


Weekly Overview of Learning

Year Group: 6 Week beginning: 29.04.24


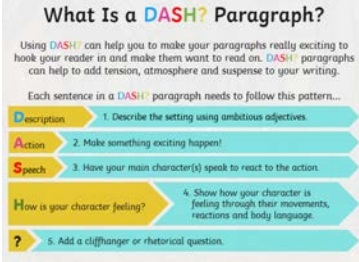
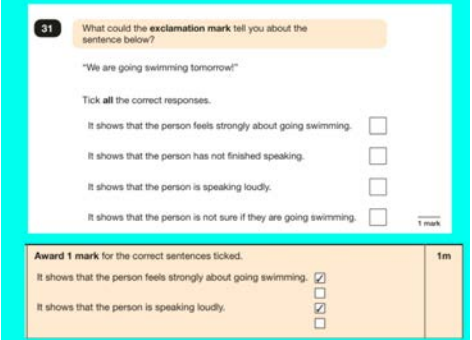
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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>HOT TASK</p> <p><u>L.I. We are learning to use our plan to write an up-levelled newspaper article based on our learning from the Cold Task.</u></p>	<p><u>L.I. We are learning to answer comprehension questions using skimming and scanning.</u></p> <p><u>LI: We are learning to support our opinions by giving suitable evidence.</u></p>	<p><u>LI: We are learning to make predictions based on the front cover of a text.</u></p> <p><u>LI: We are learning to use evidence from the text to justify our opinions and describe characters and settings.</u></p>	<p><u>LI: To explore writing with the DASH technique.</u></p> <p><u>LI: To identify and explore a character to include in my narrative.</u></p>	<p>SPELLING TEST</p> <p><u>L.I. We are learning to apply our grammar rules from intervention therapies to answer grammar questions accurately.</u></p>
Speaking and Listening Focus		<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</p> <p>The children will be asked to give their ideas about the story based on the front cover. They will then discuss elements from reading the first two chapters - particularly what they have understood about the main character.</p>	<p>THINK PAIR SHARE</p> <p>Children discuss how atmosphere and suspense may be achieved in their writing - then share ideas with class.</p>	<p>COLD CALLING</p> <p>Children are asked at random to contribute their ideas during the lesson. They will need to give answers and suggestions for completing questions/tasks.</p>
Key vocabulary and Key Blooms higher order thinking questions	<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:</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: Tsar, Imperial, St. Petersburg, aristocrats, roubles, underbite, whittling, elk, laprushka, carcasses, muzzle.</p> <p>Key Questions: Based on the front cover, what do you think the story is about? Who is the main character? Where is the story set? What do we know about the character of Feo so far?</p>	<p>Key Vocabulary: DASH, atmosphere, tension, suspense, speech, characters, adventure, desert island, explore</p> <p>Key Questions: *How does an author effectively create atmosphere and tension? *What does the DASH technique help us to achieve? *What are the rules for including speech? *Why is character description so important?</p>	<p>Key Vocabulary: possessive pronouns, determiners, subordinate clauses, direct speech, simple past tense, expanded noun phrase, semi-colon, word family, coordinating conjunction, prefix, antonym, active and passive, past progressive,</p> <p>Key Questions: What are the rules for this aspect of grammar? What do you need to check for this question? Have you written all the necessary punctuation marks when writing the required sentence?</p>

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	<p>What are the features needed for a successful newspaper? Which areas do you need to improve or add in your Hot Task?</p>			<p>*How does a new character need to be described for the reader?</p>	
<p>Activities</p>	<p>HOT TASK</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 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 start the lesson by examining the front cover of the new class reader: The Wolf Wilder by Katherine Rundell.</p> <p>They will use evidence from the front cover to predict what the story could be about.</p> <p>They will need to justify their opinions using evidence.</p> <p>They will then read the first two chapters and analyse what they understand about the main characters using the evidence we have read so far to form opinions based upon explicit and implied evidence.</p> <p>The children will then complete a range of comprehension questions from the text - compiled of: retrieval, inference, vocabulary and summary style questions.</p>	<p>Today we will be exploring the DASH technique for and how this can help us write a good adventure story. We will look at how DASH works and then apply this to an example.</p> <p>The children are going to use this to write a new part to their new class reader - using characters already introduced.</p> <p>They will focus in particular on the rules of direct speech as well as setting description and character.</p> <p>They will be learning to write paragraphs with DASH to create tension, suspense and atmosphere in an adventure story.</p> 	<p>The children will complete questions taken from the last Grammar and Punctuation test and answer them - applying their learning from recent therapies to be more accurate with their answers. This will be used as formative assessment for the teachers to pinpoint any issues for the upcoming SATs tests</p> 

