

Year Group: 6

Week beginning: 9.9.2024

Weekly overview of learning

Every **Monday**, 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. Please take note of the 'Homework' section at the bottom of the grid. This replaces the home learning grid. Homework will be set on the **Monday** and should be completed by the **following Monday**. If there are any questions about the homework, please contact the year group email address.



Year 6	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
English	LI: To explore the use of poetic devices	LI: To use prepositional phrases.	Baseline Assessments	LI: To publish a poem inspired by Tennyson (Hot write)	Baseline Assessments
Key vocabulary and key questions	<p>Key Vocabulary:</p> <p>Poem, poetry, poetic, stanza, verse, alliteration, personification, onomatopoeia, rhythm, rhyme, simile, metaphor, impression, emotive, device.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> - What impression does this group of words give you? - What does the word/phrase ... mean? - What visual image is created in your mind when reading this line/stanza? Why? 	<p>Key Vocabulary:</p> <p>Under, over, beside, opposite, next to, across, beneath, around, on top, around</p> <p>stanza, verse, alliteration, personification, onomatopoeia, rhythm, rhyme, simile, metaphor</p> <p>Key Questions:</p> <ul style="list-style-type: none"> What is a preposition? Why do we use prepositions in our writing? Which prepositional phrase helps you visual a picture in your mind? Why has the author used certain words? Does the poem need to rhyme? Which aspects of Tennyson's 'The Eagle' will you magpie and why? 		<p>Key Vocabulary:</p> <p>Poem, poetry, poetic, stanza, verse, alliteration, personification, onomatopoeia, rhythm, rhyme, simile, metaphor</p> <p>Key Questions:</p> <ul style="list-style-type: none"> -What is meant by the word 'structure'? -What are the features of poem? -Does punctuation effect the way you read a line/stanza/poem? Discuss 	
Introduction	Go through teaching slides. Today, the children will be taking a closer look at the	Go through the teaching slides. Today, you will be recalling and listing prepositions related to a		Go through teaching slides.	

Year Group: 6

Week beginning: 9.9.2024

Weekly overview of learning

Every **Monday**, 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. Please take note of the 'Homework' section at the bottom of the grid. This replaces the home learning grid. Homework will be set on the **Monday** and should be completed by the **following Monday**. If there are any questions about the homework, please contact the year group email address.



	<p>poet Alfred Tennyson, we will be exploring his childhood into adulthood and making links to what we already know about life during the Victorian era to help us understand what influenced him to write the poems. As a class we will look at a visual image alongside a line from his poem, 'The Eagle,' and examine the device used within the line.</p>	<p>picture. We will be discussing the role of prepositions within our writing.</p> <p>Together, we will look at the structure of a Tennyson poem and imitate his style to create our own poem.</p>		<p>As this is your opportunity to show us how much you have learned follow the steps below:</p> <ul style="list-style-type: none">-Read over your poem from yesterday.-Respond to marking-Edit your work in purple pen <p>Once you are happy with your work, publish your writing on pink paper.</p>	
Activities	<p>Children will be asked to Identify any words within the poem that you are unsure of the meaning of. Using their reading strategies, they will infer or find the definition of these words using a dictionary. Once they understand the poem they will answer questions that will help them examine the language chosen.</p>	<p>You will work independently to use a range of poetic devices (similes, metaphors, alliteration, personification, onomatopoeia) to paint a picture in the readers mind. Remember to consider use of rhyme and rhythm in the style of Tennyson.</p>		<p>Children to publish their work on pink paper and illustrate based on visualisations from their work.</p> <p>Children to read their poems aloud to the class, focussing on oracy and fluency,</p>	

Year Group: 6

Week beginning: 9.9.2024

Weekly overview of learning

Every **Monday**, 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. Please take note of the 'Homework' section at the bottom of the grid. This replaces the home learning grid. Homework will be set on the **Monday** and should be completed by the **following Monday**. If there are any questions about the homework, please contact the year group email address.



