Weekly Overview of Learning

Year Group: 6   Week beginning: 03.06.24

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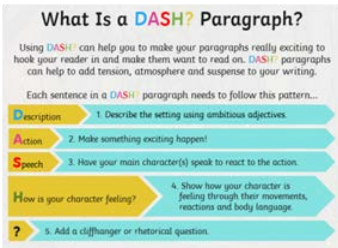
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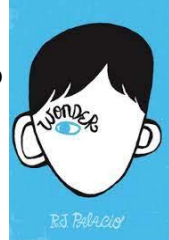
English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: We are learning to explore writing with the DASH technique. LI: To identify and explore a character to include in my narrative.	L.I. We are learning to use suitable evidence to support opinions. L.I. To answer reading comprehension questions using skimming and scanning.	L.I. We are learning to create a character's emotions graph by using implied and explicit evidence from the text. L.I. We are learning to justify our opinions by using supporting evidence.	L.I. We are learning the features of a good balanced argument text. L.I. We are learning to organise our ideas into suitable FORs and AGAINSTs.	Spelling Test L.I. We are learning to include the necessary features in our draft balanced argument.
Speaking and Listening Focus	THINK PAIR SHARE Children will recall the new character from the class reader: Ilya, and how the interaction between Feo and him went.	Cold Calling What can we remember from the previous chapters? What could happen next?	Cold calling What were the key events from Chapter 5? What emotions did Ilya and Feo go through throughout the chapter?	Think Pair Share / Cold Calling Children will be given thinking time to develop their thoughts and then share these with their partners and then with the class	Think Pair Share / Cold Calling Children will be given thinking time to develop their thoughts and then share these with their partners and then with the class
Key vocabulary and Key Blooms higher order thinking questions	**Key Vocabulary:** DASH, atmosphere, tension, suspense, speech, characters, adventure, desert island, explore **Key Questions:** How will you use DASH to effectively create atmosphere and tension? What does the DASH technique help us to achieve? What are the rules for including speech? What do we know about Ilya's description which we could include in our writing?	**Key Vocabulary:** lunging, hauled, wincing, retching, silhouetted, yielding, coursing, raked, phlegmy, ragged, staccato, spasmed **Key Questions:** Why does Feo state that Ilya's surprised face was not convincing? Why does Ilya sometimes sleep with a dictionary under his pillow? Why did Feo's tongue prickle on page 58?	**Key Vocabulary:** emotions, graph, implied, explicit, interpret, justify **Key Questions:** How can we break the chapter up into different events? How would the emotions from these key events differ from each other? If shown on a graph, which events and emotions could be represented and what level on the emotions axis would they be at?	**Key Vocabulary:** evidence, fact, opinion, justify, support, for, against, power of three, logical connectives, introduction, conclusion, **Key Questions:** What points can we make FOR supporting the question? What points can we make AGAINST the question? How can we record these in an organised way?	**Key Vocabulary:** evidence, fact, opinion, justify, support, for, against, power of three, logical connectives, introduction, conclusion, **Key Questions:** What points can we make FOR supporting the question? What points can we make AGAINST the question? How can we record these in an organised way?

