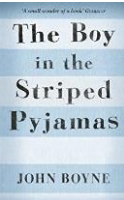


Weekly Overview of Learning

Year Group: Year 6 Week beginning: 7/10/24

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>NOTE: Some of the diary writing work has been transferred to this week as too many children were out of class for Grammar tests</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><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 write a plan for 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>Spelling Test</p> <p><u>L.I. We are learning to use the apostrophe for omission correctly.</u></p> <p><u>LI: We are learning to check our work for missing punctuation - the apostrophe for omission</u></p>
<p>Speaking and Listening Focus</p>	<p>Cold calling- What suitable subordinate clause can we use to add more information about Grandmother in this sentence?</p> <p>A subordinate clause is...</p> <p>I can use a comma to...</p> <p>I know that Grandmother was...because...</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>I think...is part of the success criteria for a diary because...</p> <p>In this extract, I could modify...because...</p> <p>I can adjust this extract by...</p>	<p>Think Pair Share - What needs to be in the success criteria for writing a diary?</p> <p>My version fulfils the success criteria because...</p> <p>My version is an improved version of the good model because...</p> <p>I can adjust this extract by...</p>	<p>Cold calling- Recall your feedback from your upeveled paragraph from yesterday and use it to inform your plan.</p> <p>What do you need to change, add, improve?</p> <p>In my plan I could modify...because...</p>	<p>Mark the PiXL Grammar Quiz No.5 from their guided reading sessions.</p>

Weekly Overview of Learning





Year Group: Year 6 Week beginning: 7/10/24

<p>Key vocabulary and Key Bloom's higher order thinking questions</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: 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>Key Vocabulary: contraction, omission</p> <p>Key Questions: Which one should you use - its or it's?</p>
<p>Activities</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.</p> <p>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.</p> <p>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>To conclude, the children will need to create the following sentences by using their own words. The sentences</p>	<p>The children will revise the features of a diary and devise a suitable success criteria. They will then be given examples of a diary written as the character of Bruno's Mother from the class reader.</p> <p>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.</p> <p>These will be analysed by the class and facilitated by the teacher.</p>	<p>The children will re-cap the two modelled examples from yesterday.</p> <p>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 change vocabulary and rewrite complete sentences.</p> <p>They will be required to self-assess their writing against the success criteria and indicate which parts of the success criteria they have included and feedback whether they have written an effective draft diary.</p> <p>This will then be reviewed and peer assessed against the success criteria for a good diary.</p>	<p>The children will use a scaffold planning sheet to plan their diary ready for a HOT TASK version next week.</p> <p>The children will use the teacher's feedback from their COLD TASKS to alter their plan.</p> <p>They will then look back at their COLD TASK and rewrite the Yellow box section using their new understanding of a good diary.</p>	<p>After discrete teaching intervals, which demonstrate how particular words are joined using an apostrophe and which letter/s are omitted, the children will have to try some themselves as a self-assessment. E.g. They will write the contracted form of each of the words. Making sure they remove the space between the words and place the apostrophe where there are omitted letters.</p> <p>They will also learn that We often use contractions in speech or in informal writing.</p> <p>SELF-ASSESSMENT CHECKLIST:</p> <ul style="list-style-type: none"> • The apostrophe can show where a letter

Weekly Overview of Learning

Year Group: Year 6 Week beginning: 7/10/24

<p>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="224 670 593 933" style="border: 1px solid black; padding: 5px;"> <p>Introduction- introduce 1 what you are going to be writing about.</p> <p>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>Key Features</p> <p>the date and/or time that the diary was written</p> <p>first person</p> <p>past tense</p> <p>chronological order</p> <p>personal emotions and feelings</p> <table border="1" data-bbox="1176 199 1332 494"> <tr> <td>personal emotions and feelings</td> </tr> <tr> <td>introduction</td> </tr> <tr> <td>conclusion</td> </tr> <tr> <td>informal style</td> </tr> <tr> <td>time conjunctions and adverbials</td> </tr> </table>	personal emotions and feelings	introduction	conclusion	informal style	time conjunctions and adverbials		<p>(or letters) have been missed out (omitted).</p> <ul style="list-style-type: none"> These are called apostrophes for omission. The shortened version is called a contraction. Contractions are usually used when we are writing informally.
personal emotions and feelings									
introduction									
conclusion									
informal style									
time conjunctions and adverbials									

