


Weekly Overview of Learning

Year Group: Year 6 Week beginning: 2/12/24

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
English Reading and Writing 	<p><u>L.I. We are learning to consider the ways in which words can be spoken in performance poetry to create certain effects and meanings</u></p> <ul style="list-style-type: none"> • To explore the significance of actions in performing a poem • To identify elements of 'performance' and explain their effects 	<p><u>L.I. We are learning to consider the ways in which words can be spoken in performance poetry to create certain effects and meanings</u></p> <ul style="list-style-type: none"> • <u>To explore the significance of actions in performing a poem</u> • <u>To identify elements of 'performance' and explain their effects</u> 	<p><u>L.I. We are learning to answer comprehension retrieval type questions using scanning.</u></p> <p><u>L.I: We are learning to support our opinions by giving suitable evidence.</u></p>	<p><u>L.I. We are learning to summarise the main points from The Grinch, the story of him stealing Christmas.</u></p>	<p>Spelling Test</p> <p><u>L.I: We are learning to identify active and passive forms of sentences.</u></p> <p><u>L.I. We are learning to write our own sentences in both active and passive forms</u></p>
Speaking and Listening Focus	<p>Think, Pair, Share Children will give their opinion on what 'Performance poetry means to them.</p>	<p>Think, Pair, Share The children will share feedback from their practised poem in their pairs before performing to the class.</p>	<p>Think, Pair, Share Children will scan a piece of text in pairs to locate evidence to answer retrieval type questions.</p>	<p>Cold Calling: What were the key events of the story? Who were the main characters? Which places feature in the story - and what are their names?</p>	<p>Cold Calling Children to complete the 'now your turn' sections of the therapy on their white boards and share their conclusions and outcomes for feedback.</p>

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<p>Key vocabulary and Key Bloom's higher order thinking questions</p>	<p>Key Vocabulary: gesture, intonation, emphasis, performance, expression, tone, articulation, rhythm, mood</p> <p>Key Questions: How can the projection of your voice connect the poet with the audience? Does the volume and emphasis on specific words affect how the meaning of the poem is communicated? How do you feel when the poet uses their arms to gesture for emphasis? Why? Do you think that gesticulation makes the performance more emotive?</p>	<p>Key Vocabulary: gesture, intonation, emphasis, performance, expression, tone, articulation, rhythm, mood</p> <p>Key Questions: What have you enjoyed about this unit of work on performance poetry? What have you learnt? How has your understanding of performance poetry developed? What have you found challenging and why?</p>	<p>Key Vocabulary: skim, scan, evidence, opinion, point, explain, support,</p> <p>Key Questions: 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>Key Vocabulary: summarise, Mount Crumpet, Cindy-Lou Who, Whoville, key characters, key events, sequence,</p> <p>Key Questions: What were the key events of the story? Who were the main characters? Which places feature in the story - and what are their names? How can we summarise the story into five parts of a flow map?</p>	<p>Key Vocabulary: subject, object, active voice, passive voice, tense, formal, adjectives, adverb</p> <p>Key Questions: Which sentences are in the active voice and which are in the passive voice? Which of the sentences below are written in the passive voice?</p>
<p>Activities</p>	<p>After considering what they think performance poetry is, the children will learn that performance poetry is when the poet's words should take precedence, and you should be able to voice them in a way that helps the audience to understand the poem better. To do this, you must effectively use intonation, emphasis, tone, and style of delivery.</p> <p>They will then watch some videos of the writer, Michael Rosen, explaining how to perform a poem and then performing some of his own poetry. The children will discuss the 6 key elements of performance: Voice projection, Articulation, Timing and Rhythm, Mood, Facial Expression and Gesture.</p> <p>The children will be given a copy of one of the WW2 poems from previous sessions as a stimulus for warming up and preparing for performance. They</p>	<p>Continuing from yesterday, the children will continue practising and enhancing their poem. They need to annotate their poems, signalling where they might want certain voice changes, hand gestures or facial expressions. They will practise on each other in pairs in order to receive feedback. They will be encouraged to memorise the poem as much as possible.</p> <p>When sufficient time has been allowed and the children are ready they will begin their performances. To help support children they can perform in pairs, performing different parts of the poem on an equal weighting.</p>	<p>The children will be given selected text extracts where they will need to use retrieval skills to answer questions in the style of SATs papers to increase accuracy in SATs based assessments.</p> <p>They will use the scanning technique to locate key words and phrases and then decide which ones are needed to answer the question and then work collaboratively to answer to give an answer which fits the requirements of the mark scheme.</p> <p>The children will then have opportunities to feedback their answers and self-evaluate their responses with the aim to become more focussed and accurate for the next set of questions.</p>	<p>The children will watch the film: How The Grinch Stole Christmas (2000) version.</p> <p>They will sequence the key events into 5 parts using a flow map, as well as consider the key questions.</p> <p>They will be using these to write a newspaper on our new unit of Journalistic Writing.</p>	<p>Children will link previous knowledge about the object and subject of a sentence to help them see active and passive versions. e.g. A sentence is written in the active voice when the subject of the sentence performs the action (verb) in the sentence. A sentence is written in the passive voice when the subject of the sentence has an action done to it by someone or something else.</p> <p>They will consider how the active voice often uses fewer words than the passive voice. Cutting out unnecessary words can improve a piece of writing. Also, using the active voice in a piece of writing can make it more energetic and exciting by using powerful verbs and adjectives and</p>