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Activities

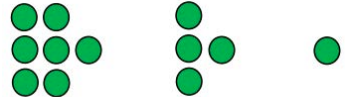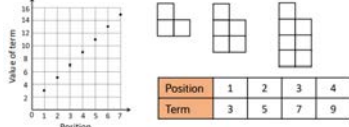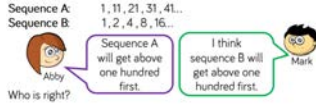|				
The children will be using their marked DASH drafts with the relevant teacher feedback to rewrite them as a final version. They will use the DASH technique to 'fill in the gap' in the narrative where the children in the new class reader stayed in the snow for hours, looking after the newborn pup and Tenderfoot. They will then use the DASH method to write this missing period of time. They will need to incorporate suitable dialogue between them.	Today the children will read more of the story and read Chapter 5. They will then answer comprehension questions based on this. The children will need to use skimming and scanning to find the answers and use relevant quotes and evidence from the text to support answers. There will also be vocabulary questions using the author's choice of vocabulary. They will need to find synonyms and work out the meaning of these words using clues from how they have been used in context.	The children will work in pairs to split the chapter into suitable events. They will decide how positive or negative the emotions for their character was for each event and use this to create an emotions graph for Chapter 5 and their character. The characters will either be Feo or Ilya. They will then write an evidence key to justify each point plotted on the graph and to explain what event was depicted.	The children will look at the structure of balanced arguments and how these can be planned. They will look at the two sides of the argument being presented and how FORs and AGAINSTs can be created. They will learn the 'Power of 3' rule for putting their points together - to limit the amount for each point and making it a fair balanced argument. They will look at how points can be grouped and built on using causal, logical connectives such as: additionally, furthermore… etc and also they will use these to introduce contrasting points of view: however, on the other hand, even so… etc They will then consider the conclusion where the author's opinion can be given once all the evidence presented in the argument has been considered.	They children will use evidence from the five chapters read so far in the class reader: The Wolf Wilder to answer the following question: ***Should the aristocrats in Russia - during the time of the Tsar - tame and keep wolves as luxury pets?*** They will use a FOR and AGAINST table to record their relevant points. They will then start to group these and construct a plan for their balanced argument. They will then start to draft their argument. They will assess their draft with the success criteria.

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: To predict and check the next term(s) of a sequence.	**LI: To understand multiple representations of a sequence.**	**LI: To identify linear and non-linear sequences.**	**LI: To continue linear sequences.**	**LI: To continue non-linear sequences.**
Key vocabulary and key questions	**Key Vocabulary** -sequence -term -term-to-term -predict -rule **Key Questions** -Is there a quick way of counting the squares/circles/lines in the diagram? -How can you check your answer? -What rule can describe the sequence? -How many_____ will there be in the _____ diagram?	**Key Vocabulary** -table -graph -axes -linear -non-linear **Key Questions** -Why doesn't it make sense to join up the points on these graphs? -Make up your own sequence and represent it in as many different ways as you can. -Which of these sequences is the odd one out? -How are the representations the same/different?	**Key Vocabulary** -linear -non-linear -ascending -descending -difference -constant difference **Key Questions** -How is a linear sequence different from a non-linear sequence? -What do you look for in a sequence to decide if it is linear? -Can a linear sequence be decreasing?	**Key Vocabulary** -linear -non-linear -ascending -descending -difference -constant difference -arithmetic **Key Questions** -Why does the common difference help us to work out the next term in a linear sequence? -How many terms do you need to be able to write a linear sequence?	**Key Vocabulary** -linear -non-linear -ascending -descending -difference -constant difference -geometric -Fibonacci **Key Questions** -Why does the common difference help us to work out the next term in a linear sequence? -do geometric sequences always grow faster than arithmetic?

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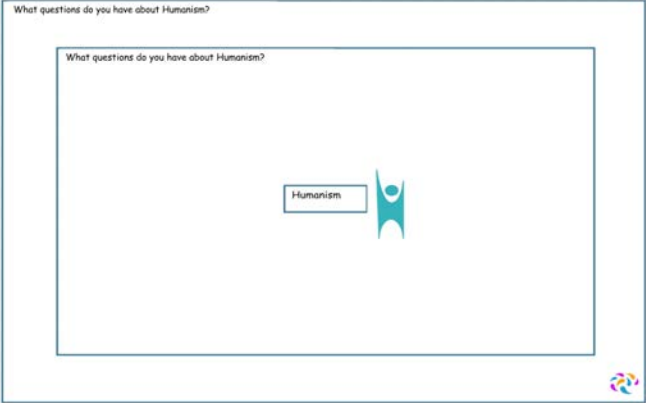
Activities					
	Today, the children will continue their learning of sequences, focusing on predicting and checking the next term of the sequence. They will predict the structure of the next term in a sequence of diagrams and then draw the diagram to check their prediction. Both linear and non-linear sequences will be used.	In today's lesson, the children will focus on understanding that multiple representations of the same item is a key mathematical skill. Children will focus on using the language linear and non-linear to describe the sequences. The children will identify how the representations of the sequences are same/different.	Today's lesson builds on the previous step, the children will explore how to recognise from a list of numbers, rather than from a graph or table, whether the sequence is linear or not. The idea of constant difference between the terms will be focused on. • 10 , 20 , 30 , 40 , 50... • 10 , 100 , 1000 , 10 000 , 100 000... • 90 , 85 , 80 , 75 , 70... • 2 , 3 , 5 , 8 , 12... • 1 , 2 , 3 , 5 , 8 , 13....	In today's lesson, the children will learn how to work out the next term in a sequence of numbers through finding and using constant difference. The sequences that we will explore will be ascending, descending and include decimals. • 60 , 74 , 88 , ___ , ___ , ___ • 8000 , 11 000, 14 000 , ___ , ___ , ___ • 90 , 85 , 80 , ___ , ___ , ___ • 0.9 , 1.2 , 1.5 , ___ , ___ , ___ • 7.42, 6.81 , ___ , ___ , ___	Today, the children will learn how to identify whether a sequence is linear or not by checking to see whether the differences are constant- in the case where they are not, the children will explore how to efficiently get from one term to the next e.g focusing on the multiplier in a geometric sequence rather than the change in differences.

