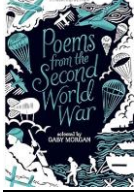


Weekly Overview of Learning

Year Group: Year 6 Week beginning: 18/11/24

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	Monday	Tuesday	Wednesday	Thursday	Friday
Reading and Writing 	<u>LI: To assess my comprehension skills in Reading</u>	<u>L.I. We are learning to use our understanding of the Blitz to form descriptive phrases using the 5 senses.</u> <u>L.I. We are using choice descriptions and vocabulary to create an effective poem about the Blitz.</u>	<u>LI: We are learning to identify themes, images, language and poetic devices in a range of war poetry.</u> <u>L.I. We are learning to understand imagery of a poem through the poet's use of language.</u> <u>I can empathise with the poet.</u>	<u>L.I: We are learning to identify themes in a range of war poetry.</u> <u>L.I. We are learning to understand the poet's message and opinions in their poem.</u>	Spelling Test <u>L.I. We are learning about what determiners are.</u> <u>LI: We are learning to identify different types of determiner in a sentence</u>
Speaking and Listening Focus	Complete PiXL Reading Paper	Think, Pair, Share The children will work in groups to use their effective descriptive phrases to write a poem about the Blitz.	Think, Pair, Share After reading the first verse, how did you feel? What do you think the poem is about? Back up your opinions with evidence.	Think, Pair, Share Children to discuss differences in tone and atmosphere between two poems.	Cold calling - independent white board work.

Weekly Overview of Learning


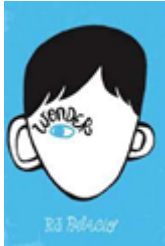


Year Group: Year 6 Week beginning: 18/11/24

<p>Key vocabulary and Key Bloom's higher order thinking questions</p>	<p>Complete PiXL Reading Paper</p>	<p>Key Vocabulary: Descriptions of sounds and emotions. Descriptions of explosions, fires, bombs falling - using word banks.</p> <p>Key Questions: What do we know about the Blitz? What happened to people in the cities? What would they have seen and experienced? What good descriptions can you think of to describe what someone would see, hear, smell, feel, think? How are you going to write your poem? What rhyming structure - if any, will you decide to have?</p>	<p>Key Vocabulary: Dulce et decorum est, patriotic, irony, thoughts, feelings, predict, empathy, imagery,</p> <p>Key Questions: After reading the first verse, how did you feel? What do you think the poem is about?</p>	<p>Key Vocabulary: Dulce et decorum est, patriotic, irony, thoughts, feelings, predict, empathy, imagery,</p> <p>Key Questions: What is the difference in tone and atmosphere between the two poems? How would you describe the feelings of the two writers? What is the conclusion of the two poems?</p>	<p>Key Vocabulary: determiner, definite article, indefinite article, quantifier, demonstrative, possessive</p> <p>Key Questions: Where are the determiners in these example sentences? Which kind of determiner are these? How do you know?</p>
<p>Activities</p>	<p>Complete PiXL Reading Paper</p>	<p>The children will work in pairs to draft a poem about the Blitz using their senses vocabulary planning sheets from yesterday.</p> <p>They need to work out the verse length and rhyming patterns. They will need to add suitable and effective figurative language to create imagery.</p> <p>These will be up-levelled via teacher feedback and then re-drafted onto subject specific bordered paper - for their English book, Topic book and display.</p> <p>The children will also have additional categorised vocabulary sheets to aid vocabulary breadth and variety e.g.</p>	<p>Introduce the poem: Dulce et Decorum est, by Wilfred Owen. Read the first verse only - from the flip chart. Ask the children how it made them feel- why? Get them to predict what the poem is about - backing up opinions with evidence. Now read the whole poem aloud - each child to have their own copy to annotate. After discussing the theme, relating how this is a poem from WW1 not WW2. Unpick the unfamiliar terms used in it, such as: <i>five-nines</i>, the children will need to think about how the poet uses language to portray an image. The children will express their own thoughts and feelings, considering</p>	<p>Starter activity: Re-read the poem The Black-out from last week and the new poem, I've Finished My Black-out.</p> <p>Children to compare poems (reading domains 2f and 2h)</p> <p>What is the difference in tone and atmosphere between the two poems? How would you describe the feelings of the two writers? What is the conclusion of the two poems?</p> <p>Explain how writer's opinions can be expressed within a poem.</p> <p>Look again at the Wilfred Owen Poem Dulce et Decorum est.</p>	<p>The children will start by looking at how Determiners are words that come before a noun or noun phrase. There are two types of determiners - specific and general. They introduce the noun and give the reader important information about it.</p> <p>They will look at different examples and learn the four main types of determiners: Specific determiners refer to a specific noun when the reader knows exactly which noun you are referring to. Demonstrative determiners are also specific. They relate to the location of the noun that you are describing. Possessive determiners are also specific. They relate to the</p>