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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
	<p><u>LI: To solve problems involving converting metric measures.</u></p>	<p><u>LI: To apply my previous learning of mathematical concepts and skills to solve problems.</u></p>	<p><u>LI: To solve problems involving converting between units of time.</u></p>	<p><u>LI: To use simple formulae.</u></p>	<p><u>LI: To multiply proper fractions and mixed numbers by whole numbers.</u></p>

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<p>Key vocabulary and key questions</p>	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> -metric -grams -kilogram -centimetres -metres -kilometres -litres -millilitres -convert -operation <p><u>Key Questions</u></p> <ul style="list-style-type: none"> -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? - Does it matter if the items in the question are measured in different units? Why? How can you convert between metres and centimetres? 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> -multistep -operation -pictorial representation <p><u>Key Questions</u></p> <ul style="list-style-type: none"> -What is the key information in the question? -What vocabulary in the question tells you what operation to use? -How many steps will you need to calculate the answer? -What do you need to do first/next? -How can we use a bar model to unpick the information in the problem? -What knowledge will you need to apply to solve this problem? 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> -convert -days/weeks/years/months -seconds/minutes/hours/days <p><u>Key Questions</u></p> <ul style="list-style-type: none"> -What units of measure do we use for time? - How can you put the units of measure for time in order from shortest to longest? - How many seconds/minutes/hours are there in minutes/hours/days? - How can you convert from ____ to ____ ? - When using division to convert times, what happens if there is a remainder? 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> -formulae -input -output -substitute -unknown value -inverse <p><u>Key Questions</u></p> <ul style="list-style-type: none"> -What is a formula? - What formulae do you know? - How is a formula similar to/different from an expression? - What is the formula for ? - If the formula is $t = 3s + 1$ and you know that $s =$, how can you work out t? - Which letter(s) do you know the value of? Which letter(s) can you work out? 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> -proper fraction -improper fraction -mixed number -integer -partition -multiply -divide <p><u>Key Questions</u></p> <ul style="list-style-type: none"> -How is multiplying fractions by integers similar to addition of fractions? How is it different? - What happens to the denominator when you multiply a fraction by an integer? - Do you find it easier to partition the mixed number first or to convert it to an improper fraction? Is $2/3 \times 7$ equal to $7 \times 2/3$? Why?
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<p>Activities</p>	<p>In today's lesson, the children will continue to 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.</p>	<p>Arithmetic Paper Thirdspace</p> <p>In today's lesson, in preparation for upcoming reasoning assessments, the children will practise applying their previous learning of mathematical concepts and skills to solve a range of problems on various topics.</p>	<p>The children have encountered units of time and converted between them in previous years.</p> <p>Today, they will revisit and extend this learning and solve problems involving units of time. First, the children will revise converting between different units of time using bar models and double numberlines to support their learning. Once confident, they will move on to solve problems involving different units.</p>	<p>Today, we will be recapping algebra, looking at using simple formulae.</p> <p>The children will substitute into formulae to work out values, noticing the effect that changing the input has on the output.</p> <p>Looking at familiar relationships between two or more variables will help to develop children's understanding, for example the number of days in a given number of weeks, the number of legs on a given number of insects and so on.</p>	<p>In today's lesson, the children will be revising multiplying fractions and mixed numbers by integers. A variety of representations will show that multiplying fractions by integers is the same as repeated addition of a fraction.</p> <p>The children will recognise that they need to multiply the numerator by the integer. When multiplying mixed numbers, children can either partition them into wholes and parts, multiplying each of them by the integer, or convert the mixed number to an improper fraction and then multiply the numerator by the integer.</p>
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Please continue logging into Doodle Maths and Times-table Rockstars regularly!

