


Weekly Overview of Learning

Year Group: Year 6 Week beginning: 6/1/25

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

	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing 	<p><u>LI: To make a prediction based on the sounds heard.</u></p> <p><u>LI: To explore the senses of a character in a film.</u></p> <p><u>LI: To identify language to describe the scene.</u></p>	<p><u>L.I. We are learning to answer comprehension retrieval type questions using scanning.</u></p> <p><u>LI: We are learning to support our opinions by giving suitable evidence.</u></p>	<p><u>LI: To write a fantasy story in the third person.</u></p> <p><u>LI: To apply narrative techniques to effectively illustrate a short film.</u></p> <p>COLD TASK</p>	<p><u>LI: To understand and analyse a modelled version of the Alma story</u></p> <p><u>LI: To utilise our reading skills to analyse a text</u></p>	<p><u>LI: To identify how antonyms can add detail to a text and clarify what is happening.</u></p> <p><u>LI: To choose the correct prefix to add to a word to create its antonym.</u></p>
Speaking and Listening Focus	<p>Think Pair Share / Cold Calling</p> <p>Children will be given thinking time to develop their thoughts and then share these with their partners and then with the class</p>	<p>Think, Pair, Share</p> <p>Children will scan a piece of text in pairs to locate evidence to answer retrieval type questions.</p>	<p>Peer on peer discussion</p> <p>Children to feedback to the CT following peer discussion about what they feel are the key parts and features of an effective narrative.</p>	<p>Think Pair Share</p> <p>Children to consider in pairs what they notice about the Alma modelled version. Consider structure, cohesion, tense, atmosphere, character feelings and thoughts. What went well? This will then be fed back to the CT.</p>	<p>Cold Calling</p> <p>Children to complete the 'now your turn' sections of the therapy on their white boards and share their conclusions and outcomes for feedback.</p>

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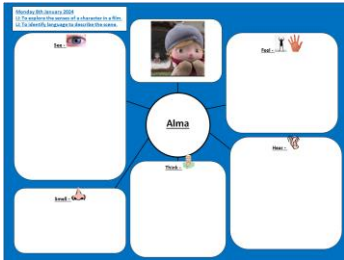
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<p>Key vocabulary and Key Bloom's higher order thinking questions</p>	<p>Key Vocabulary: 5 senses - see, hear, feel, smell, taste, genre, no dialogue, mystery, suspense, atmosphere, background music</p> <p>Key Questions: -What does the music tell us? -What other sounds can you hear? -Where might the film be set? -What genre of film might it be? -Who is in the film? -Why is there no talking?</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: tense, features, narrative, structure, character, thoughts, feelings, sentence structure, atmosphere, suspense, drama</p> <p>Key Questions: -What tense is it written in? -What will be included in the beginning? -How will you effectively portray Alma's story? -How will you portray the change in Alma's mood and thoughts? - How can you make sure your short story does not sound like a recount? - The story has a dramatic end - how will you ensure this is effectively portrayed?</p>	<p>Key Vocabulary: structure, cohesion, narrative, description, atmosphere, sentence structure, tense, third person</p> <p>Key Questions: How has the author effectively conveyed the story as a narrative? In what way has tension and atmosphere been developed? What narrative techniques have been used? Now you have read this, what might you change about your Alma narrative?</p>	<p>Key Vocabulary: prefix, antonym, opposite, root word</p> <p>Key Questions: How does the use of antonyms in this sentence add detail and clarify what is happening? Can you think of an antonym for each of these words in the list? Can you choose the correct antonym for these words? Which one prefix can be added to all three words given to make their antonyms?</p>
<p>Activities</p>	<p>The children will first listen to the sounds of the short film Alma and make a prediction about what the film is about based on the sounds that they have heard. They will then watch the film and come up with any questions they have about the film. Finally, as the children will ultimately be writing a narrative to portray the film so will be using the character's senses to bring the story to life. The children will complete a bubble map to identify what the character can see, hear, smell, think and feel during the film and think carefully about what language will effectively describe these.</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>Today the children will be completing a cold task. They will be writing a narrative about the film Alma in third person. Before writing, the children will read a model introduction and explore how it effectively illustrates the film. They will also think about the structure of their writing to ensure that it has a clear beginning, middle and end.</p>	<p>The teacher will share the Alma written modelled version with the children - this is a narrative that has been written to show the children what a good one looks like. Once it has been read, the children will then in pairs discuss what they notice and what they think has been done well, this can also include any suggested improvements. Children to consider - structure, cohesion, description and atmosphere. Each pair will then have an opportunity to give feedback to the class teacher.</p> <p>Following on from this thorough analysis, children will then need to use their reading skills(retrieval, inference, meaning of words) to answer comprehension questions about the Alma modelled version.</p>	<p>The children will revise antonyms and how antonyms are words that have opposite meanings. For example, hot and cold are antonyms because their meanings are opposite.</p> <p>They will consider how antonyms can be used in your writing to help develop cohesion, clarify meaning and add detail. They will use white boards and read through some examples within a paragraph and discuss how the antonyms have been used.</p> <p>They will need to think about how the use of antonyms in the sentences add detail and clarify what is happening.</p>

