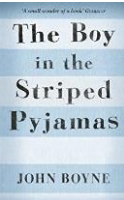


Weekly Overview of Learning


Year Group: Year 6 Week beginning: 30/9/24

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><u>LI: We are learning how to identify the different personality traits of a character.</u></p> <p><u>LI: We are learning how to use evidence from the text to predict and infer how and why a character behaved in a certain way</u></p>	<p><u>LI: We are learning how to identify the different personality traits of a character.</u></p> <p><u>LI: We are learning how to use evidence from the text to predict and infer how and why a character behaved in a certain way</u></p>	<p><u>L.I. We are learning how to construct appropriate multi-clause sentences</u></p> <p><u>LI: We are learning to use multi-clause sentences to improve our writing</u></p>	<p><u>L.I. We are learning to develop and modify an extract from a diary</u></p> <p><u>LI: We are learning to write a diary as a character from the class text</u></p>	<p>Spelling Test</p> <p><u>LI: To use a plan and a first draft to write a diary as mother from the class reader</u></p> <p><u>LI: We are learning to write a diary as a character from the class text using retrieved information and inference to recount events from her perspective.</u></p>
<p>Speaking and Listening Focus</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 What did we find out about Grandmother?</p> <p>I know that Grandmother was ... because...</p> <p>Grandmother is acting this way because...</p> <p>This suggests that...</p>	<p>Cold calling- What suitable subordinate clause can we use to add more information about Grandmother in this sentence?</p>	<p>Think Pair Share - What needs to be in the success criteria for writing a diary? Does there need to be any adjustments to this based on these last two sessions?</p>	<p>Cold calling- Read your feedback from your first draft and alter your plan. What do you need to change, add, improve?</p>

Weekly Overview of Learning





Year Group: Year 6 Week beginning: 30/9/24

<p>Key vocabulary and Key Bloom's higher order thinking questions</p>	<p>Key Vocabulary: coincide, reciting, starched, patriot,</p> <p>Key Questions: What do we learn about Grandmother? How do the different family members react to Father's promotion? What is Bruno's relationship with his Grandmother like? In what way do Grandmother and Grandfather's views about their son's job differ?</p>	<p>Key Vocabulary: coincide, reciting, starched, patriot,</p> <p>Key Questions: Questions to be created and inspired by the children's suggestions - scaffolded and adjusted accordingly by the teacher.</p> 	<p>Key Vocabulary: recount, emotive language, past tense, summarise, key events, first person, informal, chatty, signing off, relative clause, subordinate clause, complex sentence, multi-clause sentence, embedded clause, relative pronoun</p> <p>Key Questions: What subordinate clause could be used to extend this sentence - making sure that it adds suitable information/description for the reader? Can you decide if the clauses in these sentences are relative embedded clauses or just embedded clauses? How do you know?</p>	<p>Key Vocabulary: recount, emotive language, past tense, summarise, key events, first person, informal, chatty, signing off</p> <p>Key Questions: Can you identify the features of our success criteria in the diary examples? Look at the two example dairies. What do you notice? What is different?</p>	<p>Key Vocabulary: recount, emotive language, past tense, summarise, key events, first person, informal, chatty, signing off</p> <p>Key Questions: What do you need to include in the introduction of your plan? What do you need to include in the conclusion? What is the success criteria for writing a diary? What do we also need to include to create atmosphere? What types of sentences are we going to use?</p>		
<p>Activities</p>	<p>Read chapter 8 The children are to complete a categorising frame to the two sides of Grandmother. They will need to find clear examples in the text as evidence to support their point.</p> <div data-bbox="224 1013 571 1252"> <p><small>We see two sides of Grandmother in chapter 8. A useful categorising frame to use in the context of her story is provided below. What has she been doing in the novel so far? Please identify 2 pieces of evidence for each side of Grandmother - explaining what each tells us to the reader.</small></p> <table border="1"> <tr> <td>Grandmother's theatrical, playful side</td> <td>Grandmother disapproving with what her son is doing.</td> </tr> </table> </div>	Grandmother's theatrical, playful side	Grandmother disapproving with what her son is doing.	<p>HOT SEATING! The children will take it in turns to be either Grandmother, Mother, or Ralf at the Christmas party. The class will ask considered questions to the HOT SEATED character regarding the events at the party. The character will need to infer and use their knowledge of the text to answer the questions: e.g. 'Why did you react that way when...?' 'How did you feel when...?' 'How are you going to be able to repair this relationship?' 'Why did you choose that moment to react, rather than waiting for a less formal and less public occasion?' EXTENSION TASK: Write a</p>	<p>Building on from Friday's Grammar lesson, the children will look at using multi-clause sentences which they can use in their writing tomorrow. After some revision, the children will be given parts of a sentence - which could be from Mother's diary, and will need to create a multi-clause (complex) sentence adding either a subordinate or main clause. These will already have a subordinating conjunction to help them. They will then move on to adding an embedded clause to other sentences, and then create two sentences of their own that include a relative embedded clause.</p>	<p>The children will be given examples of a diary written as the character of Bruno's Mother from the class reader. One will be ARE and the other GD. The children will work in pairs and use the success criteria from yesterday's lesson to assess the quality of each diary - looking for positive features of each one and then deciding what could be done better. These will be analysed by the class and facilitated by the teacher. The children will then be given a section of the ARE diary and they will be challenged to up-level using the ideas shared in class. This will require the children to</p>	<p>The children will use the teacher's feedback for their individual drafts to alter their plan and then use it to write their final version of their diary entry. They will then complete another self assessment using the success criteria checklist. This final version will then be assessed by the teacher.</p>
Grandmother's theatrical, playful side	Grandmother disapproving with what her son is doing.						