Weekly Overview of Learning

Year Group: Year 6 Week beginning: 18/11/24

		<table border="1"> <tr> <th colspan="4">loud</th> </tr> <tr> <td>deafening</td> <td>intense</td> <td>raucous</td> <td>resounding</td> </tr> <tr> <td>roaring</td> <td>thundering</td> <td>booming</td> <td>crashing</td> </tr> <tr> <td>ear-piercing</td> <td>piercing</td> <td>deep</td> <td>boisterous</td> </tr> <tr> <th colspan="4">bad</th> </tr> <tr> <td>appalling</td> <td>atrocious</td> <td>awful</td> <td>gross</td> </tr> <tr> <td>dreadful</td> <td>frightful</td> <td>horrendous</td> <td>hideous</td> </tr> <tr> <td>nasty</td> <td>terrible</td> <td>unacceptable</td> <td>shocking</td> </tr> </table>	loud				deafening	intense	raucous	resounding	roaring	thundering	booming	crashing	ear-piercing	piercing	deep	boisterous	bad				appalling	atrocious	awful	gross	dreadful	frightful	horrendous	hideous	nasty	terrible	unacceptable	shocking	<p>the use of imagery and language. These will be recorded on a descriptive lens frame. The children will be asked to write these down in their books next to a small version of the poem. Extension: How does the imagery of the poem impact on the reader? Consider the poet's use of language.</p> <p>Plenary: How do you feel the reader felt when they wrote it? What gives you that impression?</p> <div data-bbox="1025 571 1370 833" style="border: 1px solid blue; padding: 10px; text-align: center;"> <p>How did the poem make you feel?</p> </div>	<p>Ask them to recall from yesterday, what opinion was Wilfred trying to suggest when he wrote the poem?</p> <p>The children will then write their own explanation of comparing the two Black-out poems. Thinking particularly about what message or opinion the writer is trying to express.</p>	<p>ownership of the noun that you are describing. General determiners don't refer to a specific noun. The most frequently used general determiners are 'a' or 'an'- which are often referred to as 'the indefinite article'.</p>
loud																																					
deafening	intense	raucous	resounding																																		
roaring	thundering	booming	crashing																																		
ear-piercing	piercing	deep	boisterous																																		
bad																																					
appalling	atrocious	awful	gross																																		
dreadful	frightful	horrendous	hideous																																		
nasty	terrible	unacceptable	shocking																																		

<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Opal TEXT - Wonder Author - R J Palacio</p> 	<p>Ruby TEXT - Wonder Author - R J Palacio</p> 	<p>Jet TEXT - Wonder Author - R J Palacio</p> 	<p>Coral TEXT - Wonder Author - R J Palacio</p> 
--	---	---	--	--

Weekly Overview of Learning

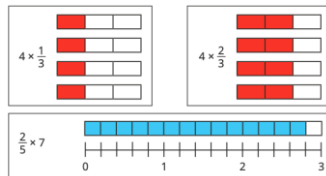
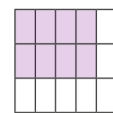
Year Group: Year 6 Week beginning: 18/11/24

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to consolidate our learning from the Fraction A topic.</u>	<u>LI: We are learning to assess my Maths Reasoning.</u>	<u>LI: We are learning to assess my Maths Reasoning.</u>	<u>LI: We are learning to multiply fractions by an integer.</u>	<u>LI: We are learning to multiply fractions by fractions.</u>

<p>Key vocabulary and key questions</p> <p>Key Vocabulary: proper fractions improper fractions equivalent fractions mixed numbers denominator numerator convert simplify addition subtraction</p> <p>Key Questions: What is a mixed number? How can you explain the difference between a proper fraction and improper fraction? Why do we need a common denominator to compare fractions? What steps do you need to take when adding fractions? What steps do you need to take when subtracting fractions? What is the most efficient method?</p>	Complete Maths Reasoning 1	Complete Maths Reasoning 2	<p>Key Vocabulary: fractions integer multiply repeated addition partition mixed number improper fraction</p> <p>Key Questions: How is multiplying fractions by integers similar to addition of fractions? How is it different? What happens to the denominator when you multiply a fraction by an integer? Do you find it easier to partition the mixed number first or to convert it to an improper fraction? Is 23×7 equal to 7×23? Why?</p>	<p>Key Vocabulary: fractions multiply product repeated addition partition mixed number improper fraction numerator denominator</p> <p>Key Questions: How can you show the calculation as a diagram? What is the same and what is different about "half of" a number and "$12 \times \frac{1}{2}$" a number? When you multiply two fractions, is the product greater than or smaller than each of the fractions? Why? Why are all of your answers less than 1?</p>
--	----------------------------	----------------------------	---	---

