

Year Group: 6

Week beginning: 04.11.24

Weekly overview of learning

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Year 6	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
English	LI: To construct a piece of old literature (cold write)	LI: To construct a short drama piece	LI: To analyse direct speech and how it is punctuated.	LI: To analyse the structure of older literature and retell the story.	LI: To use retrieval to answer questions
Key vocabulary and key questions	<p>Key Vocabulary: Opening, build up, problem, resolution, ending, literature</p> <p>Key Questions: What are the features of a story? What does the term older literature mean? How is Street Child different to older literature? Can you name any titles of older literature?</p>	<p>Key Vocabulary: Opening, build up, problem, resolution, ending, literature</p> <p>Key Questions: What do we know about Charles Dickens? Can you name any of the books he has written? What is the common theme that runs throughout his writing? What inspired Charles Dickens to write a Christmas Carol? Can you think of anyone today that is striving for change like this? What visual clues tell us when the story is set?</p>	<p>Key Vocabulary: Inverted commas, speech marks, quotation marks, indicate, reporting clause</p> <p>Key Questions: What are inverted commas? When are they needed? What punctuation is needed before and after speech? Which sentence uses the inverted commas correctly?</p>	<p>Key Vocabulary: Opening, build up, problem, resolution, ending, literature</p> <p>Key Questions: What is an adverb? What is an adjective? How can you tell the difference between them? What do they do within a sentence? How is the story structured? What happens in the opening, build up, problem, resolution and ending?</p>	<p>Key Vocabulary: Background knowledge, connections, prediction, visualisation, inference, breakdown and repair, VIP words/phrases,</p> <p>Key Questions: What are our reading skills? How do we use them when reading? What words have helped create a visual image in your head? Are there any words that you cannot read or do not know the meaning of? What can you do/where can you look?</p>
Introduction	<p>Go through the teaching slides. Today, we will be using the lesson as an opportunity to see what the children already know about writing a piece of older literature so we can plan to meet their needs. Today, we will discuss how older literature is written</p>	<p>Go through the teaching slides. Today, we will start the lesson by learning a little about the life of Charles Dickens. We will take a closer look at the theme that run through all of his books (social reform) and how his life mirrored that of many of the characters and events he wrote about.</p>	<p>Go through the teaching slides. Children will recap on identifying spelling mistakes within given sentence.</p> <p>Today, you will be recalling and discussing the role of inverted commas. We will discuss when and why inverted commas are used and then we will give the children the opportunity to</p>	<p>Go through the teaching slides. Today, we will start the lesson by recapping what an adverb and adjective is. Children will be asked to identify whether the word that is underlined in the sentence is an adjective or adverb.</p> <p>As a class, we will look at how narrative stories are structured. (Opening, build up, problem, resolution and ending).</p>	<p>Go through teaching slides. Children to read through what DERIC stands for and explain the warm up will ask them to use a range of skills to answer the questions. Children will be shown a picture and asked to share what they can see. Together, we will recap on When we <u>retrieve</u> key information and quotations to show our understanding of character, we have to remember that key</p>