Weekly Overview of Learning

Year Group: Year 6 Week beginning: 30/9/24

		<p>paragraph from Grandmother's point of view about the events detailed in chapter 8. This would have been written the day after - so needs to be in the past tense.</p>	<p>To conclude, the children will need to create the following sentences by using their own words. The sentences must be from Mother's perspective about the incident with Grandmother.</p> <p>*2 complex sentences with a main and subordinate clause</p> <p>*A multi-clause sentence – it needs to have an <u>embedded</u> clause and a minimum of 3 clauses clearly marked with commas.</p> <p>*A multi-clause sentence – it needs to have a <u>relative embedded</u> clause and a minimum of 3 clauses clearly marked with commas.</p> <div data-bbox="969 791 1330 1046" style="border: 1px solid black; padding: 5px;"> <p>Introduction - introduce what you are going to be writing about.</p> <p>1 It's been a while since I last wrote in here. I'm not sure where to begin.</p> <p>You will never believe what has happened!</p> <p>2 Christmas lunch / dinner Christmas play Start to hint that Grandmother is feeling unhappy / irritated</p> <p>3 Father reveals his new uniform and his promotion to Commandant Grandmother starts to show her displeasure before launching into how she really feels.</p> <p>4 Grandmother's tirade continues. Father is unhappy, Matthias is proud. Mother doesn't quite know what to do. Ends with Grandmother storming out.</p> </div>	<p>change vocabulary and rewrite complete sentences.</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: 30/9/24



Weekly Overview of Learning

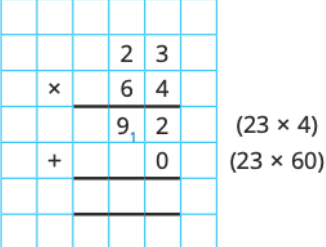
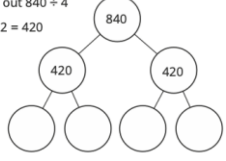
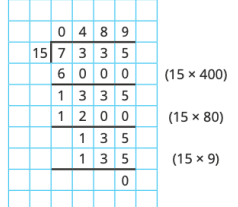
Year Group: Year 6 Week beginning: 30/9/24

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to multiply numbers with up to four digits by 2-digit numbers.</u>	<u>LI: We are learning to solve multiplication problems, including word problems.</u>	<u>LI: We are learning to divide numbers with up to four digits by single-digit numbers.</u>	<u>LI: We are learning to divide by a 2-digit number using repeated division.</u>	<u>LI: We are learning to use long division as a different method for dividing by a 2-digit number.</u>