Weekly Overview of Learning

Year Group: Year 6 Week beginning: 18/11/24

<p>Activities</p>	<p>In this lesson, children will be revising the Fraction A topic. After, children will complete the Fraction A End of Block Assessment. As a class, children will mark their test to identify and understand any mistakes.</p>	<p>Complete Maths Reasoning 1</p>	<p>Complete Maths Reasoning 2</p>	<p>Building on their learning in Year 5, this small step provides practice in multiplying fractions and mixed numbers by integers. A variety of representations will demonstrate that multiplying fractions by integers is the same as repeated addition of a fraction. As when adding and subtracting fractions, the denominator does not change. Children will recognise that they need to multiply the numerator by the integer. When multiplying mixed numbers, children can either partition them into wholes and parts, multiplying each of them by the integer, or convert the mixed number to an improper fraction and then multiply the numerator by the integer.</p> <div data-bbox="1344 973 1668 1149">  </div>	<p>Building on the previous step, children multiply a fraction by another fraction. Children use concrete and pictorial representations to support them, including folding paper, diagrams and bar models. By exploring the pictorial representations, children identify the fact that fractions can be multiplied by multiplying both the numerators and denominators. They may need to be reminded that answers should be given in their simplest form. As the fractions children multiply in this step are all proper, they could be stretched to explain why their answer is always smaller than the fractions given in the question.</p> <p>Dani is using a diagram to work out $\frac{2}{3} \times \frac{4}{5}$</p> <div data-bbox="1848 909 1960 1021">  </div> <p>Explain why the diagram shows $\frac{2}{3} \times \frac{4}{5} = \frac{8}{15}$ Use similar diagrams to work out $\frac{2}{3} \times \frac{2}{5}$ and $\frac{2}{3} \times \frac{3}{5}$</p>
--------------------------	---	-----------------------------------	-----------------------------------	---	--

Music – Sing Up

RE – Widening Horizons

PE – Get Set 4 PE

Weekly Overview of Learning

Year Group: Year 6 Week beginning: 18/11/24

Unit: Shadows

Lesson 2

LI: We are learning to explore the influences on Tokio Myers.

LI: We are learning to discuss and plan ideas for creative response to music.

Key Vocabulary: shadows, Lindsey Stirling, genres, timbre, instrumentation, expression, similarities and differences

Key Question: Who is Lindsey Stirling? What kind of music did she make? What instruments are used? Can you recall the features of instrumentation? What are the similarities and differences between the pieces of music?

In this lesson children will create a response to music using shadows. Can they remember from Lesson

Lindsey Stirling created a piece called Shadows, which also involved shadows within the performance?

It's now their turn! Before they begin, they get some inspiration from a group who performed on Britain's Got Talent 2022.

Watch the performance from a group called Attraction Juniors. They perform a heartfelt story about bullying and the pressures of social media through the power of shadow theatre.

Shadow performance planning



Art – Kapow

Unit: Judaism

Lesson 3

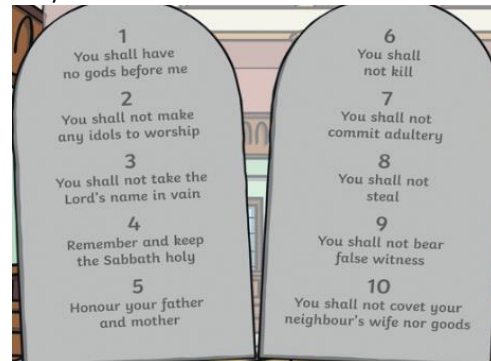
LI: We are learning to understand what the Torah is and its role in guiding Jewish beliefs and actions.

Key vocabulary: Judaism, Jewish, Torah, beliefs, actions, guidance

Key question: What is the Jewish holy scripture? What are the 10 Commandments? How does this provide guidance for Jewish people? Can this help them make decisions?

The children will learn about the Jewish holy scripture, the Torah. They will learn about the importance of the Torah and how it provides guidance for Jewish people.

The children will learn about the 10 Commandments and why they are important today. They will discuss how the 10 Commandments are rules are Jewish people use, and how these can be similar and/or different to the rules that we follow in our daily lives.



