

# Weekly overview of learning

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Year 6	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
English	<b>Assessment</b>	<p><b>L.I: To understand the effect of poetry devices and language to convey meaning.</b></p> <p><b>Key Vocabulary:</b> poem, verse, stanza, line, personification, simile, metaphor, onomatopoeia, rhyme.</p> <p><b>Key Questions:</b> Which of these reading skills do you think will be most useful to focus on this lesson? What is meant by league? How does this poem compare to other war poetry?</p>	<b>Assessment</b>	<p><b>L.I: To plan a poem.</b></p> <p><b>Key Vocabulary:</b> poem, verse, stanza, line, personification, simile, metaphor, onomatopoeia, rhyme.</p> <p><b>Key Questions:</b> -What is a relative clause? What is emotive language? What are aural language effects? What is alliteration? What examples of personification/metaphors/similes can you generate for your poem?</p>	<b>Assessment</b>
Key vocabulary and key questions		<p>Go through teaching slides and read through who Tennyson was and his poem 'half a league'. Children to use poetic devices to try and understand the poem better.</p>		<p>Go through teaching slides and revisit each feature briefly. Class teacher to help children generate appropriate vocabulary for planning a poem in relation to war. Encourage use of war poetry mat for higher level vocabulary.</p>	
Introduction		<p>Task 1 Draw pictures to visualise the vocabulary Task 2- What vocabulary is specifically related to war? Jot it down. Task 3- Answer the following questions about the text:</p> <p>1. What examples of repetition is there and what is the effect of this? 2. Can you spot any rhyme? List examples. 3. What poetic technique is used for 'jaws of death' and what imagery does this create for you?</p>		<p>Children to use poetry planner to think about whose perspective they are writing from and to plan a variety of features to include in their poem.</p> <p>Challenge: Create relevant phrases for the poem.</p>	
Activities	<b>This week's reading focus: Reading Strategy 8- Putting It All Together</b>				
Reading	<b>Additional reading of class novel – Assessment Week</b>	<p><b>L.I: to synthesis information from a text</b></p> <p><b>Starter:</b> Vocabulary starter. Children will be asked to look at the IWB, where they will have 4 words that they are to choose from to define 'prediction'.</p> <p><b>Main:</b> On the IWB, there are sentences based on main events in Carrie's War. As a class we will go through the first 2 events identifying the cause of the event and then the effect on the characters involved.</p> <p><b>Task:</b> Children will use the pictures and identify the cause and effect of each event, identifying the link between the events within the text.</p>	<b>Additional reading of class novel – Assessment Week</b>	<p><b>L.I: to synthesise information from a text</b></p> <p><b>Starter:</b> Children recall how we locate evidence and the different strategies we can use in this process such as: <i>Visualisation, Clue hunting and Scanning</i></p> <p><b>Main:</b> On the IWB, we will work through an extract from 'Carrie's War' I will demonstrate how to locate the key information from the extract and how from this information we could then answer further questions.</p> <p><b>Task:</b> Children to use the skills to support them when locating evidence, using an extract they choose, they will need to read through each paragraph and locate and underline the key information from extract.</p>	<b>Additional reading of class novel – Assessment Week</b>