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

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Music – Sing Up	RE - Widening Horizons	PE – Get Set 4 PE
Unit: Hounslow Music **Lesson 5**	**Unit: Humanism** **Lesson 1**	**Unit: Tennis** **Lesson 1**

Music – Sing Up

Unit: Hounslow Music
Lesson 5

HOUNSLOW MUSIC SERVICE

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.

RE - Widening Horizons

Unit: Humanism
Lesson 1

LI - we are learning to recall what we already know about Humanism.

What questions do you have about Humanism?

Humanism

Children to look at important images and symbols from Humanism. Children to recall prior knowledge from previous teachings of Humanism and record it on their defining frame.

Children to consider and discuss these questions:
➔ **What is humanism?**
➔ **What do they believe?**
➔ **Are any of their beliefs similar or different to religions we have learned about already?**

PE – Get Set 4 PE

Unit: Tennis
Lesson 1

We are learning to develop placement of the ball using the forearm.

•As you make contact with the ball, turn your strings to face downwards.

•Make contact with the ball when your racket face is facing your target.

Unit: Volleyball
Lesson 1

We are learning to use the fast catch volley to create space and place the ball.
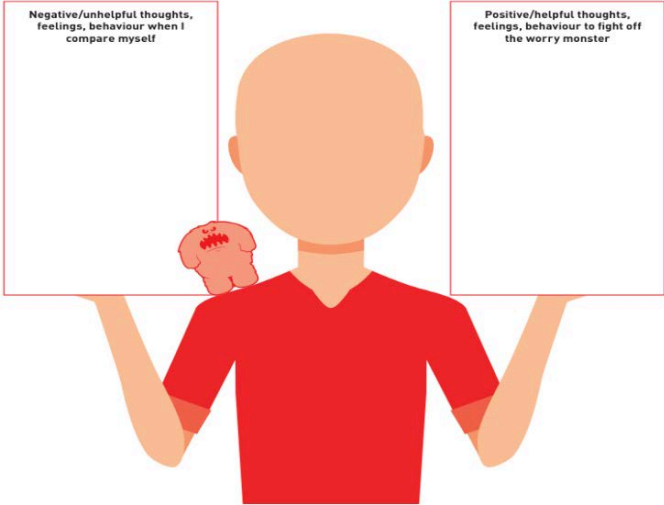
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ART - Kapow	Spanish – Language Angels	PSHE - Jigsaw
Unit: Sculpture & 3D: Making memories	**Unit: Revision**	**Unit: Changing me**
Lesson 4 *continued*		**Lesson 1**

ART - Kapow

Unit: Sculpture & 3D: Making memories
Lesson 4 *continued*

<u>LI - We are learning to apply an understanding of materials and techniques to work in 3D.</u>

Children will describe different memory sculptures. .

Describe this sculpture in 5 words

Children will begin creating their memory museum boxes. Children will study their initial plan and identify and collect the resources needed.

Children will then begin the construction of their box by starting with the interior of the box. Children will be encouraged to take risks and try different techniques.

Start by completing the design for the inside of your box first

Then make the elements that need to be placed inside.

Spanish – Language Angels

Unit: Revision

LI: We are learning to revise all languages explored in Spanish this year.

