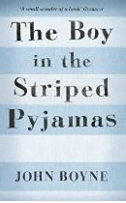


Weekly Overview of Learning

Year Group: Year 6 Week beginning: 23/9/24

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

English	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Reading and Writing</p> 	<p>L1: We are learning to explore the language features of a text - identifying expanded noun phrases and prepositions.</p> <p>L1: We are learning to use an author's technique to describe an environment from the text.</p>	<p>L1: We are learning to apply our new knowledge of effective setting descriptions to complete a Hot Task final version of our writing.</p> <p>L1: We are learning to assess our final draft of our setting descriptions and reflect on what I did well and what I still need to improve.</p>	<p>L.I. We are learning to compare two contrasting characters, finding their similarities and differences.</p> <p>L.I. We are learning to answer questions on the text and to justify our points with suitable evidence.</p>	<p>L1: We are learning how to identify the different personality traits of a character.</p> <p>L1: We are learning how to use evidence from the text to predict and infer how and why a character behaved in a certain way</p>	<p>Spelling Test GRAMMAR FOCUS</p> <p>L.I. We are learning use Commas correctly in our writing</p> <p>L.I. We are learning to:</p> <ul style="list-style-type: none"> • separate items in a list, e.g. At the market she bought eggs, butter, milk and cheese. • outline a series of actions, e.g. Jack entered the room, shut the door, tripped and fell. • recount description, e.g. She had shiny hair, green eyes, spotty cheeks and a pointed nose. • separate clauses (in extra information sentences), e.g. Tom, who was very fit, loved rugby
<p>Speaking and Listening Focus</p>	<p>Cold calling Children can read examples of their shared descriptions from yesterday and look at upleveling or 'magpie' ideas from hearing other examples to improve their versions.</p> <p>One expanded noun phrase that I have identified is... A technique that the author has used is... Having analysed the text...</p>	<p>Cold Calling The children will share the success criteria - remembering themselves what should be included in their HOT TASKS to achieve the learning intention: third person, past tense, topic paragraphs, cohesion, prepositional phrases, expanded noun phrases etc...</p> <p>To write an effective setting description, I can use... Reflecting on feedback, I can uplevel my work by... I can improve my work by...</p>	<p>Think Pair Share - Children to discuss what they know about Lt. Kotler and Pavel</p> <p>The two new characters introduced in the book are... The term reverberated means... I think Maira feels...about Father because...In the text it says... One thing that I have learnt about Lt. Kotler is...</p>	<p>Think Pair Share - What evidence is there to show Grandmother's playful side? What evidence is there to show her serious side and how she feels about her son's promotion?</p> <p>Grandmother is/isn't a playful character... The family reacts differently to Father's promotion...In the text it says... Bruno and Grandmother's relationship is...</p>	<p>Cold Calling</p> <p>White board - quick tasks and 'show me' activities.</p> <p>A main clause is... The sentence has/hasn't used a comma correctly because... The rules when using a comma are..</p>

