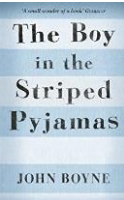


# Weekly Overview of Learning

Year Group: Year 6 Week beginning: 16/9/24

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

English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>LI: We are learning to identify areas for improvement in our writing from given feedback.</u></p> <p><u>LI: We are learning to apply areas for improvement into our 2nd draft.</u></p>	<p><u>LI: We are learning to explore the language features of a text - identifying expanded noun phrases and prepositions.</u></p> <p><u>LI: We are learning to use an author's technique to describe an environment from the text.</u></p>	<p><u>LI: We are learning to explore the language features of a text - identifying expanded noun phrases and prepositions.</u></p> <p><u>LI: We are learning to use an author's technique to describe an environment from the text.</u></p>	<p><u>LI: We are learning to apply our new knowledge of effective setting descriptions to complete a Hot Task final version of our writing.</u></p> <p><u>LI: We are learning to assess our final draft of our setting descriptions and reflect on what I did well and what I still need to improve.</u></p>	<p>Spelling Test GRAMMAR FOCUS</p> <p><u>LI: We are learning to use adverbs of time, manner and place to add detail.</u></p> <p><u>LI: We are learning to learn the different types of adverbs which can describe: action, time and where something happens.</u></p>
<p>Speaking and Listening Focus</p>	<p>COLD TASK FEEDBACK</p>	<p>Think Pair Share - children to look at example phrases from the text and try and identify expanded noun phrases and prepositional phrases.</p> <p>One technique that I have used is... I think this prepositional phrase is appropriate because... Another example of an expanded noun phrase could be...</p>	<p>Cold calling Children can read examples of their shared descriptions from yesterday and look at upleveling or 'magpie' ideas from hearing other examples to improve their versions.</p> <p>One expanded noun phrase that I have identified is... A technique that the author has used is... Having analysed the text...</p>	<p>Cold Calling The children will share the success criteria - remembering themselves what should be included in their HOT TASKS to achieve the learning intention: third person, past tense, topic paragraphs, cohesion, prepositional phrases, expanded noun phrases etc...</p> <p>To write an effective setting description, I can use... Reflecting on feedback, I can uplevel my work by... I can improve my work by...</p>	<p>Cold Calling</p> <p>White board - quick tasks and 'show me' activities.</p> <p>The type of adverbs are... Using this new knowledge, I can use this to improve my writing by... I can add detail by adding in...</p>

# Weekly Overview of Learning

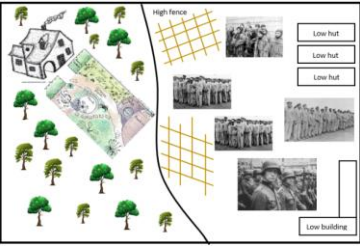
Year Group: Year 6    Week beginning: 16/9/24



