

Weekly Overview of Learning

Year Group: 6 Week beginning: 17.06.23

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

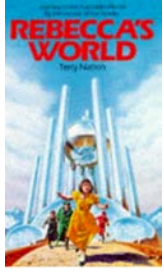
English	Monday	Tuesday	Wednesday	Thursday	Friday
Reading and Writing	<p>LI: To plan our article about the about the bombing of Nagasaki</p>	<p>LI: To write our news report about the Nagasaki bombing</p>	<p>LI: To edit our news report about the Nagasaki bombing.</p>	<p>LI: To explore chapter 9 of our class text.</p>	<p>SPORTS DAY</p>
Speaking and Listening Focus	<p>THINK PAIR SHARE What are the features of a news report? What headline would appear on an American / Japanese newspaper</p>	<p>COLD CALLING Recap the features of a news report and the structure of a news report.</p>	<p>THINK PAIR SHARE When we go back and read our work, what punctuation omissions should we be looking for? Why is it important to check your language choices and sentence structure?</p>	<p>COLD CALLING Questions about the text whilst reading chapter 9.</p>	
<p>Key vocabulary and Key Bloom's higher order thinking questions</p>	<p>Key Vocabulary: Bias, headline, quote, fact, opinion, neutral, American perspective, Japanese perspective Nagasaki, Tokyo, Americans, Japan, atomic bomb, surrender, World War II, Pearl Harbour, Urakami Valley, Hiroshima</p> <p>Key Questions: What needs to be in a lead paragraph? (remembering from previous work on The Grinch).</p>	<p>Key Vocabulary: obliterated, unleashed, pulverised, surrender, Bias, headline, quote, fact, opinion, neutral, American perspective, Japanese perspective Nagasaki, Tokyo, Americans, Japan, atomic bomb, surrender, World War II, Pearl Harbour, Urakami Valley, Hiroshima, President Truman, Frederick Bock.</p> <p>Key Questions: Where should your quotes</p>	<p>Key Vocabulary: edit, comma, full stop, sentence opener, sentence structure, paragraphs, tense, quotation marks, vocabulary choices, grammar,</p> <p>Key Questions: What tense should your news report be written in? Why is it important to check for missing commas? Why does a quote need quotation marks? Why does your language</p>	<p>Key Vocabulary: reproached, sullen, treachery, squatted, slunk, driftwood, bemused, reconciliation, expounding, scuttling, turtles</p> <p>Key Questions: Why does Kensuke warm to Michael again? Kensuke shows empathy for Michael - why and how does he do this? In what ways do the two characters begin to bond</p>	<p>Key Vocabulary:</p> <p>Key Questions:</p>

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	<p>What are the 5 W's? What are the features of journalistic writing?</p>	<p>appear in your article? How will your language choices help indicate to your reader which perspective you are writing from? Why is it important to chronologically sequence your article?</p>	<p>need to be formal for a news report?</p>	<p>again? Kensuke and Michael help save the turtles - what is this similar to?</p>	
Activities	<p>Children will today plan their news report / article about the bombing of Nagasaki. We will explore the news report features and they will use the factual information they have to write the introduction including the 5 ws then plan what will be included in the main body of the article. The children will also look at including quotes from reliable sources.</p>	<p>Today the children will be writing up their Nagasaki news report. They will include a lead paragraph with the 5ws, main body of the article, conclusion as well as 1 / 2 quotes. The children have also created their own relevant headlines as well as the names of their newspaper.</p>	<p>Today the children will be re-reading their news report and editing accordingly. Adding missing punctuation, adding missing words, identifying sentence openers, up levelling vocabulary as well as checking the tense.</p>	<p>We will read chapter 9 as a class and discuss the above questions as we read, as well as exploring the key vocabulary. The children will then explore the themes that have been explored in the text and add three to a categorising frame with supporting evidence.</p>	

<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>OPAL TEXT – Rebecca's World Author - Terry Nation</p> 	<p>RUBY TEXT - Wonder Author - R J Palacio</p> 
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: To find pairs of values.</u></p>	<p><u>LI: To solve problems with two unknowns.</u></p>	<p><u>LI: To apply the skills from my algebra learning to crack the code.</u></p>	<p><u>LI: To complete the algebra based rich task 'What's it worth?'</u></p>	<p><u>SPORTS DAY</u></p>
<p>Key vocabulary and key questions</p>	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> -equation -unknown value -systematic <p>Key Questions:</p> <ul style="list-style-type: none"> -What two numbers could add together to make ___ ? -What could the values of x and y be in the equation ___ ? -Why are there several possible answers for this question? -Have you found all the possible pairs of values? How do you know? -In the equation , if $x = _$, what must the value of y be? 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> -equation -unknown value <p>Key Questions:</p> <ul style="list-style-type: none"> -How can you represent this information as a pair of equations? -How can you represent this information with a bar model? -What information does the bar model show? What else can you work out? - How can you draw a bar model to represent the problem? Which parts can you label straight away? 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> -unknown -substitution -simplify -equation -expression <p>Key Questions:</p> <ul style="list-style-type: none"> -Write the information as an equation. -How can you write _____ differently? - What is the value of x? - How can you draw a bar model to represent the equation _____ ? 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> -unknown -substitution -equation <p>Key Questions:</p> <ul style="list-style-type: none"> - If you could work out the value of the square/hexagon/circle/triangle, how could you then work out the value of the triangle/circle/hexagon/square? -What can you deduce by comparing the bottom two rows? 	