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					<p>They will complete SATs example questions by identifying antonyms and choosing the correct prefix to add to a word to create its antonym.</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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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to explore the relationship between two numbers that can be expressed additively or multiplicatively.</u>	<u>LI: We are learning to use ratio language.</u>	<u>LI: We are learning to explore the multiplicative relationship between values, using the ratio symbol.</u>	<u>LI: We are learning to explore the similarities and differences between ratios and fractions.</u>	<u>LI: We are learning to apply our understanding of ratio and multiplicative relationships through scale diagrams.</u>

<p>Key vocabulary and key questions</p> <p><u>Key vocabulary:</u> additive multiplicative inverse relationship sequence number line commutative</p> <p><u>Key questions:</u> How can you describe the relationship between these two numbers using addition/multiplication? What is the inverse of addition/multiplication? What addition/subtraction/multiplication/division calculations can be written from this information? Is the relationship in the sequence additive or multiplicative? How do the relationships on the upper number line relate to</p>	<p><u>Key vocabulary:</u> relationship rearrange sequence multiplicative amounts commutative common factors</p> <p><u>Key questions:</u> How can you give the relationship between the number of ____ and the number of ____? For every _____, how many _____ are there? How can you rearrange the counters to make the ratio simpler? What number is a common factor of ____ and ____? How can you use this to make the ratio simpler? How many _____ would there be if there were _____?</p>	<p><u>Key vocabulary:</u> ratio symbol colon relationship rearrange sequence multiplicative amounts commutative common factors</p> <p><u>Key questions:</u> If there are 3 blue counters and 5 red counters, how can you describe the relationship between these numbers? What does the : symbol mean in the context of ratio? What does 2 : 3 mean? How can you compare the relationship between three quantities? Are the ratios 2:3 and 3:2 the same? How else can you write the ratio 2 : 4?</p>	<p><u>Key vocabulary:</u> ratio parts fractions whole simplifying</p> <p><u>Key questions:</u> What is the ratio of one part to another? How many parts are there altogether? What fraction of the whole is the first/second/third part? How are fractions and ratios similar? How are they different? What fraction does the ratio 1 : 2 mean? Is this the same as $\frac{1}{2}$ or is it different? How can you represent the ratio/fraction as a bar model?</p>	<p><u>Key vocabulary:</u> scale diagrams square represent ratio value scaled lengths</p> <p><u>Key questions:</u> How do you know if a diagram is drawn to scale? Why might you need to draw a scale diagram? If 1 square represents 5 cm, what do squares represent? How do you know? If 1 square represents 5 cm, how many squares represent cm? How do you know? Is there more than one way of finding the missing value? How is a scale like a ratio?</p>
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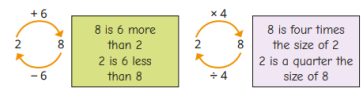
	those on the lower number line?				
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Activities

In this small step, children explore the fact that the relationship between two numbers can be expressed additively or multiplicatively. For example, the relationship between 3 and 9 can be expressed as an addition ($3 + 6 = 9$) or a multiplication ($3 \times 3 = 9$). Children use this understanding to complete sequences of numbers, deciding whether each relationship is additive or multiplicative. Children also explore the inverse relationships related to each of these, for example $9 - 6 = 3$ and $9 \div 3 = 3$. Using language such as “3 times the size” and “a third of the size” will support their understanding of multiplicative relationships. Children will explore these relationships using double number lines and should be encouraged to explore all of the additive and multiplicative links that can be seen.