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	and how it sounds when we read it.	Children will be divided into groups based on the main events in the text. They will watch a short video of the text noting down the events and vocabulary that they hear from their scene.	consolidate their understanding by going through a couple of examples using the comma after the reporting clause and before the speech begins. We will go through examples of what punctuation is need in speech, before closing the inverted commas, there must be a punctuation mark to finish what has been said.		information about characters will not only be about how they look, but also about how they speak and react to others. Their behaviour and the choices they make in the story identify the kind of person they are. Children will apply these skills to a short text to consolidate their understanding.
Activities	Children will read the opening of A Christmas Carol. You will work independently to construct a piece of older literature.	Children to work in groups to construct a short piece of drama bringing to life what they watched.	Children will write the sentences adding in inverted commas to punctuate them correctly.	Children to create a story map of 'A Christmas Carol' to support them with their writing next week.	Children to answer a range of comprehension questions based on a piece of older literature
Reading	This week's reading focus: Reading Strategy 8 – Putting it all Together				
	Monday <u>LI: To summarise information from a text.</u>	Tuesday <u>LI: To summarise information from a text.</u>	Wednesday <u>To synthesise information from more than one text.</u>	Thursday <u>LI: To select and combine information from various sources</u>	Friday <u>LI: To select and combine information from various sources</u>
	<u>Starter:</u> What does it mean to summarise? Children will have the definition in the dictionaries. <u>Main:</u> Children will work together to retrieve the key details from the text. They will need to read the text, underline the key events, back up and reread and skim to get the main events and include these in their summaries. Ensure children	<u>Starter:</u> Recall what the word summary means, how does this relate to reading? What reading strategies do we use when summarising? <u>Main:</u> Recap on the story from yesterday, children will work together to retrieve the key details from the text. They will need to read the text, underline the key events, back up and reread and skim to get the main events and include	<u>Starter:</u> Go through what synthesis means in relation to reading and check that the children understand how this is difference to summarising a text. Demonstrate how synthesising uses all of the 8 APS reading strategies. <u>Main:</u> As a class, underline key information using the 8 strategies. Each time discuss how they help them to put together what has happened before they	<u>Starter: Rapid fire round:</u> Recap the skills that we use for finding the meaning of unfamiliar words in context. Encourage children to consider: <i>Swapping out</i> <i>Decoding</i> <i>Reading around the word</i> <i>Exploring prefixes and suffixes</i> <i>Where have I heard this word before?</i> CT to start off by modelling how to apply these skills on an unfamiliar poem 'Silver'. CT will then encourage children to model how to apply these skills later on the same text.	<u>Starter:</u> Discuss the different retrieval questions we have come across. Focus on true/false tables, simple retrieval question etc. Discuss what each retrieval type question is asking of them and how to answer these questions. Consider the skills that will be used. They should answer any questions they have in their posters and give clear guidance on how to answer them with reference to the skills.