Weekly Overview of Learning





Year Group: Year 6 Week beginning: 23/9/24

<p>Key vocabulary and Key Bloom's higher order thinking questions</p>	<p>Key Vocabulary: preposition, prepositional phrases, expanded noun phrases. examples of prepositions (word/phrase bank)</p> <p>Key Questions: Have you used a range of different prepositions?</p> <p>Have you used high level descriptions and expanded noun phrases?</p> <p>Identify the prepositional phrases, expanded noun phrases in your examples.</p>	<p>Key Vocabulary: preposition, prepositional phrases, expanded noun phrases. examples of prepositions (word/phrase bank)</p> <p>Key Questions: What do you need to remember from your feedback and drafts to improve your setting descriptions?</p>	<p>Key Vocabulary: campaign, reverberated, overwhelming, domestic, muster, appallingly, gesture, distaste, insolently,</p> <p>Key Questions: Which new characters do we meet? What do we learn about these new characters? How does Maria feel about Father? What do we learn from Maria and Bruno's conversation? What happens to Bruno? Who helps him? Why does mother want to keep the incident a secret?</p>	<p>Key Vocabulary: coincide, reciting, starched, patriot,</p> <p>Key Questions: What do we learn about Grandmother?</p> <p>How do the different family members react to Father's promotion?</p> <p>What is Bruno's relationship with his Grandmother like?</p> <p>In what way do Grandmother and Grandfather's views about their son's job differ?</p>	<p>Key Vocabulary: main clause , relative clause (vocabulary for relative pronouns)</p> <p>Key Questions: Which sentences have used a comma correctly? What rules have we learned to help us know when and where to use commas?</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Remember to use these tips to help you use commas correctly.</p> <ul style="list-style-type: none"> Commas are used to separate items in a list. They are used to separate clauses when a subordinate clause is before a main clause. Commas can be used to separate a relative clause from a main clause. They are also used after a fronted adverbial/adverb at the start of a sentence. </div>
<p>Activities</p>	<p>The children will then start planning their redraft of the setting description.</p> <p>The teacher will break the writing up into the desired structure of paragraphs - showing how the flow of the description follows a logical order. Cohesion will also be emphasised.</p> <p>The use of modelled examples for reference will be used to allow children to see what is expected.</p> <p>The children will use their map with the added vocabulary to start planning their descriptive writing of the garden, fence and the area beyond the fence.</p> <p>The children will share write their opening paragraph which initially describes what Gretel and Bruno</p>	<p>The children will work independently and write their final draft of their setting description as a Hot Task assessed piece of writing.</p> <p>They will then complete the feedback sheet - marking off the various grammar and writing features for their writing and assessing whether they have achieved WT, ARE, ARE+ or GD.</p>	<p>Read chapters 6 and 7.</p> <p>The children will discuss what they have found out about the two new characters of Lt. Kotler and the servant Pavel.</p> <p>They will consider how they are similar and different.</p> <p>They will then explain and organise these similarities and differences on a Comparing and Contrasting frame.</p> <div style="text-align: center; margin-top: 10px;"> <p>What comparisons can you make between Lt Kotler and Pavel?</p> </div>	<p>Read chapter 8</p> <p>The children are to complete a categorising frame to the two sides of Grandmother.</p> <p>They will need to find clear examples in the text as evidence to support their point.</p> <div style="text-align: center; margin-top: 10px;"> <p>We see two sides of Grandmother in chapter 8. A playful, cheerful side as well as the side other that is supposed to what her son is doing. In the text may below please identify 2 pieces of evidence for each side of Grandmother - remember what each tells us as the reader.</p> </div>	<p>The pupils will revise previous knowledge of how commas can be used to separate items, actions or descriptions in a list sentence. They will then need to identify how Commas should <u>not</u> be used before the final item which is usually joined with and/or.</p> <p>They will then try their own examples on white boards.</p> <p>They will extend the use of commas in lists to see how they can help join smaller sentences. This can sometimes help to make their writing flow better, create a sense of movement and create more excitement or suspense for the reader.</p> <p>They will then use commas to separate clauses when a subordinate clause is before a main clause, as well as how Commas can also be used to separate a relative clause from a main clause.</p>

Weekly Overview of Learning

Year Group: Year 6 Week beginning: 23/9/24

	<p>can see immediately out of the bedroom window (e.g. the flower/garden)</p> <p>They will then share these and read aloud. They can then think how to improve their paragraph.</p>				<p>To conclude the lesson, the children will learn how Commas are used after a fronted adverbial/adverb at the <u>start</u> of a sentence.</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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Weekly Overview of Learning

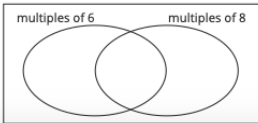
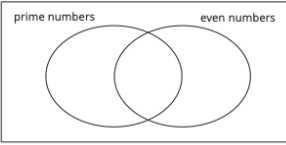
Year Group: Year 6 Week beginning: 23/9/24

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to understand factors and common factors.</u>	<u>LI: We are learning to find common multiples of two or more numbers.</u>	<u>LI: We are learning to understand the rule of divisibility.</u>	<u>LI: We are learning to identify prime numbers up to 100.</u>	<u>LI: We are learning to calculate square numbers and cube numbers.</u>