In this small step, children are introduced to the idea of ratio representing a multiplicative relationship between two amounts. Children see how one value is related to another by making simple comparisons. At this point, relationships will only be expressed in words and the ratio symbol will be introduced in the next step. Children move on to expressing relationships more simply. Children can link this to dividing by a common factor, 5, and relate this to their understanding of simplifying fractions.

Complete the sentences to describe the counters.

There are _____ red counters and _____ yellow counters.


For every _____ red counters, there are _____ yellow counters.


For every _____ yellow counters, there are _____ red counters.




In this small step, children continue to explore the multiplicative relationship between values, now seeing it written using the ratio symbol, a colon. It will be explained: For every _____, there are _____ can be written as ____:____. Children will be shown that the order in which the notation is used is important. For example, for every 2 red cubes there are 3 blue cubes, so red to blue is 2 : 3. For every 3 blue cubes, there are 2 red cubes, so blue to red is 3 : 2. Children will build on the ideas of the previous step to understand that the same ratio can be written in different forms, for example 4:6 can be written as 2:3. This step is a good opportunity to use contexts such as measure, looking at the ratios of the masses of ingredients in recipes.

Aisha draws a bar model to show the ratio of yellow to purple gummy bears.



yellow 

purple 


Complete the sentences.

The ratio of yellow gummy bears to purple gummy bears is _____ : _____


The ratio of purple gummy bears to yellow gummy bears is _____ : _____

In this small step, children explore the differences and similarities between ratios and fractions. Children may have already noticed that simplifying ratios is similar to simplifying fractions and that both involve dividing by common factors. A possible misconception is thinking, for example, that the ratio 1:2 is the same as $\frac{1}{2}$. Exploring links between ratios and fractions using representations such as counters and bar models can help to overcome this. Children will discover that a ratio compares one item with another whereas a fraction compares each part with the whole. Children then explore ratios when given a fraction as a starting point. For example, they are told that $\frac{1}{4}$ of a group of objects is blue, and they need to find the ratio of blue to not blue. Initially, they may think the ratio is 1 : 4, but concrete resources and diagrams can support them to see it is 1 : 3

This bar model represents $\frac{2}{5}$

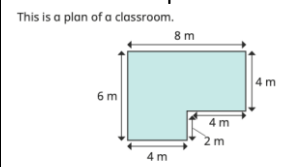


This bar model represents 2 : 5



What is the same and what is different about the bar models?

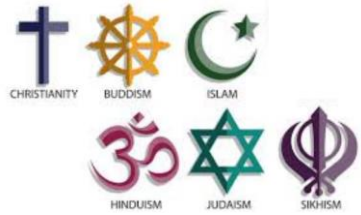


In this small step, children apply their understanding of ratio and multiplicative relationships through scale diagrams. Before children begin to draw, we will spend time exploring what scale diagrams are by deciding by eye if diagrams are accurately scaled or if the proportion of the dimensions has been changed. Children will become familiar with the language of “Each square represents ...” to explain the relationship between the original image and its scale drawing. Children will be encouraged to explore different ways of calculating scaled lengths using multiplicative relationships between numbers. For example, if 3 cm represents 9 cm, then to find what 6 cm represents they can either multiply 9 cm by 2 or multiply 6 cm by 3 to find the result, 18 cm. Once children are confident with this and are able to draw squares and rectangles, they may move on to drawing more complex rectilinear shapes.



Using squared paper, draw a scale diagram of the classroom if each square on the grid represents 2 m.