Reading	This week's reading focus: Reading Strategy 1 – Making Connections				
	Monday <u>LI: To identify the themes and conventions of a text.</u>	Tuesday <u>LI: To identify the purpose of a text.</u>	Wednesday <u>LI: To activate prior knowledge about text.</u>	Thursday <u>LI: To compare texts.</u>	Friday <u>LI: To review a text.</u>
	<p>Starter: children will watch a short video that discusses what the term 'theme' means. They will then be asked to write a definition for the term. They will then be giving some statements about different text types after discussing them they will be asked to write a definition for the term 'convention'.</p> <p>Main: We will work through a text example, children will work as a class to identify the theme and convention of the passage on the IWB.</p> <p>Task: Children will be asked to create a table with the headings, theme and conventions. They will be asked to read the text on the IWB and record the theme of the text and convention of the passage.</p> <p>Plenary: Children will demonstrate their understanding of the terms theme and conventions by playing a quick game of True and False.</p>	<p>Starter: children will be given 5 minutes to list the common purposes of texts.</p> <p>Main: As a class we will focus on one text type (poem), as the class read the text they will be asked a series of questions such as, <i>what convention is this text? What is the purpose of the information? Have you read texts like this before? How were they similar/different? Which did you prefer and why? What is the purpose of the text?</i></p> <p>Task: We will focus on The Brook by Alfred Tennyson, the children will be asked to read through the poem, they will then be asked to circle any words they are unsure of. We will discuss what they should do now to help them read new or unfamiliar words. The children will then illustrate the poem, drawing the visual pictures that come into their mind and finally write questions that the poem generates.</p> <p>Plenary: Children will write what Tennyson's purpose was of writing the poem and use the answer stems to support their thinking.</p>	<p>Starter: Children will recap what inference means. They will then use inference to answer questions on the IWB.</p> <p>Main: Today, children will consider how we can use our own personal experiences to help us to infer. For example, we will read a text that will provide clues about what time of day it is. Children should use their own life understanding and experiences to infer the time of day. CT to model how to use their prior knowledge to help them.</p> <p>Task: Children will have a range of random texts that they need to read. They will need to answer the inference questions using the 'it says, I say, so..' table. The questions will be general inference questions. Children may consider their own prior knowledge to help them for some texts.</p> <p>Plenary: Children will be given the opportunity to discuss their answers using the following stems <i>The evidence suggests...</i> <i>The clues that tell me this is the answer are...</i> <i>The clues that indicate...</i> <i>I know the clues are telling me...</i> <i>The skills I must use are...</i></p>	<p>Starter: as a class we will recap what it means to compare. We will look at a poem, they will be asked to compare the mood of two sections of the poem.</p> <p>Main: We are now growing to turn our attention to poetry and in particular poems, we will be looking at how to alter our expression and intonation to show how to understand a text. Children will be shown how to annotate the text to help them understand its meaning. They will then be given the opportunity to apply this skill.</p> <p>Task: Children will need to read and annotate the poems today. They will need to use their annotations to support them to consider initial comparisons.</p> <p>Plenary: What was the same/different between the poems?</p>	<p>Starter: In partners children will be asked to discuss Who are their favourite authors? Which books they enjoy reading the most and why? Which genre do they prefer reading and why?</p> <p>Main: Children will work as a class to create book review based on a class text read this year. They will start by looking at and describing the front cover using key vocabulary. Children will then have the opportunity to plan their ideas and reasons for their favourite book.</p> <p>Task: Children will independently write a book review, explaining why they like the book so much and why they would recommend it to others.</p> <p>Plenary: Make a list of books, authors, genres you would now like to explore further. <i>Can you use this in our school library?</i></p>

Year Group: 6

Week beginning: 9.9.2024

Weekly overview of learning

Every **Monday**, 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. Please take note of the 'Homework' section at the bottom of the grid. This replaces the home learning grid. Homework will be set on the **Monday** and should be completed by the **following Monday**. If there are any questions about the homework, please contact the year group email address.