<p><b>Key vocabulary and Key Bloom's higher order thinking questions</b></p>	<p><b>Key Vocabulary:</b> preposition, prepositional phrases, expanded noun phrases. examples of prepositions (word/phrase bank)</p> <p><b>Key Questions:</b> What can you improve from your cold task based on the feedback?</p> <p>Which paragraph are you choosing to uplevel and why?</p> <p>What parts of the feedback are relevant to your Cold Task and what targets are you going to set for the Hot Task?</p>	<p><b>Key Vocabulary:</b> preposition, prepositional phrases, expanded noun phrases.</p> <p><b>Key Questions:</b> After looking at the example phrases from the text, discuss 'How does the author make the description so clear for the reader?'</p> <p>What do you notice about what you have just read?</p> <p>How does the author make the description more vivid?</p>	<p><b>Key Vocabulary:</b> preposition, prepositional phrases, expanded noun phrases. examples of prepositions (word/phrase bank)</p> <p><b>Key Questions:</b> Have you used a range of different prepositions?</p> <p>Have you used high level descriptions and expanded noun phrases?</p> <p>Identify the prepositional phrases, expanded noun phrases in your examples.</p>	<p><b>Key Vocabulary:</b> preposition, prepositional phrases, expanded noun phrases. examples of prepositions (word/phrase bank)</p> <p><b>Key Questions:</b> What do you need to remember from your feedback and drafts to improve your setting descriptions?</p>	<p><b>Key Vocabulary:</b> Adverbs for describing actions:</p> <table border="1" data-bbox="1809 252 2181 392"> <tr> <td>crazily</td> <td>energetically</td> </tr> <tr> <td>gracefully</td> <td>skilfully</td> </tr> <tr> <td>madly</td> <td>joyously</td> </tr> </table> <p>Adverbs for describing time:</p> <table border="1" data-bbox="1809 432 2181 619"> <tr> <td>always</td> <td>yesterday</td> <td>weekly</td> <td>constantly</td> </tr> <tr> <td>just</td> <td>occasionally</td> <td>usually</td> <td>seldomly</td> </tr> <tr> <td>rarely</td> <td>frequently</td> <td>hourly</td> <td>regularly</td> </tr> <tr> <td>eventually</td> <td>soon</td> <td>daily</td> <td>before</td> </tr> </table> <p>Adverbs for describing where:</p> <table border="1" data-bbox="1809 659 2074 906"> <tr> <td>nearby</td> <td>anywhere</td> </tr> <tr> <td>away</td> <td>elsewhere</td> </tr> <tr> <td>towards</td> <td>about</td> </tr> <tr> <td>above</td> <td>upstairs</td> </tr> </table> <p><b>Key Questions:</b> What could be a suitable adverb to complete the sentence to <b>describe</b> how the artist was painting?</p> <p>What adverb can you think of for this sentence which tells us <b>when</b> something happened and sometimes the duration of the action?</p> <p>Which adverb can go in this sentence which adds detail by telling us <b>where</b> something happened?</p>	crazily	energetically	gracefully	skilfully	madly	joyously	always	yesterday	weekly	constantly	just	occasionally	usually	seldomly	rarely	frequently	hourly	regularly	eventually	soon	daily	before	nearby	anywhere	away	elsewhere	towards	about	above	upstairs
crazily	energetically																																		
gracefully	skilfully																																		
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just	occasionally	usually	seldomly																																
rarely	frequently	hourly	regularly																																
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away	elsewhere																																		
towards	about																																		
above	upstairs																																		

# Weekly Overview of Learning





Year Group: Year 6    Week beginning: 16/9/24

<p><b>Activities</b></p>	<p>After receiving the teacher feedback for their Cold Tasks the children will select a paragraph from their writing to uplevel - applying the suggested improvements.</p> <p>The children will then start planning their redraft of the setting description.</p> <p>The teacher will break the writing up into the desired structure of paragraphs - showing how the flow of the description follows a logical order. Cohesion will also be emphasised.</p> <p>The use of modelled examples for reference will be used to allow children to see what is expected.</p>	<p>Children re-read pages 31 and 32 to appreciate how clear the description is. By looking at the author’s language choice and technique. of using prepositional phrases and expanded noun phrases.</p> <p>The children will then be given an A3 sheet showing a map of the area described in the text with the different features clearly laid out.</p> <p>They will start to annotate their map with examples of description which need to include prepositional phrases and expanded noun phrases for each part.</p> 	<p>The children will then start planning their redraft of the setting description.</p> <p>The teacher will break the writing up into the desired structure of paragraphs - showing how the flow of the description follows a logical order. Cohesion will also be emphasised.</p> <p>The use of modelled examples for reference will be used to allow children to see what is expected.</p> <p>The children will use their map with the added vocabulary to start planning their descriptive writing of the garden, fence and the area beyond the fence.</p> <p>The children will share write their opening paragraph which initially describes what Gretel and Bruno can see immediately out of the bedroom window (e.g. the flower/garden)</p> <p>They will then share these and read aloud.</p> <p>They can then think how to improve their paragraph.</p>	<p>The children will work independently and write their final draft of their setting description as a <b>Hot Task</b> assessed piece of writing.</p> <p>They will then complete the feedback sheet - marking off the various grammar and writing features for their writing and assessing whether they have achieved WT, ARE, ARE+ or GD.</p>	<p>The children will revise and extend previous learning to understand that adverbs describe verbs and they are made from adjectives - which mainly add ‘ly’ on the end.</p> <p>They will start by looking at how Adverbs describe how the action is performed.</p> <p>After watching a video clip of an artist they will need to think of some adverbs that can describe how this artist is painting.</p> <p>They will then look at examples of Adverbs that describe when something happens and practise writing and completing sentences.</p> <p>They will conclude by considering Adverbs that describe where something happens.</p>
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# Weekly Overview of Learning

Year Group: Year 6

Week beginning: 16/9/24

<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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# Weekly Overview of Learning