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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p style="text-align: center;"><u>Unit: Dona Nobis Pacem</u></p> <p><u>Lesson 1</u> <u>LI: We are learning to identify 5-note scales whilst learning Dona Nobis Pacem section 3.</u></p> <p><u>Key Vocabulary:</u> music, prayer, peace, 5-note scale, Dona nobis pacem</p> <p><u>Key Question:</u> What is the 5-note scale?</p> <p>Dona nobis pacem is a round in three parts that is set to a short prayer for peace. It is in Latin and comes from the Agnus Dei of a Roman Catholic Mass. The phrase ‘Dona nobis pacem’ translates as ‘Grant us peace’. As well as being sung in churches, it has also been adopted for use as a song with a broader message about peace. The melody has been passed down orally and is thought to be traditional. In this unit, pupils will explore pulse work in 3-time, learn to sing the song as a round, learn about texture in music, and compare music with different textures. They will create their own pieces using given rhythms and chords, working from stick notation. Children will:</p> <ul style="list-style-type: none"> ● Sing 5-note scales, and arpeggios. ● Learn to sing Section 3 of the round Dona nobis pacem. ● Learn about monophonic, homophonic, and polyphonic textures. 	<p><u>Unit: Multi-faith</u> <u>Lesson 1</u> <u>LI: We are learning to understand the significance of art in faith traditions and identify different forms of religious art.</u></p> <p><u>Key vocabulary:</u> multi-faith, art, traditions, religious art, Christianity, Islam, Judaism, Buddhism, Sikhism, Hinduism</p> <p><u>Key question:</u> What is multi-faith art? What is self-expression in art?</p> <div style="text-align: center;">  </div> <p>Children will recall what religions they know. They will identify the meaning of self-expression. They will discuss what kind of art can be created. The children will look at a range of religious artwork. The children will discuss what is being shown, what it could represent, how they are similar or different and how they could have been made.</p>	<p><u>Unit: Yoga - Lesson 1</u> <u>LI: We are learning to develop flexibility through the sun salutation flow.</u></p> <p><u>Key Vocabulary:</u> yoga, flexibility, sun salutation flow <u>Key Question:</u> What is sun salutation flow? In this lesson, the children will:</p> <ul style="list-style-type: none"> ● Move with control, in time with your breath. <div style="text-align: center;">  </div> <p><u>Unit: Dance - Lesson 1</u> <u>LI: We are learning to stamp and clap to copy and repeat a dance phrase showing confidence in movements.</u></p> <p><u>Key vocabulary:</u> dance, stamp, clap, repeat, confidence, movements <u>Key Question:</u> How can we show confidence when performing? In this lesson, the children will:</p> <ul style="list-style-type: none"> ● Use loud confident actions to create the music in your performance. <div style="text-align: center;">  </div>

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	<p>They will reflect on the lesson by describing which religious artwork resonated with them and why.</p>  <p>What can you see in these pieces of art? How are they the same or different? Which piece of artwork speaks to you the most?</p> <p>Types of art and their religion</p>	
<p>Art – Kapow</p>	<p>PSHE - Jigsaw</p>	<p>Spanish - Language Angels</p>

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Topic: Painting and mixed media

Lesson 6: Research and Planning

LI: We are learning to develop starting points for creative outcomes.

Key Vocabulary: artist, final piece, medium, composition, intention, style

Key Question:

What techniques have I learned from the different artists? How can I use different techniques in my final piece?

In this lesson, children will recall the artists they have looked at across this unit of work and discuss the effect and impact of their artwork. The main part of this lesson, children will be creating a final piece - a piece of artwork that is created after completing research and trying out ideas. It could be a large or small painting or presentation, such as a collage or something created on a computer. Children can choose either an artist they want to research from this unit or someone new using Chromebooks.

Children can use their sketchbooks, sketching pencils and other materials such as colouring pencils, colour pages, glue sticks and scissors. Children will need to research artists and record their findings in sketchbooks. They will be encouraged to record creatively by drawing as well as writing.

Dreams and Goals - Personal Learning Goals

LI: We are learning to know our learning strengths and set challenging but realistic goals for ourselves.

LI: We are learning to understand why it is important to stretch the boundaries of our current learning.

Key Vocabulary: Dream, Goal, learning, strengths, stretch, achievement, personal, realistic, unrealistic

Key Question:

Why is it important to stretch the boundaries of our current learning?