<p>Key vocabulary and key questions</p> <p>Key Vocabulary: factors common factors systematic multiplication facts</p> <p>Key Questions: What are the factors of ? What factors do and have in common? How can you easily tell if 2/5/10 is a factor of a number? If you know one factor of a number, how can you use it to find another factor of the number? Is 1 a factor of all numbers? How can you work systematically to find all the factors of a number?</p>	<p>Key Vocabulary: multiple common multiple</p> <p>Key Questions: How do you find the multiples of a number? What multiples do ___ and ___ have in common? What is the difference between a multiple and a factor? Can a number be both a factor and a multiple of another number? How can you tell if a number is a multiple of 2/5/10? When do numbers have common multiples that are less than their product?</p>	<p>Key Vocabulary: divisibility divisible divide inverse</p> <p>Key Questions: How does the ones digit help you to decide if a number is divisible by 2, 5 or 10? How can you use the rule for divisibility by 2 to find out if a number is divisible by 4/8? What two other numbers must a number be divisible by if the number is divisible by 6/12? How can you tell if a 2-digit number is divisible by 11? Which divisibility rules are based on the sum of the digits of a number?</p>	<p>Key Vocabulary: prime number composite number factors square numbers</p> <p>Key Questions: What is a prime number? What is a composite number? How many factors does a prime number have? Why is 1 not a prime number? Are the multiples of prime numbers also prime? How can you find the prime factors of a number?</p>	<p>Key Vocabulary: composite number square number cube prime factor multiple prime number</p> <p>Key Questions: How do you square a number? How do you cube a number? Are the squares of even/odd numbers even or odd? Are the cubes of even/odd numbers even or odd? Can a number be both a square number and a cube number? How can you use a square number to help find a cube number?</p>
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Weekly Overview of Learning

Year Group: Year 6 Week beginning: 23/9/24

Activities	<p>Children will build on their understanding of factors and common factors using their knowledge of times-tables and the use of familiar rules of divisibility. Children will work systematically to find the complete list of factors of a number, and will learn to use their knowledge that factors usually come in pairs to spot missing factors.</p> <p>Here is a table for sorting numbers. Write one number in each box.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="background-color: #fce4d6;">Factor of 6</th> <th style="background-color: #fce4d6;">Not a factor of 6</th> </tr> </thead> <tbody> <tr> <td style="background-color: #fce4d6;">Factor of 9</td> <td></td> <td></td> </tr> <tr> <td style="background-color: #fce4d6;">Not a factor of 9</td> <td></td> <td></td> </tr> </tbody> </table>		Factor of 6	Not a factor of 6	Factor of 9			Not a factor of 9			<p>In this lesson, children will find common multiples of two or more numbers. As with factors, arrays and other representations will be used as support. The knowledge of times-tables is key. Some multiples can be recognised using the rules of divisibility, which are explored in detail in the next small step. Children will work systematically to find lists of multiples rather than just finding the product of the given numbers, as this may miss some multiples.</p> <p>Write the numbers in the sorting diagram.</p> <p style="text-align: center;">12 18 40 6 48 24 16 42 56 54 30</p> <div style="text-align: center;">  </div>	<p>Children should be familiar with most rules of divisibility from looking at patterns in times-tables in their earlier learning and the previous two steps. Some of the rules they will explore are:</p> <p>divisibility by 2, 5 or 10 by looking at the ones digits of a number, numbers divisible by 4 if halving the number gives an even result and the corresponding rule for divisibility by 8, numbers are divisible by 3 if the sum of their digits is divisible by 3, and divisible by 9 if the sum of their digits is divisible by 9.</p> <p>Use ticks and crosses to complete the table.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #fff9c4;"> <th></th> <th colspan="5">Is the number divisible by ...?</th> </tr> <tr style="background-color: #fff9c4;"> <th></th> <th>3</th> <th>4</th> <th>6</th> <th>9</th> <th>11</th> </tr> </thead> <tbody> <tr> <td style="background-color: #fff9c4;">87</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="background-color: #fff9c4;">96</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="background-color: #fff9c4;">99</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="background-color: #fff9c4;">216</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="background-color: #fff9c4;">702</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Is the number divisible by ...?						3	4	6	9	11	87						96						99						216						702						<p>Children will learn to recognise that a number is prime when it has exactly two factors: 1 and itself. They will also look at identifying the prime factors of a given number.</p> <p>By the end of this step, children should be able to identify all the primes less than 100 and recall at least the primes to 19</p> <p>Write the numbers in the sorting diagram.</p> <p style="text-align: center;">10 13 2 12 11 6 7</p> <div style="text-align: center;">  </div>	<p>Children will explore the factors of square and cube numbers, noticing that square numbers always have an odd number of factors, but cube numbers can have an odd or even number of factors.</p> <p>Write >, < or = to make the statements correct.</p> <p style="text-align: center;"> 3^3 ○ 4^2 8^2 ○ 4^3 11^2 ○ 5^3 </p>
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Weekly Overview of Learning

Year Group: Year 6 Week beginning: 23/9/24

Unit: 'Hey, Mr Miller'.

L.I. We are learning to explore a melody and perform a song as a class.