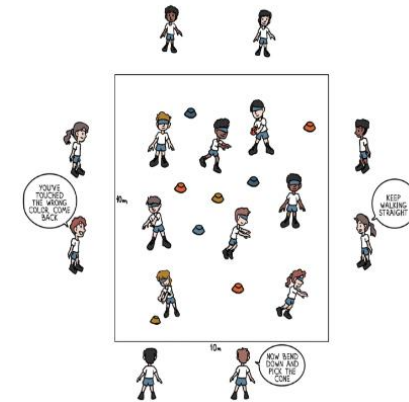
PSHE - Jigsaw

Unit: OAA - Lesson 3

LI: We are learning to

Key Vocabulary: team, collaborate, solve, problems, reflect

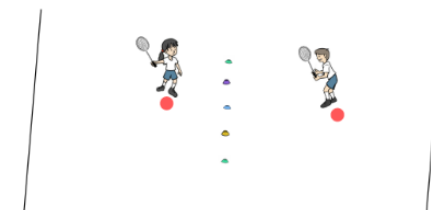
Key Question: How can you solve problems as a team?



Unit: Badminton - Lesson 3

LI: We are learning to Key vocabulary: badminton, shuttlecock, overhead clear

Key Question: How can you use an overhead clear to pass the shuttlecock?



Spanish - Language Angels

Weekly Overview of Learning

Year Group: Year 6 Week beginning: 18/11/24

Topic: Painting and mixed media

Lesson 3: John Singer Sargent - The Front Line

LI: We are learning to apply drama techniques to explore the meaning of a painting.

Key Vocabulary: companionship, John Singer Sargent, support, tableau

Key Question: How did it help you to understand what was happening?
What human qualities made these people work together and help each other?
What kinds of sounds and noises did they hear in the painting?
What would your hope be for the future of these soldiers in World War 1?

This week in art, children will explore the powerful painting Gassed by John Singer Sargent, which depicts the experiences of soldiers during World War I.

The children will first study the painting and discuss what they observe with their classmates. They'll learn about the historical context of the artwork through a simplified version of the Imperial War Museum's description. The class will reflect on how the painting makes them feel and discuss the human qualities that helped the soldiers support one another during a challenging time. The children will recreate sections of the painting by forming a "tableau" (a frozen scene) in groups. This hands-on activity will help them better understand the emotions and teamwork of the soldiers. This immersive activity allows children to connect deeply with art and history, fostering their creative thinking and emotional awareness.

Celebrating Differences - Understanding Difference

LI: We are learning to understand how being different could affect someone's life

LI: We are learning to be aware of our attitude towards people who are different to us.

Key Vocabulary: Viewpoint, Perspective, Assumption, Belonging, Experience, Equality Act, Rights, Community, Respect, Empathy

Key Question: What communities do you belong to?

This week in PSHE, the children will learn about the travelling Showman community, a unique group distinct from Gypsy, Roma, and Traveller communities. The lesson focuses on developing empathy, understanding, and respect for others by exploring the Showman way of life, their traditions, and their role in bringing joy to local communities through funfairs.

The children will discuss the meaning of community and reflect on what it means to belong. They'll explore the challenges and rewards of life as a Showman, including their homes, work, and the connections they build while travelling. Using photographs, videos, and stories, they will consider how we can celebrate similarities and respect differences between people.

The lesson will also encourage the children to reflect on what home means to them and how being part of a community shapes who we are. By learning about the Showman community's contributions and traditions, the children will develop a deeper understanding of the importance of inclusion, curiosity, and kindness in our society.

Unit: Healthy Lifestyle

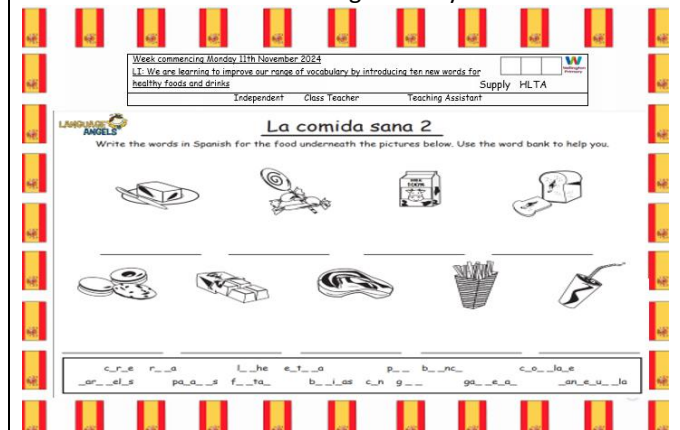
Lesson 2

LI: We are learning to improve our range of vocabulary by introducing ten new words for healthy foods and drinks.
CONTINUATION

Key Vocabulary: carne roja, leche entera, pan blanco, chocolate, caramelos, patatas fritas, bebidas con gas, galletas, mantequilla

Key Questions: What is a healthy diet? What is an unhealthy diet? What foods are considered to be healthy? Can you recall foods that you have learnt in your previous Spanish lessons?

