <u>green</u> zone yet?</p> <p><u>Times Tables Rockstars</u>:</p> <p>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!</p>	<p><b>All year groups</b></p> <p>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.</p> <p>Please remember to write your child's name on all school clothes and resources so if they get lost we can return them.</p> <p>Please remember to bring book bags in everyday!</p> <p><b>Forthcoming Trips/events for this term;</b></p> <p><b>PE days</b>  <b>Jet &amp; Ruby - Tuesday and Friday</b>  <b>Coral &amp; Opal - Thursday and Friday</b></p> <p>Wednesday 18th December - Christmas Party                  Children to bring in a drink and a snack to school.</p>
recognise	rhyme										
recommend	rhythm										
relevant	sacrifice										
restaurant	secretary										

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	Group 1 only			
	you're	would've		
	they're	should've		
	you've	we're		
	they'll	shan't		
	Group 1 and 2 (bonus Topic Words)			
	inheritance	genes		
	acquired	characteristic		