Year Group: Year 6 Week beginning: 16/9/24

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to compare and order integers up to 10,000,000.</u>	<u>LI: We are learning to round any number up to 1,000,000 to any power of 10 up to 1,000,000.</u>	<u>LI: We are learning to understand negative numbers in real-life contexts.</u>	<u>LI: We are learning to consolidate our learning in the Place Value topic assessment.</u>	<u>LI: We are learning to add and subtract integers with any number of digits.</u>

<b>Key vocabulary and key questions</b>	<p><b><u>Key Vocabulary:</u></b> less than greater than equal to value smallest largest</p> <p><b><u>Key Questions:</u></b> What is the value of each digit in the number? Which digit in each number has the greatest value? What is the value of these digits? When comparing two numbers with the same number of digits, what do you look at first? What is the difference between ascending and descending order? What is different about comparing numbers with the same number of digits and</p>	<p><b><u>Key Vocabulary:</u></b> rounding nearest ten/hundred/thousand/ten thousand/ hundred thousand/million rounding up rounding down multiple</p> <p><b><u>Key Questions:</u></b> Which multiples of 1,000,000 does the number lie between? How can you represent the rounding of this number on a number line? Which division on the number line is the number closer to? What is the number rounded to the nearest million? Which place value column should you look at to round the number to the nearest</p>	<p><b><u>Key Vocabulary:</u></b> negative positive beyond zero intervals real life context temperature</p> <p><b><u>Key Questions:</u></b> What is the same and what is different about the numbers 2 and -2 (negative two)? How far is -5 from zero? How far is -5 from 1? Which is the greater temperature, -1 degrees or -2 degrees? How do you find the difference between two negative numbers? How do you find the difference between a positive number and a negative number?</p>	<p><b><u>Key vocabulary:</u></b> place value digit value order largest smallest compare less than greater than rounding negative positive</p> <p><b><u>Key Questions:</u></b> What is the question asking me? What operation do I need to do? What calculation do I need to work out? How many steps do I need to take to work out this question?</p>	<p><b><u>Key Vocabulary:</u></b> add subtract integers digits place value exchange column method</p> <p><b><u>Key Questions:</u></b> What is the greatest digit you can have in a place value column? How do you exchange when adding? How do you exchange when subtracting? Which columns are affected by the exchange? How do you know whether to add or subtract the numbers? How can you check your answer to the calculation?</p>
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# Weekly Overview of Learning

Year Group: Year 6 Week beginning: 16/9/24



	comparing numbers with different numbers of digits?	ten/hundred/thousand/ten thousand/ hundred thousand/million?	What is the same and what is different about counting forwards/backwards along a number line beyond zero?	What formal method can I use to answer the question? What informal method can I use to check the answer?	
<b>Activities</b>	Children will compare numbers with the same number of digits, and with different numbers of digits, using their knowledge of place value columns. They will present numbers in a variety of forms and use these different representations to aid their understanding when comparing and ordering. Children will use the inequality symbols and precise mathematical language such as “greater than” and “less than”.	Children will learn to round to the nearest million. Children need to be confident with identifying the previous and next multiples of the appropriate power of 10 of the number, and finding the midpoints of those multiples. Number lines will be used to support children to identify which multiple the number is closer to.	The focus of this small step is using negative numbers in real-life contexts while reinforcing children’s understanding of the number line extending beyond zero. Both horizontal and vertical number lines will be used, with the vertical line linking to reading temperatures on a thermometer. Children learn to find the difference between numbers, including calculating intervals across zero.	In this lesson, children will revise all the steps of learning in this topic before completing an end of block assessment. This will be a range of fluency questions and reasoning questions covering all the learning from the topic.  After completing, as a class we will go through every question, understanding how to get the answer and discuss any misconceptions or mistakes children have made.	Children will extend their learning of how to add and subtract integers with any number of digits. Children will use the formal column and practise mental strategies with both large and small numbers. Children will solve multi-step problems, choosing which operations and methods to use based on the context of the problem and the types of numbers involved. The use of concrete manipulatives will support children’s understanding, especially where exchanges are required.

Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
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# Weekly Overview of Learning

Year Group: Year 6    Week beginning: 16/9/24

## Unit: 'Hey, Mr Miller'.

### Lesson 2

L.I. We are learning to explore the genre of swing music.

**Key Vocabulary:** swing, chromatic, rhythm, culture, social, history

**Key Question:** What are the key features of swing music and how do they make this genre unique and exciting to listen to?