<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: 7/10/24



Weekly Overview of Learning

Year Group: Year 6 Week beginning: 7/10/24

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<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>	<u>LI: We are learning to use long divisions with remainders.</u>	<u>LI: We are learning to solve problems with division.</u>

Key vocabulary and key questions	<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 placeholder</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>	<p>Key Vocabulary: long division multiples subtraction remainder placeholder</p> <p>Key Questions: Why do we subtract as we go along? In a long division, what happens after the subtractions if you cannot divide exactly? What is the first step when performing a long division?</p>	<p>Key Vocabulary: short division long division partitioning repeated division division facts multiplication facts</p> <p>Key Questions: What is the most useful way of partitioning the number? Would you use short division or long division? Why? 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 divide by to use? Which factor pair is easiest to use?</p>
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Weekly Overview of Learning

Year Group: Year 6 Week beginning: 7/10/24

Activities

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.

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?
On the second ride, each car seats 6 children.
How many cars are needed for the whole school to go on the second ride?

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.

Esther is working out $840 \div 4$
She knows $840 \div 2 = 420$

How can Esther use this fact to help find $840 \div 4$?

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.

Here is $7,335 \div 15$ using the long division method.

Now that children have learned to use the algorithm for long division with integer answers, they will move on to long divisions with remainders. Children should always check that the remainder is less than the number they are dividing by. They can use estimation as a sense-check for their answers.

Here is Aisha's method for finding $1,426$ divided by 13

Use Aisha's method to work out the divisions.

$2,637 \div 16$ $4,453 \div 22$ $4,203 \div 18$

In this small step, children explore division problems, looking at the most appropriate strategy for finding a solution. As well as providing an opportunity to revisit the learning of the last few steps, children look at alternative methods such as partitioning the number into appropriate multiples of the number they are dividing by. They also use counting up in multiples, for example for calculations such as $1,400 \div 200$, and compare this with other strategies. Encourage children to think about the numbers in a division question and to consider alternative strategies before they launch into a formal method. Later in this block, children explore using known division facts to find other division or multiplication facts.

Use partitioning to work out the divisions.

Weekly Overview of Learning

Year Group: Year 6 Week beginning: 7/10/24

Unit: 'Hey, Mr Miller'.

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

CONTINUATION

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 144 Hey Mis - ter Mil - ler, What a

2nd VOICE 007 Hey Mis - ter Mil - ler, What a

3rd VOICE Hey Mis - ter Mil - ler, What a

1st VOICE swing that you bring to the band... Hey Mis-ter Mil-ler, What a

2nd VOICE swing that you bring to the band... Hey Mis-ter Mil-ler, SOUNDSLICE

Unit: Buddhism

L.I: We are learning to identify how Buddhists can enter Nirvana.

Key vocabulary: Buddhism, Buddhists, monks, Nirvana, Buddha's death, celebration

Key question:

How can Buddhists enter Nirvana? How can Buddhists live a positive life? How can we all reduce suffering?

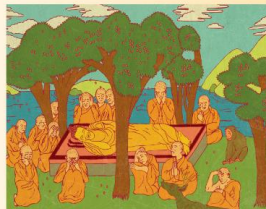
This week in Buddhism the children will identify and explain how Buddhists can enter Nirvana.

The children will explore the events of the Buddha's death and explain how Nirvana day is celebrated throughout the world.

As a plenary, the children will revisit their defining frame and add on the new information that they have learnt throughout the topic in green pen.

The death of Buddha

Buddha was 80 years old and knew that his life would soon come to an end so he decided to travel to the city of his childhood, Kapilavastu, with his faithful companion Anand. During the journey, they rested and ate a meal with Chundra the Blacksmith. As soon as he had eaten, Buddha fell ill. Yet, even though he was in great pain, he continued his journey. During the journey, Buddha met Pukkusa on the road.