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	<p>are including the relevant information and continue to explore which information may be irrelevant and why. Perhaps focus on descriptions (adjectives), extra details etc. Continue to model in class.</p> <p>Task: Children will read 'The Secrets of the Staff Room'. They should underline the key details and skim to retrieve the main events. This will help them to create a story map. The story map will be their summary of the text. Encourage children to use any new vocabulary they have learnt from the text.</p> <p>Plenary: The key events are... The parts of the text that are irrelevant are... This section is telling me... The main idea is...I know this because... I know this word means...</p>	<p>these in their summaries. Ensure children are including the relevant information and continue to explore which information may be irrelevant and why. Perhaps focus on descriptions (adjectives), extra details etc. Continue to model in class.</p> <p>Task: Children will read 'The Secrets of the Staff Room'. They should underline the key details and skim to retrieve the main events. This will help them to create a story map. The story map will be their summary of the text. Encourage children to use any new vocabulary they have learnt from the text.</p> <p>Plenary: The key events are... The parts of the text that are irrelevant are... This section is telling me... The main idea is...I know this because... I know this word means...</p>	<p>have started reading and what they think will happen next. Ask children to explain whether their predictions changed as they read the text and get them to show where it changed and discuss why they think this.</p> <p>Task: Children will read 'The Trapper Hill. They should underline the key details and skim to retrieve the main events. This will help them to create a story map. The story map. Children will then take their purple pen and record what they were thinking at each point and why their ideas might have changed. Encourage children to use any new vocabulary they have learnt from the text.</p>	<p>The idea is that children will guide their own learning and start off knowing nothing about the poem. They will finish by having an in depth understanding of the text. Plenty of scaffolding to ensure children have a sound understanding of how to apply these skills.</p> <p>Main: Rapid fire round: Recap the skills that we use for inference. Encourage children to consider: <i>Clue hunting</i> <i>Scanning</i> <i>Mental picture</i> CT to start off by modelling how to apply these skills on an unfamiliar poem 'Daddy fell into the pond'. CT will then encourage children to model how to apply these skills later on the same text. The idea is that children will guide their own learning and start off knowing nothing about the poem. They will finish by having an in depth understanding of the text. Plenty of scaffolding to ensure children have a sound understanding of how to apply these skills.</p> <p>Task: Children will apply their understanding of how to use these skills. They will read the poem, 'Silver' and tackle four tasks that will show their ability to decode, retrieve and infer. They must use their skills to guide their understanding of the text. Children to answer all questions in the tasks in their books.</p> <p>Plenary: I know this word means... My mental picture is telling me... I can swap this word out with...because... The evidence that supports this is... The clues suggest...</p>	<p>Main: Discuss the different summary questions we have come across. Focus on ordering events, ticking the statement that best summarises the text etc. Discuss what each summary question is asking of them and how to answer these questions. Consider the skills that will be used. They should answer any questions they have in their posters and give clear guidance on how to answer them with reference to the skills.</p> <p>Task: Today, children will create a poster on how to answer different question types, what the question types mean and the skills required to answer these questions. Have an example on the IWB to show children what is expected of them. Children will also have a range of texts and question types to support them when explaining how to apply their skills. They should answer these questions as they go along.</p> <p>Plenary: This question is asking me to... I know the skills required for this question are... To answer this I will...</p>
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Year 6	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	LI: Equivalent fractions and simplifying	LI: Equivalent fractions on a number line	LI: Compare and order denominators	LI: Compare and order numerators	LI: To improve arithmetic skills
Key vocabulary and key questions	<p>Key Vocabulary: Numerator, denominator, proper fraction, equivalents, common denominator, common numerator, factor</p> <p>Key Questions: What are the common factors of and ? • Why is it better to identify the greatest possible number that both the numerator and denominator can be divided by? • Does the simplified fraction have the same value? • Do the numerator and denominator have any more common factors? • How can you tell if a fraction is in its simplest form? • When simplifying a mixed number, why does the integer not change?</p>	<p>Key Vocabulary: Numerator, denominator, proper fraction, equivalents, common denominator, common numerator, factor, mixed number, number line</p> <p>Key Questions: How many intervals are there on the number line? What is each interval worth? • What equivalent fractions have you found? • Is this fraction in its simplest form? How do you know? • Can you divide the number line into more intervals to place the fractions more accurately? • How will you place one sixteenth on a number line that is counting in eighths? • Which fraction was the easiest/hardest to label? Why?</p>	<p>Key Vocabulary: Numerator, denominator, proper fraction, equivalents, common denominator, common numerator, factor, mixed number, number line, order, compare</p> <p>Key Questions: How could you use a number line or a bar model to help you compare the fractions? • If the denominators are the same, how do you compare the fractions? • Is one denominator a multiple of the other? • If one denominator is not a multiple of the other, what do you need to do to be able to compare the fractions? • How is comparing mixed numbers different from comparing proper fractions? How is it similar?</p>	<p>Key Vocabulary: Numerator, denominator, proper fraction, equivalents, common denominator, common numerator, factor, mixed number, number line, order, compare</p> <p>Key Questions: How can you compare the fractions shown in the bar model? • Do you need to change one or both numerators? Why? • Is this fraction closer to 0 or 1? • Is this fraction greater or less than 1 2? • Is it more efficient to find a common numerator or a common denominator?</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	Children use their understanding of common factors to simplify fractions. They learn that when the numerator and denominator have no common factors greater than 1, the fraction is in its simplest form. Children will begin with fractions with one common factor (greater than 1) and move on to fractions with several common factors. Children are encouraged to look for the greatest possible number to divide by, but also understand that simplification can be performed in more than one step.	Children start by revising counting fractions above 1 on a number line to ensure they are able to count in fractions accurately. Using a number line clearly shows that finding equivalent fractions does not change the value of the fraction. Children to draw extra intervals on number lines to support them in placing the fractions. We will use number lines to support children in finding the difference between fractions.	Children begin by using bar models to help compare fractions. They first work with pairs of fractions where one denominator is a multiple of the other. They then look at pairs of fractions where the denominators are not multiples of each other, using their knowledge of multiples and common multiples. Children will find the first common multiple. Once children are confident expressing fractions with a common denominator, they use this to order fractions.	Today, they compare and order fractions with the same numerator. Bar models are a useful representation to explore fractions with the same numerator, starting with unit fractions and then moving on to non-unit fractions. This will lead to the understanding that if the numerators are the same, then the greater the denominator, the smaller the fraction. Children could visualise or place fractions on a number line and think about whether it is greater than or less than 1 2 or if it is close to 0 or 1. Children will consider whether it is more efficient to find a common numerator or a common denominator.	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 equivalent fractions and simplifying.	Complete questions about equivalent fractions on a number line.	Complete questions about equivalent fractions comparing and order by the denominator.	Complete questions about equivalent fractions comparing and order by the numerator.	Complete questions about arithmetic

