


Weekly Overview of Learning

Year Group: Year 6 Week beginning: 25/11/24

Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

English	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Reading and Writing</p> 	<p><u>LI: We are learning to identify themes in a range of war poetry.</u></p> <p><u>L.I. We are learning to understand the poet's message and opinions in their poem.</u></p>	<p><u>LI: We are learning to identify themes in a range of war poetry.</u></p> <p><u>L.L. We are learning to use facts from our research of WW2 to create a poem written in role as an evacuee.</u></p>	<p><u>L.I. We are learning to use facts from our research of WW2 to redraft our own poem written in role as an evacuee.</u></p> <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>SCHOOL TRIP TO THE IMPERIAL WAR MUSEUM</p> <p>Year 6 children are visiting the Imperial War Museum to deepen their understanding of historical events, particularly those related to World Wars I and II, as part of their history curriculum.</p> <p>The trip aims to enhance their learning through the exploration of primary sources, artifacts, and exhibits, providing a tangible connection to the past and fostering critical thinking about the impact of war on individuals and society.</p>	<p>INSET DAY</p>
<p>Speaking and Listening Focus</p>	<p>Think, Pair, Share Children to analyse the poem and think about what the poem is about. What is happening?</p>	<p>Cold Calling What would a child evacuee experience? What would they be thinking and feeling as they wait on the platform?</p>	<p>Think, Pair, Share Children will give their opinion on what 'Performance poetry means to them.</p>		

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<p>Key vocabulary and Key Bloom's higher order thinking questions</p>	<p>Key Vocabulary: thoughts, feelings, predict, empathy, imagery,</p> <p>Key Questions: Children to analyse the poem and think about what the poem is about. What is happening? Who is the poem about? What is the main message that the author is trying to make clear? What is it that the writer is using to help them cope with being away from their loved ones?</p>	<p>Key Vocabulary: Emotion, evacuation, evacuee, desperate, anxious, farewell, tearful, distraught,</p> <p>Key Questions: What would a child evacuee experience? What would they be thinking and feeling as they wait on the platform? Is the poem organised in a particular way? Whose point of view is it showing? How do you know?</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>Activities</p>	<p>This lesson will be focussing on how writers reveal the 'message' behind their poem. The children will see how all aspects of the war were written about and turned into poetry.</p> <p>The children will study two main poems and work in groups to try and unpick the meanings behind the verses.</p> <p>The first poem is: 'Empty Your Pockets'.</p> <p>The second poem is 'Letter from Italy'.</p> <p>The children will complete some comprehension questions based on the poems - focussing on the author's opinion and meaning.</p>	<p>After revising from last week's Topic lesson about children being evacuated in WW2, the children will consider the thoughts, feelings and experiences the evacuees would have had. They will record these on a defining frame. They will read several poems about Evacuation and analyse the structure and how the author has included suitable factual detail to make the poem effective.</p> <p>They will then use the defining frame and their analysis of the other poems to write their own poem - in role - as a child who is being evacuated.</p>	<p>PART 1: Children to redraft their evacuee poem using the teacher feedback from their first draft.</p> <p>PART 2: 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,</p>		

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Timing and Rhythm, Mood, Facial Expression and Gesture.

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 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.

Class Text – Reading Aloud
10-15 mins each day

Opal
TEXT - Wonder
Author - R J Palacio



Ruby
TEXT - Wonder
Author - R J Palacio



Jet
TEXT - Wonder
Author - R J Palacio



Coral
TEXT - Wonder
Author - R J Palacio



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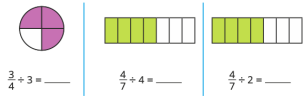
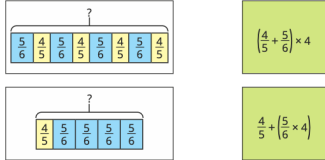
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to divide a fraction by an integer.</u>	<u>LI: We are learning to divide any fraction by an integer.</u>	<u>LI: We are learning to identify the appropriate operation(s) to use problem solving with fractions.</u>	SCHOOL TRIP TO THE IMPERIAL WAR MUSEUM	INSET DAY