Unit: Hockey Lesson 6

L.I. We are learning to use and apply skills and principles to play in a tournament

Key Vocabulary: hockey, appropriate, technique, defending, tackle, open stick, run, principles, skills, tournament

Key Question: What skills and principles are needed when playing in a tournament?

In this lesson, you should be able to:

- Be honest and play by the rules
- Discuss with your team on how you can improve your game



Unit: Netball Lesson 6

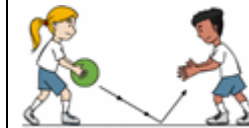
L.I. We are learning to use and apply skills, principles and tactics to a game situation

Key vocabulary: netball, accuracy, shooting action, under pressure, run, principles, skills

Key Question: What skills, principles and tactics are needed in a game situation?

In this lesson, you should be able to:

- Turn your hips in the direction you want to run in



Art – Kapow

PSHE - Jigsaw

Weekly Overview of Learning

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Unit: Drawing – Powerful Imagery

LI: We are learning to apply an understanding of impact and effect to create a powerful image. (Lesson 5)

Key Vocabulary: composition, convey, develop, drawing decision

Key Questions:

How can the elements in your image (e.g., colour, light, texture, shapes) create a specific mood or impact?

What effect do you think your choices (e.g., composition, contrast, scale) will have on the viewer?

In this lesson, children will explore Picasso's painting *Guernica*, a powerful protest against the bombing of a Spanish village during the Civil War. We will discuss the painting's use of black, white, and grey tones and how Picasso used symbols like shocked faces, a broken sword, and a bull to convey the horrors of war.

Children will revisit their initial sketches and develop their own artwork with a clear message, using symbols, patterns, and shapes. They will share feedback with peers and work on their final compositions, either through traditional drawing or digital tools. The goal is to create a powerful image that communicates a meaningful message.



Unit: Being me in my World

LI: We are learning to understand how an individual's behaviour can impact a group.

LI: We are learning to contribute to the group and understand how we can function best as a whole.

Key Vocabulary: rights, responsibilities, rewards, consequences, cooperation, collaboration, legal, illegal, lawful.

Key Questions:

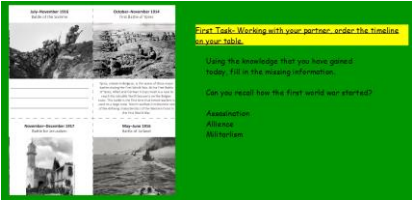
In this lesson, children will work in groups to explore a scenario involving antisocial behaviour, specifically two children setting a bin alight. Each group will be assigned roles such as Headteacher, police officer, fire service member, teacher, or parent to discuss how to address the situation. Children will begin by reading the scenario and discussing key vocabulary like lawful, legal, cooperation, and collaboration. They will then engage in a role-play (without acting) where they will imagine how their assigned person might feel and what they might say about the incident. Their task will be to reach a consensus on what should happen to the children involved, justifying their decision using the information provided.

They will also discuss key questions, such as which rights have been violated and whether the children in the scenario acted responsibly. Children will record their thoughts to prepare for further discussion in the next lesson, where they will make decisions on appropriate consequences.