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Reading	PSHE / RE	Topic/DT
<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><u>PSHE – LI: to understand there are different perceptions about what normal means.</u></p> <p>Children discuss the differences between perceptions and what is considered as normal. Discuss how this is subjective and what might seem normal to one person, may not be to another.</p> <p><u>RE- L.I: To explore how places can influence the worship of different Hindu deities.</u></p> <p>Children to watch video about India and the diverse culture within the country, exploring the different religions and languages. Children to look at a digital map of India to see where different Gods and deities originated. Children to record information in their books about the deities and their origins.</p>	<p>Topic – LI: to investigate what the Victorians did during their leisure time.</p> <p>Discuss leisure activities from the Victorian period and compare to now. Design a poster that advertises Brighton as the perfect holiday destination! Consider all the leisure activities that can be done here:</p> <ul style="list-style-type: none"> - Seaside (swimming, making sandcastles, games) - Pantomime - Theatre - Circus - Parks and Zoos - Sports <p>You will want to include drawings, captions and headings to make your poster engaging.</p> <p>DT</p> <p><u>LI: To design an automata Victorian window display.</u></p> <p><u>LI: To prepare (mark, cut, saw) the materials required for the automata frame.</u></p> <p>Discuss what an automata/ mechanical toy is. Children are then to create design criteria together as a class for their toy.</p> <p>In your books, using a ruler you need to construct a 3D drawing of the automatic toy structure. Children will need to add labels to identify the resources and measurements. They will have to also show a cross section of your mechanism to show the cam, axel and followers. Let's take a look at what I want to see.</p>

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Science	PE / Music	Spanish
<p><u>LI: to identify the key ideas of the theory of evolution and apply my understanding of adaptation.</u></p> <p>Using their knowledge of adaptation and evolution, children create their own creatures. This is a follow up to the Mr Men and little Miss activity.</p> <p>What adaptations help your creature to survive in its environment?</p>	<p><u>PE – Tag Rugby</u></p> <p><u>LI: To develop attacking principles, understanding when to run and when to pass.</u></p> <p>Look for spaces between the defence to move through. Communicate with others when receiving the ball. Play honestly and within the rules. To make decisions about when to pass and when to run.</p> <p><u>Gymnastics</u></p> <p><u>LI: to develop strength and competency in a range of rolls and balances</u></p> <p>Children will complete a range of rolls, balances and movements in small groups in a carousel.</p> <p><u>Music – LI: To appraise the work of a classical composer</u></p> <p>Children watch video on Fingal's Cave. Children record what phrases come to mind. Children explain what comes to mind. Working in pairs, they select their favourite words and phrases and practise reading them along with the soundtrack of the music. If they like, they can say them one at a time, or both children can say them together at the same time, or take it in turns etc. Encourage the children to leave dramatic pauses to let the music come through between their words and phrases.</p>	<p>Topic: En el Colegio – At School</p> <p><u>L.I. to introduce the vocabulary for school subjects.</u></p> <p>Today will introduce the vocabulary for school subjects. By the end of the unit this vocabulary will be used alongside all their other new knowledge to be able to say what subjects they study, like and do not like and at what time.</p> <p>Tasks:</p> <p>Articles (determiners) School subjects</p>

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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.

MyMaths: Addition and Subtraction Problems, Order of Operations

Spelling: applicable, tolerable, operable, considerable, dependable, comfortable, reasonable, perishable, breakable, fashionable