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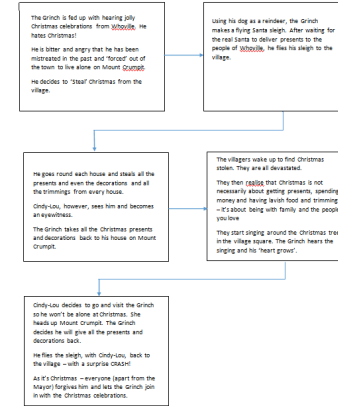
will work in pairs or groups for this. They will need to consider the 6 key elements of performance whilst rehearsing.

They will be encouraged to spend some time preparing for performances of their selected poems. They will be shown how to annotate their poems, signalling where they might want certain voice changes, hand gestures or facial expressions. They will practise on each other in pairs in order to receive feedback. They will be encouraged to memorise the poem as much as possible.

Features of Reading Aloud and Performing Checklist

Did I...	✓
use a clear voice?	
make sure I could be heard?	
use feeling and expression?	
use movement and gestures?	
consider the speed of my delivery?	
suit the tone of my voice to the meaning of the words?	
use background music or sounds (if needed)?	
follow a rhythm if I needed to?	
use different voices for different characters?	
speak confidently?	
make eye-contact with my audience?	

To summarise, the main points from *The Grinch, the story of him stealing Christmas*



linking them to the subject of the sentence.

They will practise improving a sentence using the rules for active voice.

They will then learn how they might use the **passive voice** when we want to put the focus on a particular part of the sentence. They will then learn that they might also use the passive voice in more **formal** pieces of writing, such as reports and legal documents. This is because often the person doing the action does not need to be included, or the action being described is general information which concerns everyone. They will then complete independent tasks where they need to:





- change an active sentence to a passive sentence.
- identify active or passive sentence
- Change active sentences to **passive** sentences and vice versa.

Importantly, they will learn the tricky rules where it's not always easy to identify a sentence written in the passive voice, e.g. The subject of the sentence is not doing the action but is being **acted upon**.

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<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> 
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to represent unit and non-unit fractions of an amount.</u>	<u>LI: We are learning to find the whole amount given a fraction of it.</u>	<u>LI: We are learning to consolidate our learning from the Fraction B topic.</u>	<u>LI: We are learning to recognise, read and write all metric measures for length, mass and capacity.</u>	<u>LI: We are learning to convert metric measurements for capacity.</u>

