

Weekly Overview of Learning

Year Group: Year 6 Week beginning: 2/9/24



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

	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	INSET DAY	INSET DAY	LI: We are learning to make <u>predictions based on the front cover of a text.</u>	LI: We are learning to retrieve <u>suitable information from the text to answer questions fully.</u> We are learning to <u>support our answers and opinions with evidence.</u>	LI: We are learning to describe <u>the relationship with two characters from the class reader and using evidence to support opinions.</u>
Speaking and Listening Focus			Think, pair, share, What could the covers from the different editions now tell us about what the story could be about? Justify your opinions.	Think, pair, share: How would you summarise Bruno's life in Berlin? Discuss how you would answer this question with a partner and share and write your answers on a white board.	Cold calling: Summarise the first two chapters. What are the key events we need to give in the summary?
Key vocabulary and Key Blooms higher order thinking questions	<u>Key Vocabulary: (specific to lesson)</u> <u>Key questions:</u>	<u>Key Vocabulary: (specific to lesson)</u> <u>Key questions:</u>	<u>Key Vocabulary:</u> Berlin, contrast, foreseeable, bannister <u>Key Questions:</u> Who is the main character? Where is the book set? How do the new house and the old house differ? Why did the family have to leave their house?	<u>Key Vocabulary:</u> Berlin, contrast, foreseeable, bannister <u>Key questions:</u> What can you infer about Bruno's father from information in Ch 1? Why do you think Bruno has difficulties understanding what his father does at work? The new house makes Bruno feel	<u>Key Vocabulary:</u> Berlin, contrast, foreseeable, bannister <u>Key Questions:</u> What things does Bruno identify as being irritating about Gretel? Why does Bruno want to grow by the time they return to Berlin?

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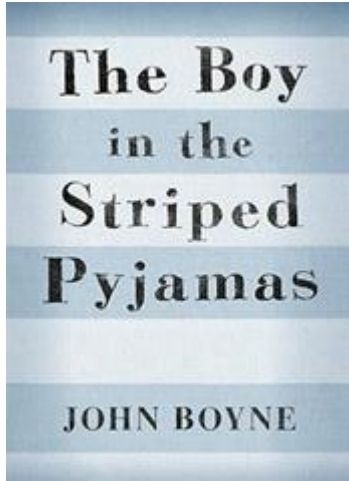

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			<p>Do we associate the stripes with the word pyjamas in the title? Are the stripes on the cover anything to do with the boy? Are they his pyjamas? The colour seems old fashioned: is this because the story is from the past?</p>	<p>"empty and cold". Why do you think Bruno feels this way? What words does the author use to inform you of his feelings? Bruno's mother says, "We don't have the luxury of thinking" (p 13) and "Some people make all the decisions for us" (p 14). What does mother mean by this?</p>	<p>How do Bruno and Gretel explain the phrase foreseeable future? What does it mean? What does Bruno say that makes Gretel stop what she is doing and question him? What was Gretel nervous about?</p>
Activities			<p>The children will stick in the mini front cover and write next to it what they think the story could be about - using evidence from the front cover and their imagination/creative thinking. They will try to back up their ideas and explain why they think them. They will then read the first two chapters - answering key questions while it is being read.</p>	<p>Children will be given several questions and will work together to answer giving their opinions, but then justifying this with suitable evidence from the text. They will be taught how to answer fully and how to structure their answer so that it provides enough information to achieve the full marks required. e.g. they will be asked to consider: Where in this answer are there opinions and inferences which are supported by evidence? How different is this answer to yours? They will do several shared examples first - with feedback from the teacher - before completing a set of comprehension questions independently, based on the first two chapters.</p>	<p>The children will read chapter 3. They will be asked a question, e.g. What do you think Bruno and Gretel were looking at out of the window? What predictions can you make, based on what we know so far? They will be expected to answer using the technique learned and used last lesson. They will then consider the characters of Bruno and Gretel and using their new way of answering, they will analyse the relationship of the two characters and complete the describing frame, adding what we now know about the relationship between Bruno and Gretel.</p>

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					<p>How do the children describe their relationship? What evidence in the text supports their thoughts?</p> 
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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
	INSET DAY	INSET DAY	<u>LI: To represent and reason about location of numbers up to 100,000.</u>	<u>LI: To represent and understand the place value of numbers up to 1,000,000.</u>	<u>LI: To read, write and represent numbers to ten million.</u>