Key Vocabulary: melody, dance steps, singing, dancing, perform

Key Question: What are the dance steps that need to be added to the song?

This lesson we will introduce the song Throw, catch. This is one of three snapshots spread across the year that have been created to demonstrate the progress pupils make.

In this lesson, children will:

- Learn the melody of Throw, catch.
- Learn dance steps to add to the song.
- Combine singing and dancing.
- Perform their song for a video recording.



Unit: Buddhism

L.I: We are learning to identify and describe where Buddhists worship.

L.I: We are learning to explain the features of different places of worship.

Key Vocabulary:

Buddhism, Buddhists, place of worship, shrine, artefacts, stupa, temples, meditate, enlightenment, flowers, candles, incense

Key Questions:

Can you identify where Buddhists worship?
Which special artefacts will you find in a shrine?
What is the symbolism behind each artefact?
How do Buddhists worship?



In this lesson the children will identify where Buddhists can worship and identify the artefacts they use as part of their worship. We will then look at the symbolism behind each artefact and how it related to the teachings of the Buddha.

Shrines

Shrines can be found within Buddhist temples. Shrines are important as they contain a statue or image of the Buddha or a **Bodhisattva**. These statues and images help Buddhists to focus their devotion and meditation. The statues and images are not worshipped, but they do assist Buddhists in their search for **enlightenment**.

Shrines are also spaces where Buddhists can make offerings. These offerings demonstrate special appreciation to the Buddha for the lessons he has given people. Common offerings include:

- flowers, to symbolise that things don't stay the same - they are always changing
- incense, to represent the idea of purity of speech and behaviour
- candles, which are lit to represent the idea of light triumphing over darkness and knowledge triumphing over ignorance



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Unit: Hockey Lesson 4

L.I. We are learning to move into and create space to support a teammate.

Key Vocabulary: pass, dribble, possession, defenders, sending, receiving, intercept, tackle

Key Question: When is an appropriate time to move to support a teammate?

In this lesson, you should be able to:

- move into a space towards your goal
- move into a space where the defender is not between you and the ball



Unit: Netball Lesson 4

L.I. We are learning to use defending skills to gain possession.

Key vocabulary: ball carrier, attacker, diagonal sprint, side step, intercept

Key Question: What are effective ways to mark ball side?

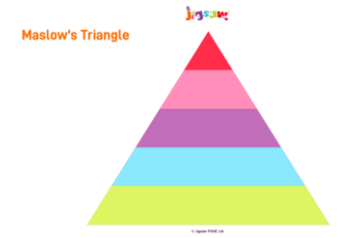
In this lesson, you should be able to:

- Stay in front of your attacker, between them and the ball (ball side).



Weekly Overview of Learning

Year Group: Year 6 Week beginning: 23/9/24

<p>Unit: Drawing – Making my voice heard (continued lesson) LI: We are learning to apply understanding of the drawing technique chiaroscuro. (Lesson 3)</p> <p>Key Vocabulary: chiaroscuro, dark, effect, form, light, shading, technique, tone</p> <p>Key Questions: How can the use of light and shadow in chiaroscuro enhance the depth, mood and realism in a drawing?</p> <p>In this lesson, children will continue to explore the concept of chiaroscuro, an artistic technique that focuses on the contrast between light and dark. The classroom will be darkened, and an object will be lit from one side to help children observe shadows and highlights.</p> <p>Children will finish their hands-on activity using masking tape and charcoal to create a word from the Maya calendar. They will learn to highlight the word using light and shadow techniques, mimicking the three-dimensional effects of chiaroscuro. Throughout the activity, students will practise controlling the charcoal, cleaning areas, and refining their work to create depth and dimension.</p>	<p>Unit: Being me in my World LI: We are learning to understand that my actions affect other people locally and globally LI: We are learning to understand my own wants and needs and can compare these with children in different communities</p> <p>Key Vocabulary: Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education</p> <p>Key Question: How do my actions affect people locally and globally?</p> <p>In this lesson, children will explore the difference between wants and needs, beginning with a debate on child labour in Ghana’s cocoa plantations. They will then list what they would buy with a large sum of money and refine their lists to identify essential needs.</p> <p>Using Maslow’s hierarchy of needs, children will reflect on which of their own needs are met and discuss how unmet needs might affect their learning. The lesson concludes with a class discussion on empathy and which needs are essential for learning.</p> <div style="text-align: right;">  <p>Maslow's Triangle</p> </div>
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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Teach Computing
<p>Unit: Light</p> <p style="text-align: center;">Lesson 3</p> <p>LI: We are learning to explain why shadows have the same shape as the object that casts them. We are learning to explain how a shadow’s size can be made bigger and smaller.</p> <p>Success criteria: I can explain how a shadow is formed (including the terms opaque, translucent and transparent).</p> <p>I can explain why shadows are the same as the object that casts them.</p> <p>I can use my knowledge about light to create a shadow</p>	<p>Unit: Britain at War LI: We are learning to understand the start of the War. LI: We are learning to categorise and summarise the key events and where they were happening at the start of the War.</p> <p>Key Vocabulary: WWI, First World War, Western Front, Eastern Front, Ottoman Empire, Allied Powers, German army, Schlieffen Plan, conflict, invasion, Central Powers</p> <p>Key Questions: When did the First World War begin? What were the causes that led to the war? How were men recruited to fight in the war?</p>	<p>Unit: Communication and Collaboration LI: We are learning to explain how sharing information online can help people to work together.</p> <p>Key vocabulary: Chat, explore, slide deck</p> <p>Key Question: How can sharing information online help people to work together?</p> <p>Children consider how people can work together when they are not in the same location. They discuss ways of working and complete a collaborative online project.</p>