Key vocabulary and key questions	<p>Key Vocabulary: multiplication multiple groups of placeholder</p> <p>Key Questions: How do you set out a long multiplication? Which number do you multiply by first? What is important to remember when you begin to multiply by the tens digit? When do you need to make an exchange? How do you do this? What happens if there is an exchange needed in the last step of the calculation?</p>	<p>Key Vocabulary: calculation operation multiplication multiple groups of placeholder inverse</p> <p>Key Questions: What is the quickest way of multiplying whole numbers by 10/100/1,000? What number is 99 close to? How does this help you to multiply by 99? If you double a number and then double it again, what is the overall effect on the original number? What factor pairs have a product of ? How does this help you to multiply by ? Which factor pair is easiest to use?</p>	<p>Key Vocabulary: division divide share groups remainder short division method</p> <p>Key Questions: How many groups of 4 are there in 40/400/4,000? How many groups of 4 are there in 80/800/8,000? What do you do with any remaining ones at the end of a division? If you cannot make a group in a column, what do you do? What does the remainder mean in this question?</p>	<p>Key Vocabulary: divide factors repeated division</p> <p>Key Questions: What does the word “factor” mean? What are the factors of the number you are dividing by? What numbers do you find it easy to divide by? How can you check your answer? Which factor are you going to divide by first/second? Why?</p>	<p>Key Vocabulary: long division multiples subtraction remainder</p> <p>Key Questions: How can you use multiples to divide by a 2-digit number? Why do we subtract as we go along? What does the arrow represent in the long division? Can this division be done using factors instead? Why or why not? What is the first step when performing a long division?</p>
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Weekly Overview of Learning

Year Group: Year 6 Week beginning: 30/9/24

Activities					
<p>Activities</p>	<p>Building on their learning from previous years, children use long multiplication to multiply numbers with up to four digits by 2-digit numbers. Children should already be aware that multiplication is commutative, so answers to calculations such as $56 \times 1,234$ can be found by rewriting as $1,234 \times 56$ and using the standard format. Children also solve word problems and/or multi-step problems.</p>	<p>Children will use the column method for multiplication and explore alternative strategies for solving multiplication problems, including word problems. Children use their knowledge of multiplying by powers of 10 and adjust calculations. Children will explore using factors to find the answers to multiplication problems.</p>	<p>Children will revise their learning of short division and will practise dividing numbers with up to four digits by single-digit numbers. Children will perform short divisions both with integer answers and where there is a remainder. They will interpret the remainder in context, for example knowing that “4 remainder 1” could mean 4 complete boxes with 1 left over so 5 boxes will be needed.</p>	<p>Children will build on their understanding of using factors in multiplication and learn to divide by a 2-digit number using repeated division. Children will start with the familiar strategy that to divide by 4 they can halve and halve again. They move on to dividing by multiples of 10 before looking at slightly more complex divisions using two single-digit factors.</p>	<p>Children are introduced to long division as a different method for dividing by a 2-digit number, now including numbers that cannot be factorised into single-digit numbers. Children will divide 3-digit numbers and 4-digit numbers without remainders, using an expanded method that shows the multiples, before progressing to a more formal long division method.</p>
		<p>78 × 10 63 × 100 56 × 1,000</p> <p>Use your answers to work out these multiplications.</p> <p>78 × 9 63 × 99 56 × 999</p>	<p>650 children from a school go to a theme park. On the first ride, each car seats 4 children. How many cars are needed for the whole school to go on the first ride?</p> <p>On the second ride, each car seats 6 children. How many cars are needed for the whole school to go on the second ride?</p>	<p>Esther is working out $840 \div 4$. She knows $840 \div 2 = 420$.</p>  <p>How can Esther use this fact to help find $840 \div 4$?</p>	<p>Here is $7,335 \div 15$ using the long division method.</p> 

Music – Sing Up

RE – Widening Horizons

PE – Get Set 4 PE

Unit: 'Hey, Mr Miller'.

L.I. We are learning to improvise syncopated melodies using notes of the C major scale.

Key Vocabulary: improvise, syncopated melodies, notes, C major scale, arpeggio

Key Question: What does the term 'arpeggio' mean and is it included in our song, 'Hey Mr Miller'?

In this lesson, children will: learn the terms 'arpeggio' and 'syncopation' in preparation for the composing activity in Lesson 5. Some pupils might recognise that Section 3 of Hey, Mr Miller is based on an arpeggio. Afterwards, they will listen to Ella Fitzgerald and Duke Ellington, learn about scat singing and have a go themselves. Finally, they will sing rhythmically and with a sense of the style of swing.

Section 1

1st VOICE
2nd VOICE
3rd VOICE

Hey Mis - ter Mil - ler, What a
Hey Mis - ter Mil - ler, What a
Hey Mis - ter Mil - ler, What a

1st VOICE
2nd VOICE

swing that you bring to the band... Hey Mis-ter Mil-ler, What a
swing that you bring to the band... Hey Mis-ter Mil-ler, What a

SOUND SLICE

Unit: Buddhism

LI: We are learning to understand the precepts Buddhists live by.
LI: We are learning to reflect on the life of a monk and compare it to my own life.