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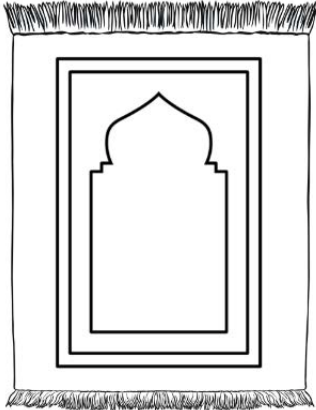
	<p>If x is a different value, does y also change? -How can you draw a bar model to represent the equation _____ ?</p>	<p>What else can you work out? - Is there more than one possible solution?</p>			
Activities	<p>Today, the children explore equations with two unknown values, recognising that these can have several possible solutions. The children can use substitution to work out pairs of possible values. For example, if $x + y = 9$, they find the values of y for different values of x. They will learn to work systematically to find all the possible integer values using tables to support this..</p>	<p>In this lesson, the children will solve problems with two unknowns when more than one piece of information is given, so there is only one possible solution. We will look at examples including where the sum and the difference of both unknowns is given. Bar models will be used throughout this step to represent problems and to support children's understanding. Other examples are also explored, including where one of the unknowns is a multiple of the other.</p>	<p>Today, the children will be applying the skills and methods that they have learned during the algebra topic. They will solve questions, on range of algebra topics, which will lead them to cracking the code.</p>	<p>In this lesson, the children will work in pairs to complete an algebra based 'rich' task. This problem provides a good challenge in reasoning, working with multiple unknowns. There are multiple approaches to solving these problems so the children will be able to explore the efficiency of different methods. Today's task will introduce the children to the sort of manipulations that can be used to solve simultaneous equations.</p>	

Please continue logging into Doodle Maths and Times-table Rockstars regularly!

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Art - Kapow	RE – Widening Horizons	PE – Get Set 4 PE
<p>No Art this week due to rehearsals.</p>	<p><u>LI: To explore prayer in Islam and design a prayer mat.</u></p> <p>In this lesson, the children will explore what a prayer is and learn about preparations for prayer in Islam, the prayer names and times, the physical actions for prayers, and about the Jummah prayers. The children will learn about prayer mats and then design one after looking at some examples.</p> 	<p><u>Unit: Athletics</u> <u>LI: To develop my own and others sprinting technique.</u></p> <p>In this lesson, the children will focus on developing their sprinting technique by running on the balls of their feet, bending their elbows at 90°, moving their hands from pocket to mouth to remain streamlined, running with high knees and big strides, and using the opposite arm to leg to generate power.</p> <p><u>Unit: Badminton</u> <u>LI: To develop footwork and the forehand and backhand grip.</u></p> <p>Today, the children will develop their footwork skills by learning about the chasse steps to move around the court, understanding that having good footwork allows you to move and cover a short distance efficiently.</p> <p>They will also develop forehand and backhand grip by focusing on starting with the racket head in a vertical position, gripping the racket as if they are shaking hands with it, wrapping their index finger around the racket head and creating a V shape between their thumb and forefinger and standing with a relaxed stance. Keep your eyes on your shuttlecock.</p>

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Music Sing-Up	Spanish – Language Angels	PSHE - Jigsaw
<p><u>To learn and sing the songs for the Year 6 Production: The Lion King.</u></p> <p><u>L.I. To sing with expression and different volumes.</u></p> <p><u>To sing a harmony and keep to the timing of the track and others with a different harmony.</u></p> <p><u>To sing in Swahili and understand the meaning.</u></p> <p>The children will be introduced to the harmonies in Swahili for the ensemble songs.</p> <p>They will learn the English parts for the full ensemble parts of the main solo songs.</p> <p>The children will be put into groups for the various harmonies for the different songs.</p>	<p>No Spanish this week due to rehearsals</p>	<p><u>LI: To know that it is important to take care of my mental health.</u></p> <p><u>LI: To understand that people can get problems with their mental health and that it is nothing to be ashamed of.</u></p> <p>The children will start the lesson being introduced to and playing the 'Elf' game.</p> <p>They will receive a piece of paper each - some will be blank and some will have the word 'elf'. They must not reveal what their paper shows - keeping it hidden and not telling anyone. There are fewer elves than non-elves. In this game, everyone lives in a magical land, but in that land anyone who is an elf is looked down upon and is something to be wary of. The objective of the game is to form the largest group of non-elves as possible. If a group contains just one elf then the whole group loses. The winners will have the largest group. Everyone who is an elf will need to try to deny being an elf, so they will need to look for clues. The children will then think about mental health and what it really is: When we hear the term mental health it refers to our balanced state of mental wellbeing and whether we are enjoying life, making the most of it, and managing to cope when things get difficult. This is different to a mental health problem or issue when a person's mental health becomes out of balance.</p>