The children will use their Spanish lessons to build fluency when reading, writing and speaking in Spanish.

Year 6	Phonetics 4 & WWII (P)	Healthy Lifestyle (P)	Regular Verbs (P)	The Weekend (P)	The Planets (P)

PSHE - Jigsaw

Unit: Changing me
Lesson 1

LI: We are learning to explore our awareness of our own self-image and how our body image fits into that.
LI: We are learning to identify ways to develop our self esteem.

Thi week, the children completed their start of unit thinking frames. This allowed them to reflect on all their learning across the key stage that they have previously explored during the unit 'changing me'.

Afterwards, the children explored ways to develop their self esteem and how to be kind to themselves.

Complete the boxes on the right- and left-hand sides of the resource.

Negative/unhelpful thoughts, feelings, behaviour when I compare myself

Positive/helpful thoughts, feelings, behaviour to fight off the worry monster

Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing

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Unit: The Circulatory System
Lesson 1

LI: We are learning the functions of blood and blood vessels

In this lesson the children will look at the three main types of blood vessels and their function.

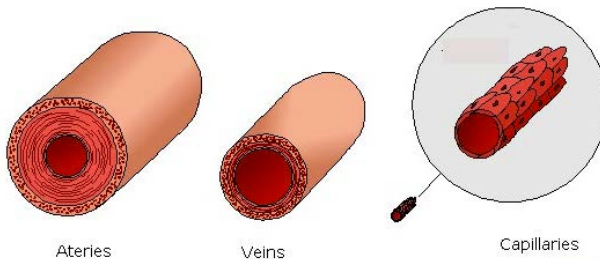They will look at the properties of blood and use this to answer question:
Why is it red?
What does it do?
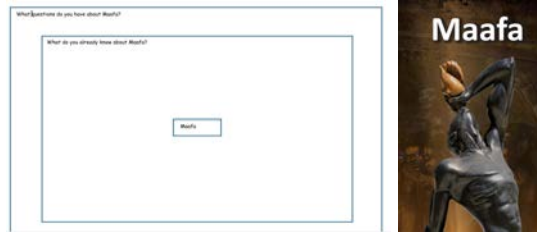How does it transport oxygen?
What is it made of?

They will draw a pie chart showing the makeup of blood and its different cells.

Ateries   Veins   Capillaries

Unit: Maafa
Lesson 1 continued

LI: We are learning to recall what I already know about Maafa

Children will explore the knowledge organiser and vocabulary for the new topic.
Children will then record some information they already know and any questions they want to investigate.

LI: - We are learning to participate in an in-depth study of the characteristics and importance of a past or ancient civilisation.

Children will learn about how different ancient civilisations developed.

Children will then read information on ancient civilizations and apply this to a table.

Unit: Sensing Movement
Lesson 1
LI: We are learning to create a program to run on a controllable device

Key vocabulary
Micro:bit, MakeCode, input, process, output, flashing, USB, trace

The children will be introduced to the micro:bit as an input, process, output device that can be programmed. The children will familiarise themselves with the device itself and the programming environment, before creating their own programs. They will then run their programs on the device.
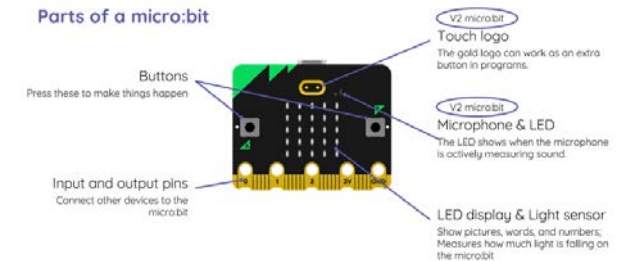
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Pie chart showing the composition of blood by volume

Red blood cells
45% by volume

White blood cells and platelets
1% by volume

White blood cells

Blood plasma
54% by volume

Platelets

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

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**	**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.	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.

shards	pose
streaked	flurries
ostentatious	whining
hunkered	vulnerable
urgency	snuffling

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account at least 3 times this week.	Group 1 and 2 | awkward	cemetery
bargain	committee
bruise	communicate
category	community | Group 1 and 2 (bonus Topic Words) | peninsula	pristine
invasive	inhospitable		