In this lesson, children will:

- Rehearse the tune of Sections 1 and 2 of Hey, Mr Miller.
- Learn Section 3 and introduce the term 'chromatic'.
- Learn about the cultural, social, and historical context of swing music.
- Embody the rhythms of swing music by dancing to audio examples.

L.I: We are learning to understand how Buddhists live their lives according to the eight-fold path.

L.I: We are learning to identify which areas of the eight-fold path are applicable to how I live my own life.

### **Key vocabulary:**

Buddhism, Buddhists, Buddha, eight-fold path, right understanding, right intent, right speech, right action, right likelihood, right effort, right mindfulness, right concentration

### **Key question:**

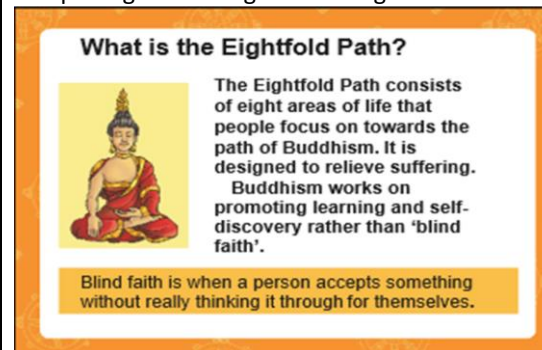
Can you recall the eight paths set out by the Buddha?

Why are the eight-fold paths important? How do they help Buddhists?

Can you summarise each path? What examples can you give for each path?

Which areas of the path are applicable to your own life? Can you explain how with examples?

In R.E this week we will explore the eightfold path in detail, looking at how the rights are different and how they can be applied to your life. This will be knowledge that the children have learnt previously in Year 5. They will work as a class to recall, discuss and give examples for each path. For example, giving to charity or completing something with the right intention.



**What is the Eightfold Path?**

The Eightfold Path consists of eight areas of life that people focus on towards the path of Buddhism. It is designed to relieve suffering. Buddhism works on promoting learning and self-discovery rather than 'blind faith'.

Blind faith is when a person accepts something without really thinking it through for themselves.

## Unit: Hockey Lesson 3

L.I. We are learning to select the appropriate skill, choosing when to pass and when to dribble.

**Key Vocabulary:** pass, dribble, possession, defenders, sending, receiving, intercept, tackle

**Key Question:** Which skill is appropriate when passing and when dribbling?

In this lesson, you should be able to:

- Change direction using dribbling.
- Step forward as you pass to give you more power.



## Unit: Netball Lesson 3

L.I. We are learning to move into and create space to support a teammate.

**Key vocabulary:** ball carrier, attacker, diagonal sprint, side step, intercept

**Key Question:** What are effective ways to create space to support a teammate?

In this lesson, you should be able to:

- Keep moving into space. All movement is helpful, even if you don't receive the ball.
- Move into space showing an awareness of your teammates and the defenders.



# Weekly Overview of Learning

Year Group: Year 6 Week beginning: 16/9/24

Art – Kapow	PSHE - Jigsaw
<p><b>Unit: Drawing – Making my voice heard</b>  <b>LI: We are learning to apply understanding of the drawing technique chiaroscuro. (Lesson 3)</b></p> <p><b>Key Vocabulary:</b> chiaroscuro, dark, effect, form, light, shading, technique, tone</p> <p><b>Key Questions:</b> How can the use of light and shadow in chiaroscuro enhance the depth, mood and realism in a drawing?</p> <p>In this lesson, children will explore the concept of chiaroscuro, an artistic technique that focuses on the contrast between light and dark. The classroom will be darkened, and an object will be lit from one side to help children observe shadows and highlights. They will discuss how to represent what they see in their drawings. Children will be introduced to chiaroscuro through a presentation and examples, which they will document in their sketchbooks with a brief explanation.</p> <p>Afterwards, they will participate in a hands-on activity using masking tape and charcoal to create a word from the Maya calendar. They will learn to highlight the word using light and shadow techniques, mimicking the three-dimensional effects of chiaroscuro. Throughout the activity, students will practise controlling the charcoal, cleaning areas, and refining their work to create depth and dimension.</p>	<p><b>Unit: Being me in my World</b>  <b>LI: We are learning to know that there are universal rights for all children but for many children these rights are not met.</b>  <b>LI: We are learning to understand my own wants and needs and can compare these with children in different communities</b></p> <p><b>Key Vocabulary:</b> Choice, Ghana, West Africa, Cocoa plantation, Cocoa pods, Rights, Community, Education</p> <p><b>Key Questions:</b> What are the universal rights for children? What are the similarities and differences between children in the UK and children in Ghana?</p> <p>In this lesson, children work individually, writing their answers to these questions, one being 'What is your favourite chocolate bar?' Children will then discuss how much chocolate bars cost, how often they eat them, how they would feel if they were not allowed to eat them any more after today and if they know how they are made.</p> <p>After, children will be shown a picture of Ghana on the map and children will locate where Africa is on a map or globe. They will learn that a country called Ghana grows a lot of the cocoa beans (from which chocolate is made) which they export to make the world's chocolate products and will see a series of photographs. The children will then be asked how they feel about chocolate now.</p>

Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Teach Computing
<p><b>Unit: Light</b>  <b>Lesson 2</b></p> <p><b>LI: We are learning to explain how light is reflected off a rough or smooth surface.</b>  <b>LI: We are learning to calculate the path of reflected light by applying the rule: angle of incidence equals the angle of reflection.</b></p> <p><b>Key vocabulary:</b></p>	<p><b>Unit: Britain at War</b>  <b>LI: We are learning to explore why men volunteered to fight in the war.</b>  <b>LI: We are learning to explore persuasive techniques that were used to recruit in the war.</b></p> <p><b>Key Vocabulary:</b>  volunteer, war, recruit, persuasive techniques, propaganda, strategies, recruiting offices, army, influential figures,</p>	<p><b>Unit: Communication and Collaboration</b>  <b>LI: We are learning to recognise how data is transferred across the internet.</b></p> <p><b>Key vocabulary:</b> data, transfer, networks, data pack, packet, header, data payload</p> <p><b>Key Question:</b> What are the main parts of a data packet? How is data transferred over networks?</p>



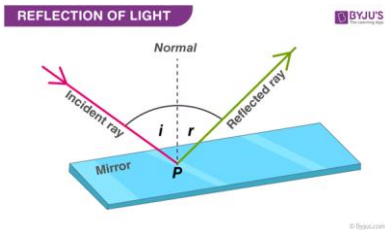
# Weekly Overview of Learning

Year Group: Year 6    Week beginning: 16/9/24

Angle of incidence, angle of reflection, refraction, medium, density, focal point,

### Key questions:

Why do smooth and rough objects reflect light differently?  
What will happen if...?  
How does a periscope work?



The children will learn that when we measure the angle of reflected light, we measure it from the 90 degree (perpendicular) Normal Line.

This angle is called the **Angle of Incidence**.

The reflected ray of light starts at the **point of incidence** and that light ray is called the Reflected Ray.

Its angle is called the Angle of Reflection.

Notice that the Angle of Incidence is equal to the **Angle of Reflection**.

They will then use this knowledge to predict the pathway of light using a series of mirrors at different angles and calculating the reflected angles of reflection.

appeals

### Key questions:

What does the term recruit mean?  
Why did many men have to be recruited for the war?  
How did people recruit men to take part in the war?  
What strategies were used? What did the propaganda look like? Who helped influence men to take part in the war?  
Why were recruiting officers important?

This week we will be exploring why so many men volunteered to take part in the war. We will explore the persuasive techniques and propaganda that was used. The British government used many different strategies to recruit volunteers.

- Recruiting offices were set up all over Britain, where men could sign up to join the army.
- Every eligible man was sent a letter asking him to enlist.
- 54 million posters were printed to encourage men to join the army.
- Meetings were held in every town and village, with politicians, priests, and other influential local figures encouraging men to join.
- Speeches were made by members of the army to groups of young men.
- Appeals were published in newspapers.

After exploring some of the examples mentioned above the children will create their own persuasive strategies

Today, children are introduced to the concept of packets. They complete an activity based on transferring an image across the internet, to see that as well as messages (text), other types of data (images, video, and audio) are also transferred over the internet. They gain an understanding of the key parts of a packet: the header and the data payload.

# Weekly Overview of Learning

Year Group: Year 6    Week beginning: 16/9/24



## Homework

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

#### 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.

#### Spellings

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

Group 1 and 2

accommodate	aggressive
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**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

#### **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

# Weekly Overview of Learning

Year Group: Year 6    Week beginning: 16/9/24

Try and login to Bug Club and Reading Eggs.



accompany	amateur
according	ancient
achieve	apparent

Group 1 only

advice	licence
advise	license
device	practice
devise	practise

Group 1 and 2 (bonus Topic Words)

munitions	imperialism
nationalism	militarism

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!

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**