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Unit: Hounslow Music Lesson 2



This term the children will receive weekly music lessons from an external music teacher. They will explore the instrument of drums.



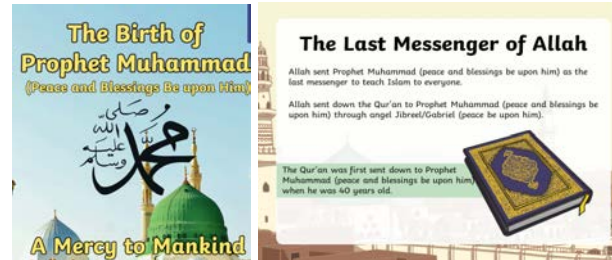
Coral and Jet will receive their lessons on a Monday and Ruby and Opal will receive their lessons on a Tuesday.

Unit: Islam Lesson 3

LI - We are learning to recall historical events from the Islamic faith.

We will be learning about the birth and childhood of the Prophet Muhammad.

We will identify key events in his lifetime and explain the significance of them.



Children will then answer a series of questions to recall what they have found out. Children will also identify a special time in their lifetime and think about why they regard it as a special time.

What can you recall about the significance of Prophet Muhammad?

What year was Prophet Muhammad born?

Can you describe and draw the miracle that happened the year he was born? Why was this year called the year of the elephant?
 _____

Describe a special year in your life, what would you call that year and why?
 _____

Unit: Athletics Lesson 3

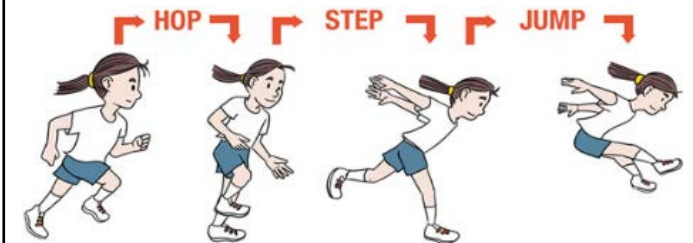
LI: We are learning to develop power, control and technique for the triple jump.

- Keep a consistent rhythm.
- Link jumps showing control and balance.
- Perform jumps for distance using good technique.

Unit: Fitness Lesson 3

LI: We are learning to develop strength using our own body strength.


- Complete the exercises slowly and with control.
- Maintain a steady breath.



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ART - Kapow	Spanish – Language Angels	PSHE - Jigsaw
<p>Unit: Sculpture & 3D: Making memories Lesson 2 Continued</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:</p> <p>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 2</p> <p>LI: We are learning to</p>	<p>Unit: Relationships Lesson 3</p> <p>LI: We are learning to understand that there are different stages of grief and that there are different types of loss that cause people to grieve.</p> <p>We are learning to recognise when I am feeling those emotions and have strategies to manage them.</p> <p>This week, the children will be exploring grief, the different stages and what might cause somebody to grieve. The children will learn the 4 main stages of grief and later the children will discuss tools they can use and suggest to others in order to deal with grief.</p> <div data-bbox="1541 868 2067 1286"> <p>Stage 1: Denying Feelings of loss, numbness, pain, disbelief, shock</p> <p>Stage 2: Fighting Feelings of anger, guilt, sadness, pain, despair</p> <p>Stage 3: Overwhelmed Feelings of depression, sadness, hopelessness, misery</p> <p>Stage 4: Accepting Coming to terms, still upset but able to move on</p> </div>

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Unit: Complex Electric Circuits

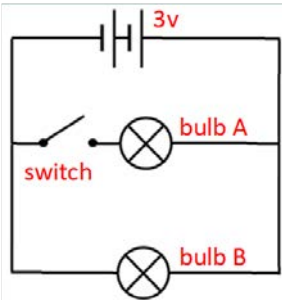
Lesson 5

L.I. We are learning to explain the effects of adding a switch into different positions of a parallel circuit.

L.I. We are learning to try different components to test if current does really flow in one direction.

L.I. We are learning to identify components which only work one way round and recognising these components as semiconductors.