Key vocabulary and key questions	<p><u>Key vocabulary:</u> fractions numerator denominator unit fraction non-unit fraction equal part multiplication division</p> <p><u>Key questions:</u> How do multiplication and division help us when finding fractions of an amount? What does dividing the whole amount by the denominator work out? How are the parts and wholes represented in a fraction? What bar model could you draw to represent the calculation? What is the difference between a unit fraction and a non-unit fraction?</p>	<p><u>Key vocabulary:</u> fractions numerator denominator equal parts multiplication division</p> <p><u>Key questions:</u> How many equal parts are there altogether? How many equal parts do you know the value of? What is the value of each equal part? How can you find the whole? Should the whole be greater than or less than the value you are given? Why?</p>	<p><u>Key Vocabulary:</u> fractions multiply divide integer mixed number improper fraction amount whole denominator numerator</p> <p><u>Key Questions:</u> What is an integer? How do you multiply fractions by integers/fractions? What efficient strategy can you use to divide a fraction by an integer? How do you find the fraction of an amount? How can you find the whole when you know a fraction of an amount?</p>	<p><u>Key vocabulary:</u> metric imperial measure length mass capacity estimate intervals</p> <p><u>Key questions:</u> Which units could you use to measure length/mass/capacity? Which is the most appropriate unit to measure the _____ of a _____? Why? Why do you think _____ is not an appropriate estimate? Why would you not use kilometres to measure the length of the classroom? What would you use? What is the difference between capacity and volume?</p>	<p><u>Key vocabulary:</u> metric imperial measure length mass capacity estimate intervals</p> <p><u>Key questions:</u> What is the same and what is different about kilometres and kilograms? What is the same and what is different about 1.5 km and 1.500 km? What do you notice about the conversions from metres to kilometres and grams to kilograms? Do you need to multiply or divide by 10/100/1,000? How do you know?</p>
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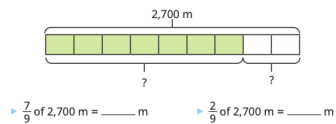
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Activities

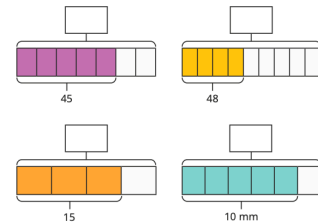
The main focus of this small step is on understanding that the denominator is the number of parts the whole is divided into, and the numerator represents the number of those parts that are selected. Bar models are a useful way for children to realise the connection between parts and wholes of an amount. By the end of this step, children should be able to find fractions of an amount in different contexts. Encourage them to divide by the denominator and multiply by the numerator, understanding why they are doing this and what they are finding in each step.

Use the bar model to complete the calculations.



In the previous step, children found a fraction of an amount. In this small step, they find the whole amount given a fraction of it. When finding the whole from a unit fraction, a pictorial representation helps children to understand why they simply need to multiply the given amount by the denominator. They then find a unit fraction from a given non-unit fraction and use this to find the whole. Fluency with times-tables facts is very helpful here; some children may need a times-table square as support.

Work out the missing wholes.



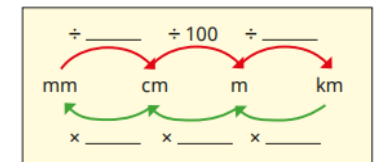
In this lesson, children will be revising the Fraction B topic. After, children will complete the Fraction B End of Block Assessment. As a class, children will mark their test to identify and understand any mistakes.

Building on their experiences from earlier years, children recognise, read and write all metric measures for length, mass and capacity. This is the first time they will be introduced to tonnes as a measure for mass. Highlight the difference between capacity (the amount an object can contain) and volume (the amount actually in an object). Children consider the most appropriate unit of measure and develop their estimation skills in context. Although metric units of measurement are used throughout, children may mention imperial units of measurement. The relationship between metric and imperial units will be explored later in the block. Refer to the mass of an object, rather than its weight. The mass remains constant, whereas the weight of an object depends on the effect of gravity.

Sort the units of measurement into the table.


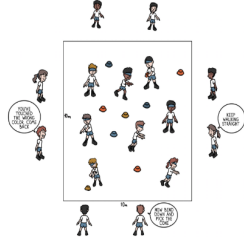
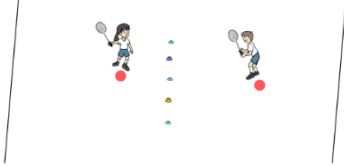
km	L	kg	mm	tonnes	g	cm	mL	m
Length		Mass			Capacity			

In previous years, children learnt how to multiply and divide numbers by 10, 100 and 1,000. In Year 5, children learnt how to convert between metric measurements of length and mass. This small step recaps this learning and also introduces conversions between metric measurements for capacity. Children convert between units both ways, for example from metres to centimetres and centimetres to metres. When making these conversions, children may need to be reminded about decimal place value. When comparing measurements with different units, children need to convert them to the same unit. During this small step, highlight the inverse relationship between multiplication and division. It is important that children understand the role of zero as a place value holder when performing some calculations.



