


Weekly Overview of Learning

Year Group: 6 Week beginning: 22.04.24



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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>L.I. We are learning to use the teacher cold task feedback to up level my writing.</p> <p>L.I. We are learning to write quotes (direct and reported) correctly in my newspaper article.</p>	<p>L.I. We are learning to answer comprehension questions using skimming and scanning.</p> <p>LI: We are learning to support our opinions by giving suitable evidence.</p>	<p>L.I. We are learning the features of a newspaper and their structure.</p> <p>L.I. We are learning to plan our newspaper articles</p>	<p>L.I. We are learning to use our plan to write an up-levelled newspaper article based on our learning from the Cold Task.</p>	<p>SPELLING TEST</p> <p>L.I. We are learning to understand and identify determiners in writing.</p>
<p>Speaking and Listening Focus</p>	<p>Think, Pair, Share Children will look at anonymous examples of children's writing and respond to positive aspects of the writing and then areas for improvement.</p>	<p>Think, Pair, Share Children will scan a piece of text in pairs to locate evidence to answer retrieval type questions.</p>	<p>Think, Pair, Share Children will look at 'real' newspaper reports from the period of study in WW2 and identify the features of the newspapers.</p>		<p>COLD CALLING Children are asked at random to contribute their ideas during the lesson. They will need to give answers to the warm up quiz and suggestions for completing tasks.</p>
<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p>Key Vocabulary: reported quotes, direct quotes, headline, byline, lead paragraph, formal language, bias, exaggeration, past tense, chronological, key events, facts, opinions, 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 are the features needed for a successful newspaper? Which areas do you need to improve or add in your Hot Task?</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: reported quotes, direct quotes, headline, byline, lead paragraph, formal language, bias, exaggeration, past tense, chronological, key events, facts, opinions, 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 are the features needed for a successful newspaper? Which areas do you need to improve or add in your Hot Task?</p>	<p>Key Vocabulary: reported quotes, direct quotes, headline, byline, lead paragraph, formal language, bias, exaggeration, past tense, chronological, key events, facts, opinions, 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 are the features needed for a successful newspaper? Which areas do you need to improve or add in your Hot Task?</p>	<p>Key Vocabulary: general, specific, The definite article, demonstrative determiners, possessive determiners interrogative determiners, quantifiers</p> <p>Key Questions: Where are the determiners in these sentences? Can you identify the quantifier in this sentence? What are the rules for interrogative determiners?</p>