The children will build a parallel circuit with two bulbs. They will then investigate the effect of adding switches to different branches and analysing the results. Which bulb is on or off?



They will then experiment using different components to prove and demonstrate that current only flows in one direction. They will identify that components which only work one way round are from a group of components called semiconductors. They will then draw their circuit symbols.

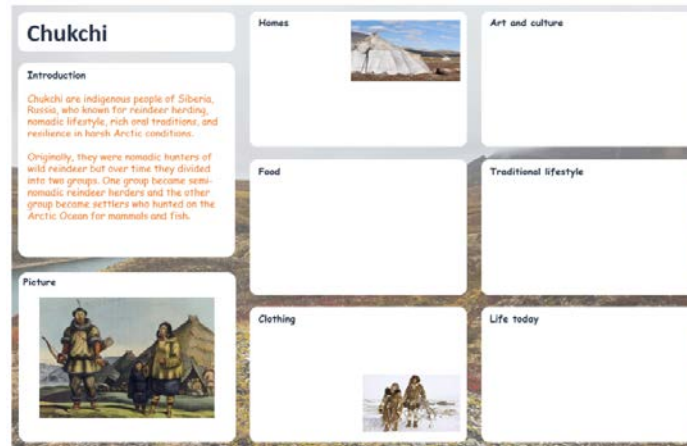
Unit: Frozen Kingdoms

Lesson 8

LI: We are learning to explore and understand lifestyles of Indigenous people living in the Arctic circle.

LI: We are learning to create a research page on a chosen group of Indigenous people using the internet.

This week, the children will be using their comprehension and online research skills to understand lifestyles of Indigenous people living in the Arctic circle. Their research will consist of various areas such as their homes, food, clothing, art and culture, traditional lifestyle and life today.



The image shows a research page for the Chukchi people. It has a title 'Chukchi' and an 'Introduction' section with text: 'Chukchi are indigenous people of Siberia, Russia, who known for reindeer herding, nomadic lifestyle, rich oral traditions, and resilience in harsh Arctic conditions. Originally, they were nomadic hunters of wild reindeer but over time they divided into two groups. One group became semi-nomadic reindeer herders and the other group became settlers who hunted on the Arctic Ocean for mammals and fish.' There are several empty boxes for notes, labeled 'Homes', 'Art and culture', 'Food', 'Traditional lifestyle', 'Picture', 'Clothing', and 'Life today'. A small image of a reindeer herder is in the 'Picture' box, and a small image of reindeer is in the 'Clothing' box.

Unit: Introduction to 3D modelling

Lesson 2

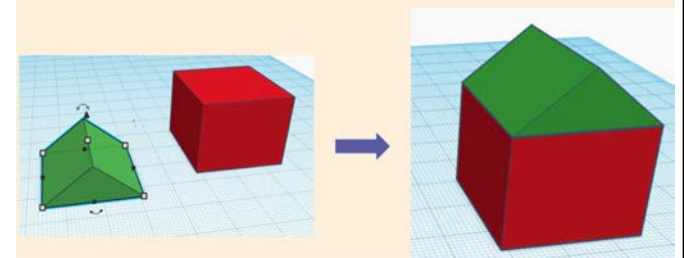
LI: We are learning to identify that digital 3D objects can be modified.

Learners will manipulate 3D objects digitally. They will resize objects in one, two, and three dimensions. They will also lift and lower 3D objects relative to the workplane and combine two 3D objects to make a new shape. Finally, learners will recolour 3D objects.

Success criteria:

- I can resize an object in three dimensions
- I can lift/lower 3D objects
- I can recolour a 3D object

Placing shapes on top of each other



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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 account at least 3 times this week.

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

Group 1 only

recurring	animosity
resounded	smothered
placid	plunged
cacophony	ecstatically
glimpses	inquisitive

Group 1 and 2

twelfth	yacht
variety	accommodate
vegetable	accompany
vehicle	according

Group 1 and 2 (bonus Topic Words)

crevasses	extreme
precipitation	indigenous



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.

After school interventions finish at 4:30, please collect your children from school. Children are not allowed to walk home alone after school clubs or interventions.

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