Weekly Overview of Learning

Year Group: Year 6 Week beginning: 23/9/24

puppet.

Key vocabulary:

opaque, translucent and transparent, blocked, light source

Key questions:

Is a shadow always the same shape as the object which casts it?

A torch turned on in a dark space. Notice the straight edge to the light beam. Why is that?

How do you think a shadow could change size?

The shadow puppets have a solid appearance as a silhouette.

There are no features. If you draw detail on the puppet, it will not show on the shadow.

TALK WITH YOUR PARTNER

Why?

How could we add detail, e.g. a face onto the man's shadow?

The children will revise the terms opaque, translucent and opaque.

The children will learn clear and precise scientific vocabulary to explain why and how a shadow is formed by an opaque object. They will also investigate the different shadows which can be created by translucent objects.

They will investigate two ways of making the shadows larger and smaller and drawing clear diagrams to show this.

They will conclude with looking at making a shadow puppet of their own design.

The children will try out designs and learn how a shadow puppet needs to be made with the subject of the puppet, e.g. a human figure, drawn from a suitable position/angle so the silhouette can be identifiable.

They also need to think about how detail can be represented by cutting out suitable parts of the card.

They will realise that a shadow puppet does not need to be made of black card to work, it can be any colour.

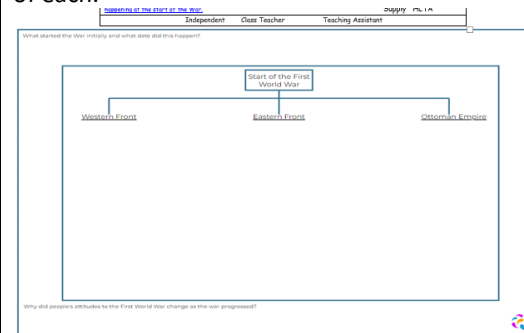
Finally, they will be challenged to give their puppet 'colour' by applying their knowledge of translucent materials from the start of the lesson, and use coloured acetate over the holes on their puppet.

What is the Western Front? What is the Eastern Front? What is the Ottoman Empire? Who did Germany invade? Why did Germany have to dig defensive trenches? What does the term 'stalemate' mean? Why was this considered one of the most brutal wars in history?

This week we will be exploring the start of the First World War. The children will recap their learning so far (the causes and consequences which led to the War and recruitment). Later, they will begin to learn about the Western front, Eastern front and the Ottoman empire.



There will be a lot of information for the children to explore, so as their activity, they will categorise their own summary of each.



Weekly Overview of Learning

Year Group: Year 6 Week beginning: 23/9/24

Homework

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

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.

Group 1 and 2

appreciate	awkward
attached	bargain
available	bruise
average	category

Group 1 only

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. Jumpers and cardigans must be burgundy with the school logo. Girls can only 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 your guided reading book and your purple task books everyday!

Forthcoming Trips/events for this term;

PE days

Jet & Ruby - Tuesday and Friday
Coral & Opal - Thursday and Friday

Weekly Overview of Learning



Year Group: Year 6 Week beginning: 23/9/24

	observant	hesitant		
	observance	hesitancy		
	expectant	relevant		
	expectancy	relevance		
	Group 1 and 2 (bonus Topic Words)			
	conscription	warmongering		
	expansionism	retaliation		