Key vocabulary: Buddhists, monk, monastery, precepts, everyday life, comparison

Key question: What are the five precepts that Buddhists live by? What precepts should everyone live by? How do monks live their everyday life? How does a monk's life compare to your lives?

The children will learn about monks and how they live their lives. They will discuss what the term precepts mean, then will look at a range of precepts and discuss which ones are for everyone to follow and which are the five that monks follow.

Precepts for everyone:	Precepts for monks:
<ul style="list-style-type: none"> Do not harm living beings. Do not take things unless others give them to you. Speak truthfully. Do not confuse your mind with drugs and alcohol. 	<ul style="list-style-type: none"> Do not eat after midday. Avoid entertainment. Avoid wearing unnecessary items like perfume and jewellery. Sleep on a simple bed. Avoid using money where possible

The children will compare their everyday life to monks, discussing and identifying the different things they do at different times of the day.

Using the table below, make a timetable for both your day and a Buddhist monk's day. Use a ruler to divide the timetable into blocks of time (for example, you may want to make 21:00-07:00 a block of time for sleep). Draw each block in a different colour so it is clear and easy to see.

	A Monk's Day	My Day
00:00	Sleep	
01:00		
02:00		
03:00		
04:00	Wake up, wash, clean teeth and get dressed in a robe.	
05:00	Meditation and chanting in the main hall.	
06:00	Go to the local village to receive gifts of food.	
07:00	Prepare breakfast.	
08:00	Study class and chores. Reading is set by an older monk.	
09:00		
10:00		
11:00	Take meal	
12:00	Meditating and studying	

Unit: Hockey Lesson 5

L.I. We are learning to use the appropriate defending technique for a given situation.

Key Vocabulary: hockey, appropriate, technique, defending, tackle, open stick

Key Question: What is the appropriate defending technique for a given situation?

In this lesson, you should be able to:

- Open stick - place your stick low on the ground
- Time your tackle



Unit: Netball Lesson 5

L.I. We are learning to develop accuracy in the shooting action under pressure.

Key vocabulary: netball, accuracy, shooting action, under pressure

Key Question: How can you develop accuracy in the shooting action when under pressure?

In this lesson, you should be able to:

- Place feet shoulder width apart
- Hold the ball high above your head



Weekly Overview of Learning

Year Group: Year 6 Week beginning: 30/9/24

Unit: Drawing – Making my voice heard

LI: We are learning to evaluate the context and intention of street art. (Lesson 4)

Key Vocabulary:

audience, commissioned, graffiti, guerilla art, impact, issue, street art

Key Questions:

Why do you think street art is used to express opinions, thoughts and ideas?

In this lesson, children will explore street art by comparing two images, discussing similarities (like symbols, colours, and patterns) and differences (such as age and materials). They will then complete an activity called "Diamond Nine," ranking statements about art by importance, followed by group discussions on their choices.

Next, children will reflect on a cause or issue they are passionate about and brainstorm how to express their ideas through art. They will use sketchbooks to jot down ideas and start planning a powerful image that represents their passion. The lesson encourages creativity, discussion, and personal expression.



Unit: Being me in my World

LI: We are learning to identify my goals for this year, understand my fears and worries about the future and know how to express them

LI: We are learning to feel welcome and valued and know how to make others feel the same

Key Vocabulary:

Choices, Behaviour, Rights, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Obstacles

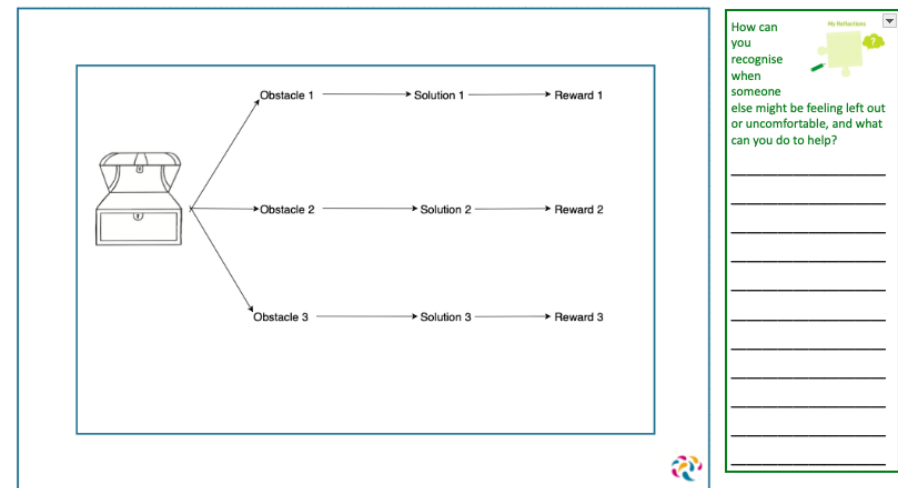
Key Question:

What fears or worries do you have about reaching this goal?

