

Year Group: 6

Week beginning: 13.05.24

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
English	<p>SATs</p> <p>Grammar and Punctuation</p> <p>Spelling</p>	<p>SATs</p> <p>English Reading</p>	<p>SATs</p> <p>Arithmetic Assessment 1</p> <p>Reasoning Assessment 2</p>	<p>SATs</p> <p>Reasoning Assessment 2</p>	<p>Wellbeing Day</p>
Key vocabulary and key questions					
Introduction					
Activities					
Reading	<p>This week's reading focus: Reading for pleasure</p> <p>As the children have SATs this week, During reading time, children will be reading for pleasure.</p>				

Year Group: 6

Week beginning: 13.05.24

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	L.I. To improve arithmetic skills.	L.I. To improve arithmetic skills.	<p style="text-align: center;">SATs</p> <p style="text-align: center;">Arithmetic Assessment 1</p> <p style="text-align: center;">Reasoning Assessment 1</p>	<p style="text-align: center;">SATs</p> <p style="text-align: center;">Reasoning Assessment 2</p>	<p>Wellbeing Day</p>
Key vocabulary and key questions	<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, multiply</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>	<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, multiply</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>			

Year Group: 6

Week beginning: 13.05.24

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>Introduction</p>	<p>Children will build on their knowledge of one-step functions to look at two-step function machines. We will discuss whether a function such as + 5 and + 6 is a two-step function machine or whether it can be written as a one-step function. Children will look at strategies to find the functions. They could use trial and improvement or consider the pattern of differences. Children will record their input and output values in the form of a table.</p>	<p>Children will build on their knowledge of one-step functions to look at two-step function machines. We will discuss whether a function such as + 5 and + 6 is a two-step function machine or whether it can be written as a one-step function. Children will look at strategies to find the functions. They could use trial and improvement or consider the pattern of differences. Children will record their input and output values in the form of a table.</p>			
<p>Activities</p>	<p>Complete questions about using mental calculations to solve problems.</p>	<p>Complete questions about using mental calculations to solve problems.</p>			

Reading	PSHE / RE	Topic/Art/DT
<p>Daily for 20 minutes 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>RE – What is suffering? LI: to explore different beliefs about God’s role in suffering Children to explore how different religions respond to suffering through prayer. Children consider the question of whether prayers are a call to end suffering or a means of comfort.</p> <p>PSHE – Jigsaw - Relationships LI: I can recognise when people are trying to gain power or control. Children will be asked to explore who has the power and control in different newspaper headlines. The class will explore a scenario and through taking part in a conscience ally we will explore the question, who is trying to gain the power and control and how?</p>	<p>Topic – War and Peace - History - World War Two LI: To understand the roles and wartime jobs that women had during World War Two</p> <p>Today children will be comparing the roles of women and men before WW2. They will be identifying in detail what types of jobs women did during the war and whether there was equal pay and rights. The children will understand how the role of women differed before, during and after the war and how this influenced life since.</p> <p>DT – Cooking – Keeping Healthy – Grow your own. LI: To compare the diets of two different periods of time.</p> <p>Children will be given a number of statements made by children about the wartime food and menus. They need to discuss with their partner whether they agree or disagree with the statements and explain their thinking.</p>

Year Group: 6

Week beginning: 13.05.24

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 / Music	Spanish
<p><u>LI To identify how diet and exercise can impact on the human body.</u></p> <p>Children will be asked to research what is a healthy diet and its impact on health and identify the three different types of exercise and its impact on the human body. They will then present this information in a poster/brochure and information text.</p>	<p><u>PE – Cricket – Striking and Fielding</u> <u>LI: To develop catching skills (close/deep catching and wicket keeping).</u></p> <p>Children will practice throwing a ball in the air and practice clapping before catching it again. In groups of 6 (1 bowler, 1 wicket keeper, 2 batsmen, 2 fielders) – children bowl 6 times to the batsmen and they keep score, then rotate in pairs within the game.</p> <p><u>Music – Themes and Variations</u> <u>LI: To play TIKI-TIKI, TI-TIKI and TIKI -TI rhythms in ¾ time.</u></p> <p>Children will listen and recognise three new rhythms: TIKI-TIKI, TI-TIKI and TIKI-TI. We will discuss the similarities and differences between the different rhythms. The children will be asked to tap the rhythms along to the beat and draw these new rhythms.</p>	<p>Topic: Topic: La Comida Sana – Healthy eating</p> <p><u>L.I. To consolidate the new vocabulary. To look at the grammar rule for “the/some” in Spanish.</u></p> <p>Today children will consolidate their learning of the new vocabulary using PowerPoint activities and snap cards. They will also have the opportunity to look at the grammar rule for “the/some” in Spanish, allowing them a taste of the rules and concepts involved in the language.</p> <p><u>Tasks</u></p> <ul style="list-style-type: none"> -Word and picture Snap Cards. -Writing exercise (different abilities)

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: shoulder, smoulder, mould, poultry, soul, shallow, window, blown, known, thrown

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.