In this lesson, children will reflect on the previous term and discuss what they are proud of so far this academic year. They will also discuss the strengths they recognise they have and any goals that were set at the beginning of the year that have been achieved. The class will go on to discussing realistic goals and dreams they have and discuss the importance of speaking about their goals and dreams. In their tasks, children will write an in school goal and an outside school goal and will share these with each other.

Unit: Healthy Lifestyle

Lesson 4

LI: We are learning to improve their range of vocabulary by learning key language for activities they do and do not do to keep fit.

Key Vocabulary: healthy, unhealthy, fit, activities

Key Questions: How do you keep fit?

In this lesson pupils will complete class survey using the new phrases key language for activities they do and do not do to keep fit to interview each other. Target question is on the sheet and pupils reply with the phrases as seen on the IWB.



Science - Wellington Curriculum

Topic (History) – Wellington Curriculum

Computing – Teach Computing

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Unit: Evolution and Inheritance

Lesson 6

Classifying Living things

L.I. We are learning to describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences.

L.I. We are learning to give reasons for classifying plants and animals based on specific characteristics.

The children will revise from Year 5 that although all living things look different from each other, they all have **seven** things in common.

These seven things are called Life Processes:- movement, reproduction, sensitivity, nutrition, excretion, respiration and growth.

They will recall that all living things on Earth are separated into three groups: animals, plants and microorganisms/fungi.

They will consider why scientists have needed to classify every living thing.

They will consider the animal group and how this has been split into groups which are then split into further groups depending on certain similarities and differences:

Animals - invertebrates/vertebrates

Vertebrates - Birds, Mammals, amphibians, reptiles, fish.

They will then come up with ways of differentiating between these animals and then check with the official scientific version.

They will conclude with grouping a set of invertebrates and explaining their reasons for grouping them.

Unit: Britain at War

L.I: We are learning to explore Anne Frank and develop an understanding of the impact the War had on her life.

L.I: We are learning to write a diary entry in role of Anne Frank using show, don't tell.

Key Vocabulary: WW2, Anne Frank, impact, war, daily life

Key questions: How did the war impact Anne's life? What significant events occurred in her life?

In today's lesson, the children will have explored significant events in Anne Frank's life. They will now write a diary entry in the role of Anne, focusing on the day they were found in their hiding spot.

They will be using this information to help them:

In August 1944, Anne's family was discovered in their hiding place. They were arrested and put on a train to the Auschwitz-Birkenau concentration and extermination camp. From there, Anne, her mother, and sister were sent to a labour camp for women. Anne's father, Otto, was sent to a labour camp for men.



Unit: Programming A - Variables in games

Lesson 1: Introducing variables

L.I: We are learning to define a variable as something that is changeable.

Key vocabulary:

Variable, change, name, value

Key Question:

What is a variable? Why are variables needed in games?

Learners are introduced to variables. They will see a range of examples of real-world variables (one of which will be scores and times in a football match) before they explore them in a scratch project. Learners will then design and make their own project that includes variables. Finally, learners will identify that variables are named and that they can be letters (strings) as well as numbers.



	Value
home_team	
home_score	
away_team	
away_score	




Homework

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

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" style="width: 100%; text-align: center;"> <tr> <td>shoulder</td> <td>soldier</td> </tr> <tr> <td>signature</td> <td>stomach</td> </tr> <tr> <td>sincere</td> <td>sufficient</td> </tr> <tr> <td>sincerely</td> <td>suggest</td> </tr> </table>	shoulder	soldier	signature	stomach	sincere	sufficient	sincerely	suggest	<div style="text-align: center;">  </div> <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; PE days Jet & Ruby - Tuesday and Friday Coral & Opal - Thursday and Friday</p> <p>Coral - Hounslow Library visit - Wednesday 15th January Ruby - Hounslow Library visit - Thursday 16th January Opal - Hounslow Library visit - Monday 20th January Jet - Hounslow Library visit - Monday 20th January</p>
shoulder	soldier										
signature	stomach										
sincere	sufficient										
sincerely	suggest										

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	Group 1 only			
	siege	brief		
	niece	grief		
	mischief	chief		
	shriek	believe		
	Group 1 and 2 (bonus Topic Words)			
	remembrance	propaganda		
	reparations	evacuee		