This week, the aim of the lesson is to explain to the children how, by the end of the unit, they will be able to say in Spanish what helps make a healthy and an unhealthy diet and lifestyle. In this lesson, they will be introduced to ten foods that are considered good for your health.



Week commencing Monday 11th November 2024

LI: We are learning to improve our range of vocabulary by introducing ten new words for healthy foods and drinks.

Independent Class Teacher Teaching Assistant Supply HLTA

La comida sana 2




Write the words in Spanish for the food underneath the pictures below. Use the word bank to help you.

Illustrations of food items: a sandwich, a hot air balloon, a can of soda, a box of tissues, a bowl of fruit, a slice of watermelon, a bunch of grapes, a glass of juice, a slice of pizza.

Word bank: carne roja, leche entera, pan blanco, chocolate, caramelos, patatas fritas, bebidas con gas, galletas, mantequilla.

Weekly Overview of Learning

Year Group: Year 6 Week beginning: 18/11/24

Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Teach Computing
<p>UNIT: Evolution and Inheritance. Lesson 2</p> <p><u>L.I. We are learning to demonstrate understanding of the scientific meaning of adaptation.</u></p> <p><u>L.I. We are learning to explain that adaptations are mutations and identify adaptive traits.</u></p> <ul style="list-style-type: none"> • I can understand that adaptations are mutations. • I can identify adaptive traits <p>The children will learn how an adaptation is a physical trait or behaviour that a species has evolved which gives it an advantage for population survival. Many species are in direct competition with each other for limited natural resources such as food and space. Adaptations allow animals to better compete for resources and reproduce to aid species survival in their habitat or environment.</p> <p>They will learn how adaptation - through mutations - are not on purpose, but are accidental. Some create a disadvantage for the species concerned, while others may give it an advantage over others in a population within a habitat. This can allow those without it to become extinct while those with the adaptive trait survive and pass this adaptive trait onto future generations.</p>	<p>Unit: Britain at War <u>L.I: We are learning to explore the beginning of WW2.</u> <u>L.I: We are learning to recall historical events that occurred at the beginning of WW2</u></p> <p>Key Vocabulary: WW2, war, beginning, events, Poland, France, Germany, battle, timeline</p> <p>Key questions: What events occurred at the beginning of WW2? What happened first? What happened in Poland? What was the Battle of France? When did it occur?</p> <p>This week the children will be exploring the events that occurred in the lead up to WW2. The children will recall their knowledge from previous lessons to understand why certain countries were in war/ invaded. The children will then independently recall the events and be able to summarise them. The children will be encouraged to use the topic specific vocabulary in their summaries.</p>  <p><small>Adolf Hitler in front of the Eiffel Tower after the fall of France, 23rd June 1940</small></p>	<p>Unit: Creating media – Copyright or CopyWRONG <u>L.I: We are learning to consider the ownership and use of images (copyright).</u></p> <p>Key vocabulary: copyright, fair use</p> <p>Key Question: Why is it important to consider the use of images?</p> <p>During this lesson learners will become familiar with the terms ‘fair use’ and ‘copyright’. They will gain an understanding of why they should only use copyright-free images and will find appropriate images to use in their work from suggested sources.</p> <div data-bbox="1478 790 2128 1109" style="border: 1px solid #add8e6; padding: 10px;"> <p>Do you know what the terms copyright or fair use mean?</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Think, pair, share</p> </div>

Weekly Overview of Learning

Year Group: Year 6 Week beginning: 18/11/24

<p>They will then research how different animals and some plants have adapted to their environment due to mutations.</p>		
--	--	--

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.

Spellings

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



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

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

Weekly Overview of Learning

Year Group: Year 6 Week beginning: 18/11/24

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

Try and login to Bug Club and Reading Eggs.



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

mischievou s	occupy
muscle	occur
necessary	opportunity
nuisance	parliament

Group 1 only

adorably	reasonably
tolerably	noticeably
dependably	believably
comfortably	considerably

Group 1 and 2 (bonus Topic Words)

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!

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;

Thursday 28th November - Imperial War Museum

PE days

Jet & Ruby - Tuesday and Friday

Coral & Opal - Thursday and Friday

Weekly Overview of Learning



Year Group: Year 6

Week beginning: 18/11/24

	wreath	consulting		
	inconsolable	piercing		