Key vocabulary and key questions			<p><u>Key Questions</u></p> <ul style="list-style-type: none"> -What is each interval worth? - What is the value of ____? Explain your reasoning. -How many ways can you partition ____? -How can you estimate a number on a numberline if there are no divisions? <p><u>Key Vocabulary</u></p> <p>place value digit value partition</p>	<p><u>Key Questions:</u></p> <ul style="list-style-type: none"> -How can a place value grid help you add 10/100/1000 to a number? -How can a place value grid help you add 10/100/1000 to a number? -How could you represent these numbers to help you partition them? <p><u>Key Vocabulary:</u></p> <p>place value digit value partition</p>	<p><u>Key Questions</u></p> <ul style="list-style-type: none"> -What does each comma represent? -Write the number in numerals/digits/figures. -Write the number in words. <p><u>Key Vocabulary:</u></p> <p>place value digit value partition</p>
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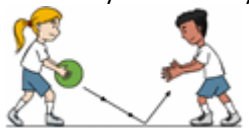
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Activities			In this lesson, children focus on numbers up to 100000 - they represent numbers on a place value grid, read and write numbers and place them on a number line to 100000. Using a numberline, they find numbers between two points, place a number and estimate where larger numbers will be.	Today, the children will read, write and represent numbers to 1,000,000. They will recognise large numbers represented in a part-whole model, when they are partitioned in unfamiliar ways. The children will explore numbers represented with counters on a place value grid, as well as drawing counters.	In this lesson, children need to read, write and represent numbers to ten million in different ways. The repeating patterns of ones, tens, hundreds, ones of thousands, tens of thousands, hundreds of thousands will be discussed and linked to the placement of commas or other separators.

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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><u>NO MUSIC THIS WEEK DUE TO INSET.</u></p>	<p><u>NO RE THIS WEEK DUE TO INSET.</u></p>	<p>Unit: Hockey Lesson 1 <u>L.I. We are learning to dribble to beat a defender.</u> Key Vocabulary: dribble, defender, direction, stick Key Questions: How can you change direction to move around the defender? How can you dribble using the reverse of the stick?</p>  <p>Unit: Netball Lesson 1 <u>L.I. We are learning to develop passing and moving to maintain possession</u> Key Vocabulary: passing, ball, possession, footwork, pivoting Key Questions: What is footwork and why is it important? What is pivoting and why is it important? What do you do once you pass the ball?</p> 
Art – Kapow		PSHE - Jigsaw

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LI: We are learning to explore expressive drawing techniques (Lesson 1)

Key Vocabulary: ancient, civilisation, experimental, expressive, imagery, mark making, mural, mayan

Key Questions: How can I use different lines, shapes and shading techniques to convey emotions and character in my drawing?

This week in Art we will start exploring Mayan art work and explore the possible influences. We will also identify the different mediums used to create Mayan art work. The children will then start sketching elements of examples of work using techniques that they have previously studied in detail.

Unit: Being me in my World

LI: We are learning to create a class charter.

Key Vocabulary: rights, responsibilities, charter, safe, healthy

Key Questions: What rights and responsibilities should we include to ensure a respectful, safe and supportive learning environment for everyone?

In this lesson, the children will create a class charter for their classroom. The children will explore the articles and then vote for the ones they wish to promote in their class. Once they have chosen them, the children will discuss how both the teachers and themselves act to support their charter articles.



Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p>LI: We are learning to understand Metacognition and how it helps us to think about our thinking.</p> <p><u>Key Vocabulary:</u> Metacognition, self-regulated learning, thinking hats, brain, brain stem, cerebellum, temporal lobe, prefrontal cortex, amygdala, emotions.</p> <p><u>Key Question:</u> What can we do when we are feeling anxious or nervous? How can thinking about our thinking help us to learn?</p> <p>In the afternoons this week children have been learning all about metacognition and self-regulated learning.</p> <p>Session 1: children will learn about the structure of the brain and impact on learning session</p> <p>Session 2: children will learn about the neural pathways and neuroplasticity</p> <p>Session 3: children will learn about growth mindset</p> <p>These lessons will provide a great start into their learning style in Year 6 - to think about our thinking to help us learn!</p>		<p>NO ICT THIS WEEK DUE TO INSET.</p>

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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. ?

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 as compete with the other classes!

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!