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		<p>The children will consider what can tip the balance in your life and can cause stress and what support will help restore the balance.</p>  <p>They will be asked if they can see any links between the Elf game and people who have problems with their mental health?</p>
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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p>No Science this week due to rehearsals</p>	<p><u>Victorian Britain</u> Changes to child labour</p> <p><u>L.I. To research philanthropists who helped make laws and changes to the working conditions of the poor – particularly the lives of children.</u></p> <p><u>To write a letter to Parliament as Lord Shaftsbury to persuade the government to make changes to the law to improve the working conditions of poor Victorian children (and adults).</u></p> <p>The children will research several philanthropists who were responsible for changes to working conditions across a range of jobs for children and adults in</p>	<p><u>Victorian Britain</u></p> <p><u>L.I. To research and explain the different jobs poor children had to carry out in Victorian Times and how poorly they were treated.</u></p> <p>Using their research of the various uses of child labour during the Victorian times, the children have chosen one particular job and have used their research to write a draft of a diary, in role, as a Victorian child who had to do that job. The children will use this time to write their final version of a Victorian child's diary as an example of high level cross-curricular writing.</p>

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	<p>Victorian times, such as: Lord Shaftsbury, Dr Barnardo and Charles Dickens.</p> <p>They will look at the evidence that was collected by these people which they used to present to parliament.</p> <p>They will consider the reasons why these changes were not readily brought about - partly because the MPs had invested interests in certain industries and these changes would have an impact on their profits.</p> <p>The children will then imagine they are a philanthropist, like Lord Shaftsbury, and write a persuasive letter to parliament with the hope of getting some changes brought about to a particular type of industry/job of their choice, e.g. working down coal mines, factories, cotton mills, chimney sweeps.</p> <p>They need to include some facts about the terrible working conditions from their research to help support their request.</p>	<p>They will need to give an account of a typical day - expressing how horrible they find it and how they feel about having to do it. They will need to:</p> <ul style="list-style-type: none"> ● state where they are working ● the number of hours they work ● how they are treated ● why they have to go to work <p>This will also need to include the additional aspect of the lack of health and safety measures and therefore dangers of their job.</p>
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Homework


Homework is set on a Thursday and uploaded to Google Classroom. Where applicable, it should be returned by the following Monday. Weekly spellings are set Friday to Friday - with tests on Friday.

Reading/Spelling and Grammar		Maths	Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in
Please read for at least 20 minutes every day and	<u>Spelling and dictation</u> – Remember to try and use these words in		Guided Reading tasks in Purple book will need to be

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<p>complete tasks in your purple task book.</p> <p>Your teacher will check and sign your work once every two weeks.</p> <p>Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.</p> <p>Doodle Spell – log in to your account at least 3 times this week.</p>	<p>sentences to show that you understand their meanings.</p> <p>Group 1 only</p> <table border="1"> <tr> <td>unnecessarily</td> <td>audacity</td> </tr> <tr> <td>pulverised</td> <td>condemnation</td> </tr> <tr> <td>obliterated</td> <td>disobey</td> </tr> <tr> <td>indiscriminate</td> <td>ultimatum</td> </tr> <tr> <td>desolate</td> <td>treachery</td> </tr> </table> <p>Group 1 and 2</p> <table border="1"> <tr> <td>average</td> <td>category</td> </tr> <tr> <td>awkward</td> <td>cemetery</td> </tr> <tr> <td>bargain</td> <td>committee</td> </tr> <tr> <td>bruise</td> <td>communicate</td> </tr> </table>	unnecessarily	audacity	pulverised	condemnation	obliterated	disobey	indiscriminate	ultimatum	desolate	treachery	average	category	awkward	cemetery	bargain	committee	bruise	communicate	<p><u>Doodle Maths</u> – 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 green zone yet?</p> <p><u>Times Tables Rockstars:</u></p> <p>It will help you to practise your multiplication facts.</p>	<p>completed for their reading day.</p> 
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