Year 6	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	L1: To recognise and represent numbers up to 10,000	L1: To recognise and represent numbers up to 100,000	L1: To recognise and represent numbers to a million	L1: To recognise and represent numbers up to ten million	L.I. To improve arithmetic skills.
Key vocabulary and key questions	<p>Key Vocabulary: Place value, digit, million, order, representation, place value column</p> <p>Key Questions: Can you show me 8,045 (any number) in three ways? Which representation is the odd one out? Explain your reasoning. What number could the arrow be pointing to? Which column(s) change when adding 10, 100, 1,000 to 2,506?</p>	<p>Key Vocabulary: Place value, digit, represent, integer, value, 100,000, million, 10 million</p> <p>Key Questions: How can the place value grid help you to add 10, 100 or 1,000 to any number? How many digits change when you add 10, 100 or 1,000? Is it always the same number of digits that change? How can we represent 65,048 on a number line? How can we estimate a number on a number line if there are no divisions? Do you need to count forwards or backwards to find out if a number is a number sequence? Explain.</p>	<p>Key Vocabulary: million, integer, place value, place holder zero), represents</p> <p>Key Questions: If one million is the whole, what could the parts be? Show me 800,500 represented in three different ways. Can 575,400 be partitioned into 4 parts in a different way? Where do the commas go in the numbers? How does the place value grid help you to represent large numbers? Which columns will change in value when we add 4 counters to the hundreds column?</p>	<p>Key Vocabulary: One million (or millions), place holder (zero), place value, represents, 10 million</p> <p>Key Questions: Why is the zero in a number important when representing large numbers? What strategies can you use to match the representation to the correct number? How many ways can you complete the partitioned number? What strategy can you use to work out a number?</p>	<p>Key Vocabulary: Add, total more, make, sum, plus, altogether difference, leave, subtract, difference between, minus, less, take away, mentally, orally, column addition, column subtraction, estimate, inverse operation, solve problems, number facts, complex, place value, divide</p> <p>Key Questions: Is there an easy way to do this? Can you use know facts to answer the problem? Can you use rounding? Does the solution need an exact answer? How does knowing the approximate answer help with the calculation?</p>
Introduction	Today children will use concrete manipulatives and pictorial representations to recap representing numbers up to 10,000. Also, children will revise adding and subtracting 10, 100 and 1,000. They will discuss what is happening to the place value columns, when carrying out each addition or subtraction.	Today children will be focusing on numbers up to 100,000. They will represent numbers on a place value grid, read and write numbers and place them on a number line to 100,000, Using a number line, they will find numbers between two points, place a number and estimate where larger numbers will be.	Today children will read, write and represent numbers to 1,000,000. They will recognise large numbers represented in a part-whole model, when they are partitioned in unfamiliar ways. Children will see numbers represented with counters on a place value grid, as well as drawing the counters,	In this lesson, children need to read, write and represent numbers to ten million in different ways. They will see a mixture of smaller and larger numbers, with up to seven digits. The repeating pattern of ones, tens, hundreds, ones of thousands, tens of thousands, hundreds of thousands will be discussed and linked to the placement of commas or other separators.	Today we will be discussing about the efficient method to be used with mental calculations and sensible estimations needed to solve calculations. We will be looking at the different mental strategies that could be used instead of computational methods (paper).
Activities	Complete questions about numbers up to 10,000.	Complete questions about numbers up to 100,000.	Complete questions about read, write numbers a million.	Complete questions about read, write numbers up to 10 million.	Complete questions about arithmetic.

Weekly overview of learning

Every **Monday**, 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. Please take note of the 'Homework' section at the bottom of the grid. This replaces the home learning grid. Homework will be set on the **Monday** and should be completed by the **following Monday**. If there are any questions about the homework, please contact the year group email address.

Please continue logging into My Maths, Doodle Maths and keep up with your TimesTable Rockstars regularly.