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<p>Activities</p>	<p>The children will use the Cold Task feedback to analyse their Cold Task and look for areas to improve and work on for next time.</p> <p>They will peer assess some Year 6 anonymous examples to consider positive and negative aspects and how the example could be improved.</p> <p>They will then revise writing reported and direct quotes.</p> <p>They will then think who they could include to give them a solid quote that has substance and authority?</p> <p>Once they have identified who, they will have a go at drafting the quote in their books.</p> <p>They will then need to write a second quote from a different person.</p> <p>They will be extended to use some reported quotes with their main quotes too.</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>Today the children will use their defining frame of facts and details from the bombing of Nagasaki to write a plan for their article.</p> <p>This is to help them structure their report and to include the necessary facts and details. Their plan will also include any quotes they feel they need. They also pool relevant bias and exaggerated dramatic vocabulary, i.e. pulverised, obliterated etc.</p> <p>The children will then draft their new up-levelled newspaper articles in practise for their Hot Task tomorrow.</p> 	<p>The children will use their fact defining frame and plan to write their Hot Task version of their newspaper article of the bombing of Nagasaki.</p> 	<p>The children will revise that Determiners are words that come before a noun or noun phrase. There are two types of determiners - specific and general.</p> <p>They introduce the noun and give the reader important information about it.</p> <p>They will also learn that Demonstrative determiners are also specific. They relate to the location of the noun that you are describing.</p> <p>They children will complete various written tasks, i.e. to add the correct specific determiners to complete a sentence.</p> <p>They will also need to identify a determiner in written sentences.</p> <p>They will also need to write their own sentences using a given determiner type.</p> <div data-bbox="1724 782 2184 1197" style="border: 1px solid black; padding: 10px; background-color: #e0f2f1;"> <h3 style="text-align: center;">Challenge</h3> <p style="text-align: center;">Can you identify the determiners in these sentences?</p> <div style="background-color: #fff9c4; padding: 5px; margin-bottom: 5px; text-align: center;">The hoop rolled down the road.</div> <div style="background-color: #fff9c4; padding: 5px; margin-bottom: 5px; text-align: center;">Whose socks are these?</div> <div style="background-color: #fff9c4; padding: 5px; margin-bottom: 5px; text-align: center;">The river is just beyond those trees.</div> <div style="background-color: #fff9c4; padding: 5px; margin-bottom: 5px; text-align: center;">Five seagulls landed on the beach.</div> <div style="background-color: #fff9c4; padding: 5px; margin-bottom: 5px; text-align: center;">Any computers must be turned off.</div> </div>
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<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> 	<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: To identify the size of interior angles in a polygon.</u>	<u>LI: To subtract fractions with different denominators including mixed numbers.</u>	<u>LI: To identify parts of a circle.</u>	<u>LI: To explore the nets of 3D shapes.</u>	<u>LI: To solve problems involving converting metric measures.</u>
Key vocabulary and key questions	<p><u>Key vocabulary</u></p> <p> polygon regular irregular triangles vertex sum interior angles </p> <p><u>Key Questions</u></p> <p> -What is a polygon? - What is the difference between a regular and an irregular polygon? - How many triangles can you make in this polygon? - Why is it important to draw the triangles from a single vertex? - If the sum of interior angles in each triangle adds up to 180°, how can you work out the sum of the interior angles in the polygon? - If you know the sum of the interior angles in a polygon, </p>	<p><u>Key vocabulary</u></p> <p> improper fraction mixed number common denominator common multiple difference multiply divide equivalent </p> <p><u>Key Questions</u></p> <p> -How do you convert from a mixed number to an improper fraction? -Why is it important to find the lowest common multiple when identifying the common denominator? -What vocabulary in the problem tell you that you need to add/subtract? -Is this a one-step or multi-step word problem? -What do we need to know first, before we can calculate the answer? </p>	<p><u>Key vocabulary</u></p> <p> radius diameter circumference circle distance </p> <p><u>Key Questions</u></p> <p> -What does the term "radius"/"diameter"/"circumference" mean? - What is the relationship between the radius and the diameter of a circle? - What point must the diameter of a circle go through? - If you know the diameter of a circle, how can you calculate its radius? - If you know the radius of a circle, how can you calculate its diameter? - How can you tell if a line across a circle is a diameter or not? </p>	<p><u>Key vocabulary</u></p> <p> -dimension -2D/3D -net -shape -faces -vertices -edges </p> <p><u>Key Questions</u></p> <p> -How many faces does a ____ have? What shapes are they? - What is the difference between a 2-D and a 3-D shape? - What 2-D shapes are needed to create the net of a ____? - What 3-D shape will this net create? - Which two faces of the 3-D shape made from this net will be opposite each other? - How many different ways can you arrange the faces of </p>	<p><u>Key vocabulary</u></p> <p> -metric -grams -kilogram -centimetres -metres -kilometres -litres -millilitres -convert -operation </p> <p><u>Key Questions</u></p> <p> -To convert between ____ and ____, do you need to multiply or divide by 10/100/1,000? How do you know? - What operation are you going to use? Why? - How could you use a bar model to help you understand the question? - How many grams are there in one kilogram? </p>