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Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	<b>LI: to multiply by 10, 100 and 1000</b>	<b>Assessment</b>	<b>LI: to divide by 10, 100 and 1000</b>	<b>Assessment</b>	<b>LI: to improve arithmetic skills</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> decimal point, tenths, hundredths, thousandths</p> <p><b>Key Questions:</b> How can you represent multiplying a decimal number with place value counters? • What number is 10 times the size of ? • What number is 100 times the size of ? • What number is 1,000 times the size of ? • How can you multiply decimal numbers using a Gattegno chart? • How can you use counters on a place value chart to multiply numbers by 10/100/1,000?</p>		<p><b>Key Vocabulary:</b> place value column, tenth, hundredth, thousandth, divide</p> <p><b>Key Questions:</b> How can you represent dividing a decimal number with place value counters? • What is one-tenth the size of ? • What is one-hundredth the size of ? • What is one-thousandth the size of ? • How can you divide decimal numbers using a Gattegno chart? • How can you use counters on a place value chart to divide numbers by 10/100/1,000?</p>		<p><b>Key Vocabulary:</b> 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><b>Key Questions:</b> 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>
<b>Introduction</b>	Today, children will use place value counters to represent multiplying a decimal number by 10, leading to an exchange being needed. Children see that when multiplying by 10, they exchange for a counter that goes in the place value column to the left. Children then explore how multiplying by 100 is the same as multiplying by 10 and then 10 again, so digits move two place value columns to the left. Finally, they look at multiplying by 1,000 A Gattegno chart and plain counters in a place value chart are also used to help children with their understanding.		Today, children will use place value counters to represent a decimal number being divided by 10. As with the previous step, using language such as "10 times the size" and "one-tenth of the size" will support children in their understanding. Children recognise that dividing a number by 10 twice is the same as dividing the number by 100. They then use a place value chart with counters (and then digits) to divide a number by 10, 100 or 1,000 by moving the counters the correct number of places to the right. A Gattegno chart used in the same way as in the previous step will also help children understand what happens to numbers as they are divided by powers of 10		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).
<b>Activities</b>	Complete questions about multiplying decimals by 10, 100 and 1000.		Complete questions about dividing decimals by 10, 100 and 1000.		Children will spend time looking back at the arithmetic assessment and reasoning assessment completed this week and correct errors. Teacher will model strategies and share mark scheme.



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Reading	PSHE / RE	Topic/Art/DT
<p><b>Daily for 20 minutes</b> 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: -use our background knowledge and connect to text -visualise -watch out for VIP words/phrases and ideas</p>	<p><b>PSHE – Jigsaw – Dreams and Goals</b> <b><u>LI: To work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.</u></b> Children will revisit the goals that they set last week and work together to devise the steps that they need to take in order to achieve their goal. Children will also learn and sing a song about aspiration and how this is a useful trait to have.</p> <p><b>RE – Why Is It Better to be There in Person</b> <b><u>LI: to understand the significance of places for some Jewish and non-Jewish people.</u></b> Children will be able to explain the significance of the Western Wall and synagogues in Jewish traditions and practices. Children will consider what kind of messages or prayers Jewish people might leave at the Western Wall.</p>	<p><b>Topic – War and Peace – History.- World War One</b> <b><u>LI: To place key events of World War one on a timeline in relation to previous studies.</u></b> Today children will learn about the events that lead to the first world war. They will place them on a timeline.</p> <p><b>Art</b> <b><u>LI: To recreate artwork in the style of Paul Nash.</u></b> Children will explore the works of World War 1 artist, Paul Nash, and recreate a piece of his work with a focus on composition. They will consider the order in which they sketch the background, the foreground and the additional details.</p>
Science	PE / Music	Spanish / Computing
<p><b><u>LI: To know who Carl Linnaeus was and explore his system for classifying all living things.</u></b></p> <p>Children will learn about Swedish scientist, Carl Linnaeus and his system of classification – The Linnaean System. Children will create a mnemonic to remember the order of the system and research a species and record its domain, kingdom, phylum, class, order, family, genus and species.</p>	<p><b><u>LI: To be able to use the attacking principle of creating and using space (Netball).</u></b></p> <p>Children will start passing on diagonal and straight clear drives, this will encourage movements. Again, they will recall the skill pass and move. They will finish the lesson playing some 3v2.</p> <p><b>Music – Sing for victory</b> <b><u>LI: To improve accuracy in pitch and control, singing with expression and dynamics</u></b> Children will learn the Vera Lynn song, White Cliffs of Dover. Children will consider what the lyrics mean to them. They will practise singing along to the melody and focus on dynamics and pitch.</p>	<p><b>Topic: El Fin The Semana – The Weekend</b> <b><u>L.I. To consolidate the new language for weekend activities with a variety of reading and listening work.</u></b></p> <p>In today's lesson, children - will augment the language they need to describe what they do at the weekend. They will recap questions about time: ¿qué hora es? We will also use a clock face and have a quick fire "time testing" session.</p> <p><b>Computing- Web Design</b></p> <p><b><u>LI: to consider effective layout of websites</u></b> Children will explore a range of websites and consider which ones are laid out effectively for the user. They will then put this into practise by continuing the design of their own webpage.</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.**

**Weekly Spellings:** referring, referred, referral, reference, referee, preferring, preferred, preference, transferring, transference

**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:** Rounding decimals, decimal place value