Key vocabulary and key questions	<p>Key vocabulary: fractions divide share partition mixed number improper fraction numerator denominator operation sign</p> <p>Key Questions: How could you represent the fraction? How could you split the fraction into equal parts? What do you notice about the numerators in the question and the answer? What do you notice about the denominators in the question and the answer? What changes and what stays the same? How can you show the division as a bar model?</p>	<p>Key vocabulary: fractions divide share partition mixed number improper fraction numerator denominator operation sign</p> <p>Key Questions: How can you split a fraction into equal parts? What is each part of the fraction worth? How can you show the division as a bar model? How is $13 \div 2$ similar to $13 \times \frac{1}{2}$? What fractions are equivalent to ? Why does finding an equivalent fraction help you to divide a fraction by an integer? What multiplication can you use to work out \div?</p>	<p>Key vocabulary: fractions add subtract multiply mixed number improper fraction numerator denominator operation sign</p> <p>Key questions: Do you need to find the whole or a part? Where can you show this on the bar model? What type of calculation do you need to do? How can you tell? Does it matter in which order you perform the calculations? Why/why not? Which operation should you perform first/second? What happens when you insert brackets into the calculation?</p>	<p>Year 6 children are visiting the Imperial War Museum to deepen their understanding of historical events, particularly those related to World Wars I and II, as part of their history curriculum.</p> <p>The trip aims to enhance their learning through the exploration of primary sources, artifacts, and exhibits, providing a tangible connection to the past and fostering critical thinking about the impact of war on individuals and society.</p>	
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<p>Activities</p>	<p>In this small step, children are introduced to dividing fractions by integers for the first time. They focus on dividing fractions where the numerator is a multiple of the integer they are dividing by, for example 35 divided by 3, or 67 divided by 2. Bar models are used initially to represent fractions and to explore how to divide a fraction by an integer. Children complete the number sentence alongside the representation to encourage them to notice that the denominator stays the same and the numerator is divided by the integer.</p> <p>Use the diagrams to help you work out the divisions.</p>  <p>$\frac{3}{4} \div 3 = \underline{\quad}$ $\frac{4}{7} \div 4 = \underline{\quad}$ $\frac{4}{7} \div 2 = \underline{\quad}$</p>	<p>In this small step, children build on their learning from the previous step to divide fractions where the numerator is not a multiple of the integer they are dividing by. Children will continue to use models and draw diagrams to divide fractions into equal parts. There are two methods that children could use throughout this step. They could use their prior knowledge of equivalent fractions combined with learning from the previous step to find an equivalent fraction where the numerator is a multiple of the integer they are dividing by. Alternatively, through the use of diagrams, children could explore the link between multiplying by a unit fraction and dividing by an integer. When using this method, children should be encouraged to spot the pattern that the numerator stays the same and the denominator is multiplied by the integer.</p>	<p>Children have now used all four operations with fractions in separate lessons. In this small step, children will identify the appropriate operation(s) to use in a given situation. Bar models are used to explore word problems and to support children in selecting the correct operation(s). Children will start by choosing the correct single operation to solve a problem and move on to explore multi-step problems using all four operations.</p> <p>Match the bar models to the calculations.</p> 		
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		<p>Jack is dividing fractions by integers.</p> <table border="1"><tr><td>$\frac{2}{5} \div 3 = \frac{2}{15}$</td></tr><tr><td>$\frac{3}{4} \div 5 = \frac{3}{20}$</td></tr><tr><td>$\frac{5}{7} \div 6 = \frac{5}{42}$</td></tr></table> <p>I've noticed something!</p>  <p>What has Jack noticed?</p>	$\frac{2}{5} \div 3 = \frac{2}{15}$	$\frac{3}{4} \div 5 = \frac{3}{20}$	$\frac{5}{7} \div 6 = \frac{5}{42}$			
$\frac{2}{5} \div 3 = \frac{2}{15}$								
$\frac{3}{4} \div 5 = \frac{3}{20}$								
$\frac{5}{7} \div 6 = \frac{5}{42}$								

Music – Sing Up

RE – Widening Horizons

PE – Get Set 4 PE

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Unit: Shadows

Lesson 3

LI: We are learning to create ideas for a response to music.

LI: We are learning to evaluate others' performances and offer feedback.

Key Vocabulary: music, reponse, evaluate, performance, feedback

Key Question: How can I provide effective feedback about others' performances?

In this lesson children will:

- Develop ideas for a creative response to music.
- Listen to and appraise others' performances.
- Perform in front of an audience.

Warm-up: What do I know?

- 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.