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	how can you use this information to find a missing angle?			the net so that it still folds up to make the ____?	- Does it matter if the items in the question are measured in different units? Why? How can you convert between metres and centimetres?
Activities	Today, the children develop their understanding of interior angles in 2-D shapes by looking at polygons with five or more sides. Building on the fact that a quadrilateral can be split into two triangles, so the interior angles add up to $180 \times 2 = 360^\circ$, the children explore how many triangles polygons with a greater number of sides can be split into using a vertex of the polygon and will use this to find the sum of the interior angles in the polygon. Using this information, they can find unknown angles for any polygon.	Third Space] Arithmetic Paper Today the children will be revising the method of subtracting fractions with different denominators, including mixed numbers. They will first focus on the method and practise arithmetic style questions and then move on to apply this method to solve word problems, identifying the correct operation to use and in what order to calculate the answer.	In today's lesson, the children develop their learning of circles to ensure understanding of the words "radius", "diameter" and "circumference". The children will need to understand the importance of the centre of a circle: it is the point that is an equal distance from every part of the edge of the circle. They then move on to looking at the connection between the radius and the diameter. It is important that they realise that both of these are related to the centre. We will explore examples and non-examples of radii and diameters to help to reinforce this understanding.	Today, the children learn that they can make a 3-D shape using knowledge of the 2-D shapes that make up its faces. They will explore this step practically, starting with nets of a cube, made up of six squares, and investigating which arrangements will and will not fold to make a cube. They will then move on to looking at other 3-D shapes and what 2-D shapes are needed to make their nets. The children can then work from a 3-D shape to decide how the net will look.	In today's lesson, the children will consolidate their learning of converting metric measures. Firstly, the children will recap converting metric measures. The children will then use and apply these conversion skills to solve measurement problems in context. The use of pictorial representations, such as bar models and number lines, to represent the problem will help children to choose the correct operation(s) to solve the problem.

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

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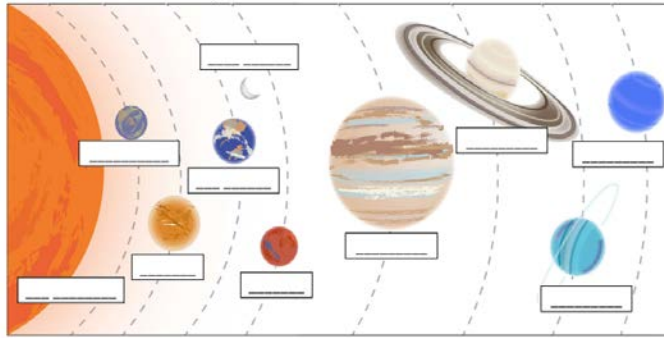

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Music – Sing Up	RE - Widening Horizons	PE – Get Set 4 PE
<p style="text-align: center;">Unit: Hounslow Music Lesson 1</p>  <p style="text-align: center;">This term the children will receive weekly music lessons from an external music teacher. They will explore the instrument of drums.</p> 	<p style="text-align: center;">Unit: Islam Lesson 2</p> <p style="text-align: center;">LI: We are learning to explain the 6 Islamic Articles of Faith and their significance to everyday life for a muslim.</p> <p>Children will recall what they already know about the Islamic faith and recall the creation story. Children will then discuss what articles of faith are:</p> <p style="text-align: center;">What are Articles of Faith?</p> <p>An article of faith is a specific belief shared by a group of people or religion.</p> <p>Articles of faith are core beliefs that everyone within that group usually holds.</p> <p>For example, in Christianity an article of faith would be the belief that Jesus was the Son of God. While Christians might disagree on lots of things, most agree with this belief.</p> <p>There are six major articles of faith in Sunni Islam based on statements found in the Qur'an (holy book). Over 80% of the world's Muslims are Sunni Muslims.</p>  <p>The children will then look at the 6 different articles of faith and discuss their significance in everyday life. For example:</p> <p style="text-align: center;">Tawhid - Belief in one God</p> <p>Muslims believe that Allah is the creator of all things and is completely unique.</p> <p>Following Allah's will is the basis of all Islamic practices.</p> <p>Muslims believe Allah is all-powerful and all-knowing. He rules over the world and judges right from wrong.</p>  <p>DISCUSS: Why do you think it's significant for Muslims to say they believe in "one" God?</p> <p>Will: What does Allah want you or instructs His people to do?</p> <p style="text-align: center;">Malaikah - Belief in angels</p> <p>Because Allah is so important, Muslims believe He doesn't communicate with human beings Himself. Instead, Allah speaks to His angels – the first parts of His creation, created to follow His orders.</p> <p>DISCUSS: What do you know about angels?</p> <p>Through the angels, Allah can communicate with human beings. There are many stories in Islam of angels completing various tasks for Allah.</p>	<p style="text-align: center;">Unit: Athletics Lesson 2</p> <p style="text-align: center;">LI: We are learning to identify a suitable pace for an event.</p> <ul style="list-style-type: none"> •Select and apply the best pace for the running event. •Steady your breathing by breathing in through your nose and out through your mouth. <p style="text-align: center;">Unit: Fitness Lesson 2</p> <p style="text-align: center;">LI: We are learning to develop speed and stamina.</p> <ul style="list-style-type: none"> •Maintain a steady breath. •Make your first step forwards not backwards. •Move your hands from pocket to mouth. •Run on the balls of your feet. •Work for the whole time period without stopping. 