Weekly Overview of Learning

Year Group: Year 6 Week beginning: 7/10/24

Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Teach Computing
<p style="text-align: center;">Unit: Light Lesson 5</p> <p>L.I: We are learning to explain the term refraction of light. L.I. To explain how light changes speed and angle as it goes through different mediums. L.I. To explain how refraction creates optical illusions.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> I can explain that refraction is the bending of light rays. I can explain that light bends when it changes speed and that its speed changes as it travels through different mediums. I can explain how refraction can create optical illusions as objects appear to be in a different place or their image is reversed. <p>Key vocabulary: refraction, optical illusion, focus, medium, density, distortion.</p> <p>Key questions: Look at the pencil in the glass of water. Is it broken? These children are discussing why the pencil looks broken, when they know it isn't. Which child do you agree with? Why? What do you predict will happen? Was your prediction correct? Can you explain what happened and why using your knowledge of refraction? What is refraction?</p> <p>The children will be shown different examples of refraction using water in different containers. e.g. putting a pencil into a glass of</p>	<p style="text-align: center;">Unit: Britain at War</p> <p>Ll: We are learning to summarise the key events of the First World War.</p> <p>Ll: We are learning to explain key events leading to the end of the First World War</p> <p>Key Vocabulary: WW1, chronological order, Allied Powers, Central Powers, Treaty of Versailles, Germany, Western Front, reparations</p> <p>Key questions: What happened in WW1? Who were the Allied Powers? Why did Germany's plan fail? What event happened first? Why did the United States of America join the Allied Powers? Can you define the term reparations?</p> <p>This week, the children will summarise the key events from the First World War and order them in chronological order.</p>  <p>The children will be asked to recall their prior knowledge by retrieving information about the first world war. The children will explore the key events leading to the end of the First World War including the Allied Powers pushing Germany back from the Western Front and the United States joining the Allied Powers. The children will also explore how the Treaty of Versailles made Germany take the blame for the war and pay large reparations, which left the country impoverished. They will write a historical account of the events that led up to the end of the First World War.</p>	<p>Unit: Communication and Collaboration</p> <p>Ll: We are learning to evaluate different ways of working together online.</p> <p>Key vocabulary: Reuse, remix, collaboration</p> <p>Key Question: What is remixing and how is it a different approach to collaboration? Why can it be good to share their work for others to see?</p> <p>Children are introduced to another approach to online working: reusing and modifying work done by someone else. This lesson involves the Scratch programming tool, which allows learners to use other people's work.</p> <p>By the end of the lesson, children will be able to evaluate different ways of working together online by identifying different ways of working online, recognising that working together on the internet can be public or private and explain how the internet enables effective collaboration.</p>

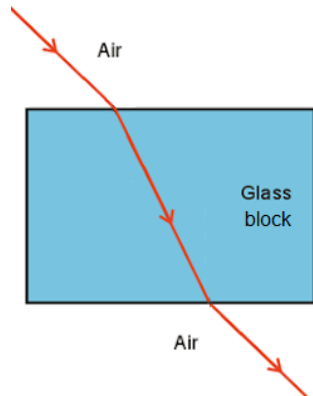
Weekly Overview of Learning

Year Group: Year 6 Week beginning: 7/10/24

water and looking through the side of the glass. The pencil appears bent or broken. They will learn how light slows down as it travels through a dense transparent material like the glass as well as the water. This results in the light bending and leaving the glass at a different angle to the light being reflected off the top of the pencil still sticking out of the glass. This gives the illusion that the pencil is broken.


They will apply this knowledge to different situations and explain them using the process of refraction e.g. how to spear a sweet in a tray of water without missing.

They will also



They will conclude with using the process of refraction to create their own optical illusions using a glass of water.

Homework



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

Weekly Overview of Learning

Year Group: Year 6 Week beginning: 7/10/24

			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;">   </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>Group 1 and 2</p> <table border="1" data-bbox="618 759 1043 1054"> <tr> <td>criticise</td> <td>determined</td> </tr> <tr> <td>curiosity</td> <td>develop</td> </tr> <tr> <td>definite</td> <td>dictionary</td> </tr> <tr> <td>desperate</td> <td>disastrous</td> </tr> </table> <p>Group 1 only</p> <table border="1" data-bbox="618 1126 1043 1445"> <tr> <td>co-operate</td> <td>re-educate</td> </tr> <tr> <td>co-ordinate</td> <td>re-examine</td> </tr> <tr> <td>co-own</td> <td>re-evaluate</td> </tr> <tr> <td>co-author</td> <td>re-energise</td> </tr> </table>	criticise	determined	curiosity	develop	definite	dictionary	desperate	disastrous	co-operate	re-educate	co-ordinate	re-examine	co-own	re-evaluate	co-author	re-energise	<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;</p> <p>PE days Jet & Ruby - Tuesday and Friday Coral & Opal - Thursday and Friday</p>
criticise	determined																		
curiosity	develop																		
definite	dictionary																		
desperate	disastrous																		
co-operate	re-educate																		
co-ordinate	re-examine																		
co-own	re-evaluate																		
co-author	re-energise																		

Weekly Overview of Learning



Year Group: Year 6 Week beginning: 7/10/24

	Group 1 and 2 (bonus Topic Words)			
	rebellion	volunteer		
	recruit	campaign		