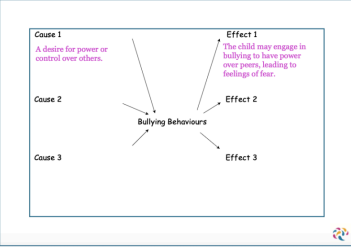




































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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p style="text-align: center;"><u>Unit: Shadows</u></p> <p><u>Lesson 5 CONTINUATION</u> <u>LI: We are learning to create ideas for a response to music.</u> <u>LI: We are learning to evaluate others' performances and offer feedback.</u></p> <p><u>Key Vocabulary:</u> music, reponse, evaluate, performance, feedback</p> <p><u>Key Question:</u> How can I provide effective feedback about others' performances?</p> <p>In this lesson children will:</p> <ul style="list-style-type: none"> • Develop ideas for a creative response to music. • Listen to and appraise others' performances. • Perform in front of an audience. <div data-bbox="114 927 696 1225" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Warm-up: What do I know? </p> <ul style="list-style-type: none"> • 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. </div>	<p><u>Unit: Judaism</u> <u>Lesson 5</u> <u>LI: We are learning about the Jewish dietary laws (kashrut) and discuss how these laws affect Jewish life, family, and community interactions.</u></p> <p><u>Key vocabulary:</u> Judaism, Jewish dietary laws, kosher, kashrut, life, family, community</p> <p><u>Key question:</u> How does keeping a kosher diet affect Jewish life?</p> <p>The children will recall what they had previously learnt about the torah and the important symbols in Judaism.</p> <p>This week, the children will learn about the Jewish dietary laws, what the term kosher means and how this diet can have an effect on their life, family and community.</p> <div data-bbox="734 831 1200 1155" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">Dairy products</p> <p>Most dairy products are kosher, so long as they come from an animal which eats grass.</p> <p>The rule with dairy products is that they must be eaten separately to other kosher foods. They must also be prepared separately.</p> </div> <p>The children will discuss what dietary rules they follow and why. Then, they will sort out a range of foods into kosher and non kosher foods.</p>	<p><u>Unit: OAA - Lesson 5 CONTINUATION</u> <u>LI: We are learning to work as a team and use critical thinking to determine the best approach.</u> <u>Key Vocabulary:</u> team, collaborate, solve, problems, reflect <u>Key Question:</u> How can you solve problems as a team?</p> <p>In this lesson children should be able to:</p> <ul style="list-style-type: none"> • Trial ideas before deciding on the most successful solution. <div data-bbox="1496 533 1738 772" style="text-align: center; margin-top: 10px;">  </div> <p><u>Unit: Badminton - Lesson 5 CONTINUATION</u> <u>LI: We are learning to develop the serve and understand the rules of serving.</u> <u>Key vocabulary:</u> badminton, shuttlecock, overhead clear, serve <u>Key Question:</u> How can you serve using a shuttlecock?</p> <p>In this lesson children should be able to:</p> <ul style="list-style-type: none"> • Transfer your weight from your back to your front leg as you hit the shuttlecock. • Use more force when attempting a long backhand serve. • Use your thumb to create the force in a backhand serve. <div data-bbox="1503 1251 1845 1417" style="text-align: center; margin-top: 10px;">  </div>