How can you express these concerns to others in a clear and positive way?

Why is it important for everyone to feel valued and welcome in a group?

In this lesson, children will create a sequencing frame with a personal learning goal (their "treasure") at the centre. They will identify three obstacles that could prevent them from achieving their goal and brainstorm solutions for overcoming each one. Finally, they will choose rewards they'd like to receive once they overcome the obstacles and achieve their goal, focusing on appropriate and motivating rewards. This activity encourages goal-setting, problem-solving, and self-awareness.



Weekly Overview of Learning

Year Group: Year 6 Week beginning: 30/9/24

Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Teach Computing
<p>Unit: Light</p> <p style="text-align: center;">Lesson 4</p> <p>L.I: We are learning to investigate and explain how the position of a light source can change the length of a shadow.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can explain why a shadow changes length depending on the angle of the light source. • I know that the length of shadows change during the day due to the position of the sun in the sky. • I can explain why the sun appears to move across the sky and we appear to be still. • I can cast a long or a short shadow of an object by changing the angle position of the light source. <p>Key vocabulary: angle, length, duration, position, midday, sun rise, sun set, rotation, axis,</p> <p>Key questions: What do the terms: transparent, translucent and opaque mean? Why does the sun appear to move across the sky during the day? Can you tell what time of day it might be by looking at the length of shadows and what is evident in the photo? If you place the torch at a particular angle when shining it on the cup, what do you expect the cup's shadow to look like? Why?</p> <p>The children will recap last week's work on: defining translucent, transparent and opaque objects and the differences between their shadows. They will be asked to explain how a shadow is formed and why the shadow has</p>	<p style="text-align: center;">Unit: Britain at War</p> <p>L.I: We are learning to investigate life in the trenches during WW1.</p> <p>L.I: We are learning to critically analyse an element of historical importance.</p> <p>Key Vocabulary: trenches, WW1, everyday life, barbed wire, sandbags, trench warfare</p> <p>Key questions: What was life like in the trenches during WW1? How were the trenches built? What did soldiers eat and do when living in the trenches? Why were trenches important? Why were trenches built in zig-zags?</p> <div data-bbox="1115 671 1447 906" data-label="Image"> </div> <p>This week, the children will investigate what life was like for soldiers who were living in trenches. They will look at a series of images to infer what life was like, how the trenches were built and how soldiers would have felt. They will learn how the trenches were built, by being dug out and what materials were used as protection. The children will then analyse a range of letters written by soldiers living in the trenches.</p> <div data-bbox="813 1203 1178 1369" data-label="Image"> </div>	<p>Unit: Communication and Collaboration</p> <p>L.I: We are learning to explain how sharing information online can help people to work together. (continued lesson)</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 continue to consider how people can work together when they are not in the same location. They will continue to discuss ways of working and finish their collaborative online project.</p>

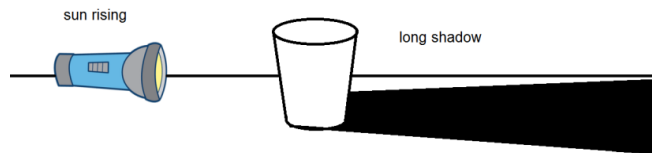
Weekly Overview of Learning

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the same shape as the object which casts it. They will then recall how to change the size (NOT SHAPE) of the shadow.

This week the children will start the main lesson by revising work from Year 5 on 'why does the sun appear to move across the sky during the day?' The children will then describe its movement and establish that it rises in the East and sets in the West. The children will be set a question based on their investigation to predict what would happen if you place the torch at a particular angle when shining it on a cup, what do you expect the cup's shadow to look like? Why? (using their knowledge of the sun's position in the sky).

After demonstrating this, the children will be put into groups and will investigate by using a torch to test the torch in these different positions to see how shadow length changes throughout the day. They will need to record their results by drawing the correct size and position of the shadows.



Homework

Weekly Overview of Learning

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

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

cemetery	competition
committee	conscience
communicate	controversy
community	correspond

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:

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!

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



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	innocent	excellent		
	innocence	excellence		
	decent	existent		
	decency	existence		
	Group 1 and 2 (bonus Topic Words)			
	artillery	stalemate		
	strategy	battalion		