Reading	PSHE	History
<p>Daily for 20 minutes</p> <p>Read different text genres: a biography, classic novel, adventure story, poems, newspaper, cultural story.</p> <p>Complete the tasks set for you on Bug Club, Reading Plus, Doodle English, PiXL Unlock: continue logging in and completing your usual activities.</p> <p>Vocabulary Ninja: Look at the Vocabulary Ninja words of the week on Google Classroom and challenge yourself to write sentences for each of the words.</p> <p>Reading skill this week: Retrieval skills:</p> <ul style="list-style-type: none"> -use our background knowledge and connect to text -visualise -watch out for VIP words/phrases and ideas 	<p>PSHE – Identify my goals for this year, understand my fears and worries about the future and know how to express them</p> <p>Create a class Charter based on Rights Respecting Articles with the class.</p> <p>Games based on getting to know the children better. Talk about resilience, goals for the year and any fears/worries.</p>	<p>LI: – To identify where a period of history fits on a timeline.</p> <p>Children complete a KWL grid on The Victorians. They then look at some main events from the era and use these dates to create their own timelines based on the Victorians.</p>
	<p style="text-align: center;">RE</p>	<p style="text-align: center;">Art</p>
	<p><u>LI: to construct a diary entry from the perspective of the Buddha</u></p> <p>Discuss life of Buddha.</p> <p><u>Main task:</u> Write a diary entry as Siddhartha Gautama showing how he felt the night before leaving his royal life behind.</p> <p>Think about...</p> <ul style="list-style-type: none"> -Explain what has made him make this decision. -What does he hope to achieve? -How does it feel leaving his family behind? 	<p><u>LI: to respond to the artwork of William Morris and to identify key themes</u></p> <p>Discuss William Morris and his work/themes. For the task, children answer questions based on Morris' artwork.</p>

Year Group: 6

Week beginning: 9.9.2024

Weekly overview of learning

Every **Monday**, 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. Please take note of the 'Homework' section at the bottom of the grid. This replaces the home learning grid. Homework will be set on the **Monday** and should be completed by the **following Monday**. If there are any questions about the homework, please contact the year group email address.



Science	PE	Spanish
<p><u>L1: To explain the scientific concept of inheritance.</u></p> <p>Look at what variation and inheritance are.</p> <p>TASK- Look at the various traits on the table and tick yes or no if you have it or not AND if someone in your family has it too. Create a graph to show inherited traits.</p>	<p><u>PE – Hockey</u></p> <p><u>L1: To develop dribbling to beat a defender</u></p> <p>Social: To work collaboratively with others. Emotional: To play games honestly and within the rules. Thinking: To identify areas of strength and for improvement</p> <hr/> <p style="text-align: center;">Music</p> <hr/> <p><u>L1:</u> To appraise different musical features in a variety of film contexts.</p> <p>Ask the children what they know about film music, and to think of films that have iconic music. The children may think of ideas such as Frozen, Moana and The Sound of Music but these are all musicals. We want them to think of films that have music that adds to the mood instead.</p> <p>Children to identify the emotions or actions that each piece of music played is portraying.</p>	<p>Topic: Spanish Phonics and Pronunciation</p> <p><u>L.I. To introduce the first set of phonics sounds / phonemes in Spanish.</u></p> <p>The sounds introduced in this lesson are: Ch J Ñ LL RR</p> <p>The aim of the lesson – to look at the first 5 out of a total of 20 essential Spanish sound patterns / phonemes so that pupils will improve their Spanish pronunciation and also be able to read with improved accuracy in Spanish.</p> <p>PLENARY: Can the children remember (without any slides or looking at the display material) the 5 phonetics / phonemes sounds we learnt today? Can they also remember and repeat the Spanish word associated to this sound?</p>

Year Group: 6

Week beginning: 9.9.2024

Weekly overview of learning

Every **Monday**, 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. Please take note of the 'Homework' section at the bottom of the grid. This replaces the home learning grid. Homework will be set on the **Monday** and should be completed by the **following Monday**. If there are any questions about the homework, please contact the year group email address.



Homework

Homework is set on a Monday and uploaded to Google Classroom and is expected to be returned by the following Monday. Please upload completed homework tasks to your Google classroom where possible (unless it is Doodle or online packages.) This can be submitted once completed over the week and please complete it before the following Monday when the next homework will be set.

Reading homework: Please read for at least 20 minutes every day and record this in your pupil planner as a reading log.

Reading Plus: Remember to complete your weekly tasks.

Doodle Maths and Doodle English: Work hard each day to turn your tracker green.