Art – Kapow

Unit: Judaism

Lesson 4

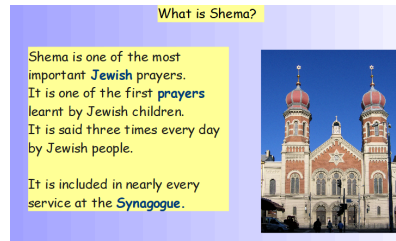
LI: We are learning to define the term monotheism and why the Shema is important.

LI: We are learning to identify and interpret key Jewish symbols, such as the Star of David, menorah, and mezuzah, and understand their significance to Jewish identity and faith.

Key vocabulary: Judaism, Jewish, monotheism, Shema, symbols, Star of David, menorah, mezuzah, significance, faith

Key question: Why is the Star of David significant to Jewish identity and faith?

In this lesson, the children will begin by recalling what they learnt last week about the Torah. The children will define the term monotheism and understand what Shema is. They will look at a translation of the first paragraph of the Shema prayer.



Then the children will look at three different symbols that are significant to Jewish people: the Star of David, the menorah and mezuzah. They will understand what each symbol represents and why it is important to the Jewish identity and faith.

PSHE - Jigsaw

Unit: OAA - Lesson 4

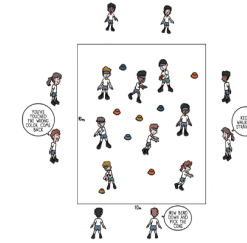
LI: We are learning to work as a team and use critical thinking to determine the best approach.

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

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

In this lesson children should be able to:

- Trial ideas before deciding on the most successful solution.



Unit: Badminton - Lesson 4

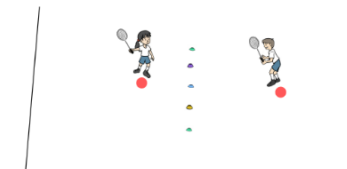
LI: We are learning to develop the serve and understand the rules of serving.

Key vocabulary: badminton, shuttlecock, overhead clear, serve

Key Question: How can you serve using a shuttlecock?

In this lesson children should be able to:





































- 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.



Spanish - Language Angels

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<p>Topic: Painting and mixed media Lesson 4: Fiona Rae <u>LI: We are learning to apply interpretation skills to analyse and respond to an abstract painting.</u></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>This lesson introduces children to abstract art through the work of contemporary British painter Fiona Rae. After watching a video about Rae’s creative process and studio, children will discuss her artistic choices and their impressions of her paintings. They then will analyse one of her works, focusing on shapes, colours, emotions and personal interpretations. Using sketchbooks and various materials, children will 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 - Power Struggle <u>LI: We are learning to explain some of the ways in which one person or a group can have power over another.</u> <u>LI: We are learning to know how it can feel to be excluded or treated badly by being different in some way.</u></p> <p>Key Vocabulary: Power, Struggle, Imbalance, Control, Harassment, Bullying, Banter</p> <p>Key Question: How does ‘power’ affect acceptance and equality? If someone has power over others, does this make them a good/positive leader?</p> <p>This week in PSHE, the children will learn about a song called ‘There’s a Place’. They will look at the techniques used in the song and linked to English, they will discuss the similarities and differences between poems and songs. As a class, the children will discuss the meaning of the song and identify words in the songs that represent acceptance and equality.</p> <p>Children will look at what it means to have power over another and discuss key questions about some scenarios of where children experience power over another via peer pressure.</p>	<p>Unit: Healthy Lifestyle Lesson 3 <u>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.</u></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> <div data-bbox="1496 683 2011 1050"> <p>Nombre: _____</p> <p>Instructions: Write in the correct sentence using ‘como.’ or ‘bebo.’ or ‘no como.’ or ‘no bebo.’ for each item.</p> <table border="1"> <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 patatas fritas leche entera leche desnatada rueces agua galletas bebidas con gas fruta</p> </div>		<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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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Teach Computing
<p>UNIT: Evolution and Inheritance Lesson 3</p> <p><u>L.I. We are learning to explain how adaptations can result in both advantages and disadvantages.</u></p> <p><u>L.I. We are learning to explain how human intervention affects evolution.</u></p>	<p>Unit: Britain at War Imperial War Museum</p> <p><u>LI: We are learning to use artefacts from WW1 and WW2 to find out about the past.</u></p> <p>Year 6 children are visiting the Imperial War Museum to deepen</p>	<p>Unit: Creating media – How does it look? <u>LI: We are learning to recognise the need to preview pages.</u></p> <p>Key vocabulary: Web page, home page, preview, evaluate, device, Google Sites</p> <p>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 suggest/make edits?</p>

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Success Criteria

- I can understand that some living things have acquired more adaptive traits than others.
- I can identify advantages and disadvantages of specific interventions.