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Art – Kapow	PSHE - Jigsaw	Spanish - Language Angels																								
<p>Topic: Painting and mixed media Lesson 4: Fiona Rae LI: We are learning to apply interpretation skills to analyse and respond to an abstract painting.</p> <p>Key Vocabulary: abstract, analyse, interpret, medium, mixed media, narrative, reflect, shape</p> <p>Key Question: How can abstract art, like Fiona Rae’s painting, express emotions and ideas without showing realistic images?</p> <p>Children will continue from last week’s lesson and look at abstract art through the work of contemporary British painter Fiona Rae. Using sketchbooks and various materials, children will continue to create their own artwork inspired by Rae, reflecting the themes and emotions they observed. The session will conclude with a gallery walk and group discussion, emphasising creativity, interpretation and the expressive power of abstract art.</p>	<p>Celebrating Differences - Why Bully? LI: We are learning to know some of the reasons why people use bullying behaviours. LI: We are learning to identify a range of strategies for managing feelings in bullying situations and for problem-solving when I am part of one.</p> <p>Key Vocabulary: Bullying behaviour, Direct, Indirect, Argument, Recipient</p> <p>Key Question: What strategies can you use to manage your feelings and stay calm when you experience or witness bullying and how might these strategies help you respond in a positive way?</p> <p>In this lesson, children will consider statements and categorise these into Bullying, Not Bullying or Unsure based on their opinions. Children will be reminded that bullying does not just happen once - it happens persistently and it is deliberate. They will learn that it is unfair and in our school, bullying is not tolerated. Children will learn the differences between direct bullying and indirect bullying. As an activity, children will consider the causes and effects of bullying.</p> 	<p>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.</p> <p>Key Vocabulary: food, drink, healthy, unhealthy Key Questions: How do you say ‘I drink’ and ‘I eat’ in Spanish?</p> <p>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.</p> <p>Nombre: <input type="text"/></p> <p>Instructions: Write in the correct sentence using ‘como...’ or ‘bebo...’ or ‘no como...’ or ‘no bebo...’ for each item.</p> <table border="0"> <tr> <td></td> <td><input type="checkbox"/></td> <td></td> <td><input type="checkbox"/></td> </tr> <tr> <td></td> <td><input checked="" type="checkbox"/></td> <td></td> <td><input type="checkbox"/></td> </tr> <tr> <td></td> <td><input type="checkbox"/></td> <td></td> <td><input type="checkbox"/></td> </tr> <tr> <td></td> <td><input type="checkbox"/></td> <td></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td></td> <td><input checked="" type="checkbox"/></td> <td></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td></td> <td><input checked="" type="checkbox"/></td> <td></td> <td><input type="checkbox"/></td> </tr> </table> <p>Bebo... Como... No como... No bebo... chocolate pescado pollo pan integral nueces patatas fritas agua leche entera leche desnatada bebidas con gas fruta</p>		<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>
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Unit: Evolution and Inheritance

Lesson 4

L.I. We are learning to explain how human intervention affects evolution.

L.I. We are learning to demonstrate understanding of the issues raised by human intervention in the evolutionary process.

Building on from last week and their knowledge of evolution, they will learn how human beings are unique among living things in their ability to affect the evolutionary process of natural selection. They have done this through a process called selective breeding. There is evidence from as long ago as 7000 BC that farmers were selectively breeding plants and animals.

Process of Selective Breeding:

1. Decide which characteristic is important e.g. amount of milk produced.
2. Find parents who show this characteristic.
3. From their offspring, choose the ones who share this characteristic and only let them reproduce.
4. Repeat the process continuously.

The children will then analyse that there is no evolutionary advantage to the living thing from the selective breeding process. If there had been, these characteristics would have occurred through the natural selection process.

They will also consider the process of cross-breeding and also the controversial area of science - genetic modification.

They will then study and make comparisons between parents and offspring for cross-breeding, and discuss the advantages and disadvantages of genetic modification.

Unit: Britain at War

L.I: We are learning to understand the significance the Battle of Britain had in the Second World War.

L.I: We are learning to identify the cities impacted by German bombing, during the Battle of Britain, using an atlas.

Key Vocabulary: WW2, atlas, Battle of Britain, maps, cities, bombings

Key questions: When did WW2 start? What were the German bombings? What cities were impacted? What is the Battle of Britain?

This week the children will explore the Battle of Britain. The children will be able to apply knowledge from their trip to the Imperial War Museum earlier in the term.



They will use an atlas to local key locations in Britain on a map. Later, they will identify why each of the given locations were targeted during this period of time. The class will also explore the significance of the Battle.

Unit: Creating media – How does it look?

L.I: 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.

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Homework

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

Reading and spelling.

Reading

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

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

Try and login to Bug Club and Reading Eggs.



Spellings

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

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

Spellings will start next week.

Tests will be on every Friday.

New spellings will be given out on Fridays.

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

Group 1 and 2

persuade	profession
physical	programme

Maths



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

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

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

Times Tables Rockstars:

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

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

All year groups

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

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

Please remember to bring book bags in everyday!

Forthcoming Trips/events for this term;

PE days

Jet & Ruby - Tuesday and Friday

Coral & Opal - Thursday and Friday

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	prejudice	pronunciation	as compete with the other classes!	
	privilege	queue		
	Group 1 only			
	transferring	preferred		
	transferred	preference		
	transferral	referring		
	preferring	reference		
	Group 1 and 2 (bonus Topic Words)			
	unconquerable	parody		
	recoil	stirrings		