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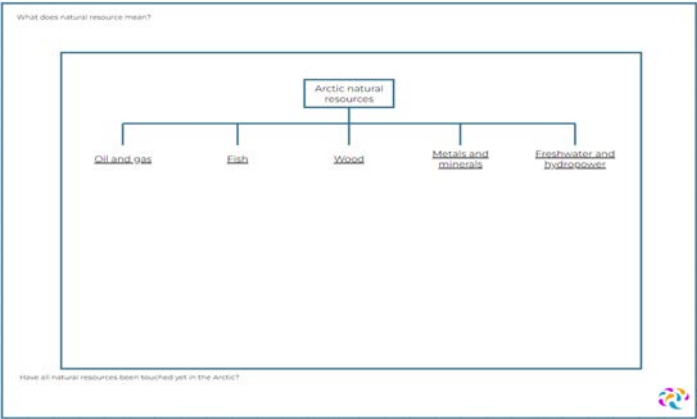
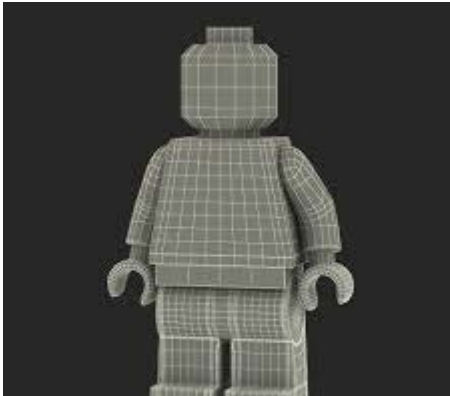
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	<p>The children will then summarise what each belief means and what it means for muslims.</p>												
<p>ART - Kapow</p>	<p>Spanish – Language Angels</p>	<p>PSHE - Jigsaw</p>											
<p>Unit: Sculpture & 3D: Making memories Lesson 2</p> <p>LI: We are learning to explore the concept of self through a range of different mediums.</p> <p>The children will be shown a range of sculptures that the children will discuss using the questions below: What inspired these artists? Why did they make three- dimensional art? How have the artists represented their ideas? How have the artists constructed their pieces?</p> <p>Last week the children explored abstract shapes and discussed which types of shapes they would want in their own sculpture. They will use their abstract collages and turn them into cardboard expressions.</p> 	<p>Unit: Lesson 1</p> <p>LI: We are learning about the 10 key elements of the Solar System in Spanish</p> <p>The pupils are learning how to describe key elements of the Solar System in Spanish and, by the end of the unit, will present themselves as an astronaut. As well as introduce the unit to the pupils and the 10 key elements of the Solar System, pupils will be introduced to gender sorting activities.</p> <p>Nombre: _____ Instructions: Use the word bank below to label the Solar System in Spanish.</p>  <table border="1" data-bbox="779 1332 1440 1412"> <tr> <td rowspan="2">WORD BANK</td> <td>la Tierra</td> <td>Venus</td> <td>el Sol</td> <td>la Luna</td> <td>Mercurio</td> </tr> <tr> <td>Marte</td> <td>Urano</td> <td>Neptuno</td> <td>Júpiter</td> <td>Saturno</td> </tr> </table>	WORD BANK	la Tierra	Venus	el Sol	la Luna	Mercurio	Marte	Urano	Neptuno	Júpiter	Saturno	<p>Unit: Relationships Lesson 2</p> <p>LI: We are learning to identify how to take care of our mental health LI: We are learning to help ourselves and others when worried about a mental health problem.</p> <p>This week, the children will discuss ways that they can take care of their mental health. They will identify tools personal to them that they can use.</p> <p>The children will be introduced to the thoughts, actions and feelings cycle and use it in context of their own and others scenarios. During this, they will discuss if there are any signs or clues that show a person might be in need or some help or advice because their worries are too big for them to manage,</p>  <div data-bbox="1512 1372 2105 1548"> <p>Ask Me This:</p> <ul style="list-style-type: none"> • What can we do to help our mental health? • What would you suggest if a person starts to feel sad, anxious or worried about something? </div>
WORD BANK	la Tierra		Venus	el Sol	la Luna	Mercurio							
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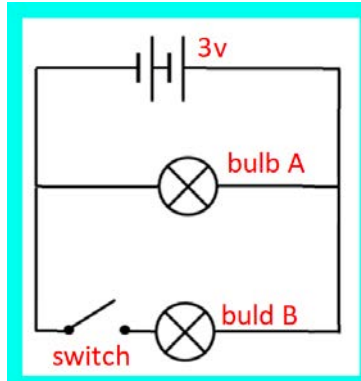