The children will learn what evolution is and how it works. E.g. That evolution happens over the space of a long, long, long time so we don't really notice it happening. One animal, plant or person doesn't just change... there are small changes with each new generation. Evolution happens through inheritance – meaning that tiny changes only happen as traits pass to the next generation.

Animals and plants evolve to make adaptations to not only survive but to survive better. Some of these changes are down to habitats. They will understand that adaptations are the result of random mutations in genes, which can help or hinder a species' survival. As these helpful mutations are passed on they allow those with the helpful mutant gene to survive better while the others may die out.

This is the reason it can take a long time until all the population of that species have that mutation. Which is called evolution.

They will then look at text book examples – such as Galapagos Islands finches which Darwin studied.

They will conclude with an individual activity to match the advantages and disadvantages caused by specific adaptive traits.

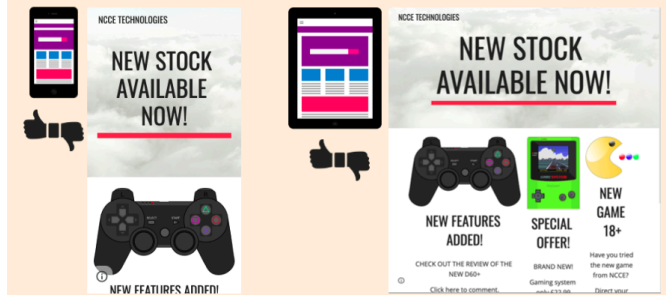
their understanding of historical events, particularly those related to World Wars I and II, as part of their history curriculum.

The trip aims to enhance their learning through the exploration of primary sources, artifacts, and exhibits, providing a tangible connection to the past and fostering critical thinking about the impact of war on individuals and society.



Today learners will 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.

Does it look nice on each device?






Homework

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

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Reading and spelling.	Maths	Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in													
<p>Reading</p> <p>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.</p> <p>Your teacher will check, mark and sign your work once a week.</p> <p>Try and login to Bug Club and Reading Eggs.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Spellings</p> <p>Please make sure your child's spelling book is in their book bag on these days as this is their spelling test day.</p> <p>Remember to write your spelling sentences in your purple reading task book.</p> <p>Spellings will start next week. Tests will be on every Friday. New spellings will be given out on Fridays.</p> <p>Spelling and dictation – Remember to try and use these words in sentences to show that you understand their meanings.</p> <p>Group 1 and 2</p> <table border="1" data-bbox="616 911 1046 1190"> <tr> <td>persuade</td> <td>profession</td> </tr> <tr> <td>physical</td> <td>programme</td> </tr> <tr> <td>prejudice</td> <td>pronunciation</td> </tr> <tr> <td>privilege</td> <td>queue</td> </tr> </table> <p>Group 1 only</p> <table border="1" data-bbox="616 1262 1046 1414"> <tr> <td>transferring</td> <td>preferred</td> </tr> <tr> <td>transferred</td> <td>preference</td> </tr> </table>	persuade	profession	physical	programme	prejudice	pronunciation	privilege	queue	transferring	preferred	transferred	preference	<p></p> <p>Doodle Maths – Log on to your account at least three times this week.</p> <p>We will be checking to see who has accessed their account the most!!</p> <p>Work to reach your target – are you in the <u>green</u> zone yet?</p> <p><u>Times Tables Rockstars:</u></p> <p>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!</p>	<p>All year groups</p> <p>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.</p> <p>Please remember to write your child's name on all school clothes and resources so if they get lost we can return them.</p> <p>Please remember to bring book bags in everyday!</p> <p>Forthcoming Trips/events for this term;</p> <p>PE days Jet & Ruby - Tuesday and Friday Coral & Opal - Thursday and Friday</p>
persuade	profession														
physical	programme														
prejudice	pronunciation														
privilege	queue														
transferring	preferred														
transferred	preference														

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	transferral	referring		
	preferring	reference		
	Group 1 and 2 (bonus Topic Words)			
	unconquerable	parody		
	recoil	stirrings		