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Science - Wellington Curriculum	Topic (Geography) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p>Unit: Complex Electric Circuits Lesson 4</p> <p>L.I. We are learning to investigate parallel circuits and explain the effects of adding components and why this happens. L.I. We are learning to explain the effects of adding a switch into different positions of a parallel circuit. L.I. To represent a parallel circuit as a circuit diagram</p> <p>The children will move on from series circuits and investigate the effects of wiring components in parallel. They will notice how the light bulbs work differently and investigate how certain branches can be controlled via switches independently so that certain bulbs can be turned off without affecting the rest of the circuit.</p> <p>They will then draw their parallel circuits as a circuit diagram - remembering the symbols of the different components.</p>	<p>Unit: Frozen Kingdoms Lesson 7</p> <p>LI: We are learning to identify and understand the use of natural resources. LI: We are learning to categorise natural resources and describe the distribution of them in the Arctic.</p> <p>This week, the children will begin their lesson with a mini assessment to revisit learning from last term.</p> <p>Afterwards, we will explore natural resources and the distribution of them in the Arctic. The children will explore each resource and how the location provides it. They will record their findings using a categorising frame.</p> 	<p>Unit: Introduction to 3D modelling Lesson 1</p> <p>LI: We are learning to recognise that you can work in three dimensions on a computer.</p> <ul style="list-style-type: none">• I can add 3D shapes to a project• I can view 3D shapes from different perspectives• I can move 3D shapes relative to one another <p>This week, learners will be introduced to the concept of 3D modelling by creating a range of 3D shapes that they select and move. Learners also examine shapes from a variety of views within the 3D space.</p> 

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Homework

Homework is set on a Thursday. 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

Please read for at least 20 minutes every day and complete tasks in your purple task book.

Your teacher will check and sign your work once every two weeks.

Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.

Doodle Spell – log in to your

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

Group 1 only

unnecessarily	audacity
pulverised	condemnation
obliterated	disobey
indiscriminate	ultimatum
desolate	treachery

Group 1 and 2

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:

It will help you to practise your multiplication facts.

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

Please encourage your children to arrive promptly for morning intervention classes.

Morning interventions start at 8:15. Therefore, children should be at the door ready to enter the school building at this time.

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account at least 3 times this week.	sincere	symbol		
	stomach	system		
	sufficient	temperature		
	suggest	thorough		
	Group 1 and 2 (bonus Topic Words)			
	Capricorn	Meridian		
	Antarctic	Greenwich		