Alexandra Primary School
Aspire, Perform, Succeed

Year Group: 6 Week beginning: 27.1.2025

Weekly overview of learning

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Year 6	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
English	**L.I: To understand the different uses of commas**	**L.I: To plan an informal letter**	**L.I: To write an informal letter.**	**L.I: To write an informal letter.**	**LI: To publish an informal letter**
Key vocabulary and key questions	**Key Vocabulary:** Commas, grammar, purpose, clause, list. **Key Questions:** What are the key uses of commas? How can a comma change meaning? Why are commas important?	**Key Vocabulary:** Trenches, soldier, bombs, zeppelin, khaki uniform, trench foot, lice, horrific, emotional, distraught, melancholy. **Key Questions:** -How would a soldier be feeling? What do they miss about home> What was life in the trenches like? What jobs did the soldiers do?	**Key Vocabulary:** Trenches, soldier, bombs, zeppelin, khaki uniform, trench foot, lice, horrific, emotional, distraught, melancholy. **Key Questions:** What structural features will you include in your letter? What grammatical/language features will you include in your letter?	**Key Vocabulary:** Trenches, soldier, bombs, zeppelin, khaki uniform, trench foot, lice, horrific, emotional, distraught, melancholy. **Key Questions:** What structural features will you include in your letter? What grammatical/language features will you include in your letter?	**Key Vocabulary:** Trenches, soldier, bombs, zeppelin, khaki uniform, trench foot, lice, horrific, emotional, distraught, melancholy. **Key Questions:** How can you improve your letter? Can you use more linguistic devices? What structural devices have you not included?
Introduction	Go through teaching slides on different uses of commas to clarify. Go through the various examples of comma use. Work through the various examples and discuss with the children. How do the sentences change in meaning?	Go through teaching slides. Show children an example of a letter and discuss what can be improved and the language used. Recap features of an informal letter. Discuss sense imagery related to the trenches. Recap what living conditions were like. Recap chores/ jobs the soldiers did.	Go through teaching slides Children Spend 5 minutes to read over plan with a partner and answer any next steps.? Read through examples of informal letters written home from Pobble 365. Class teacher to Model write part of an informal letter based on war.	Go through teaching slides Children Spend 5 minutes to read over plan with a partner and answer any next steps.? Read through examples of informal letters written home from Pobble 365. Class teacher to Model write part of an informal letter based on war.	Go through teaching slides. Children to look through Next steps from yesterday and apply these when having a go at their 'Hot task independently.
Activities	Differentiated Worksheet based on clarifying meaning through use of commas. Challenge: NS: Come up with a sentence where moving or adding a comma changes the meaning	Children use ideas discussed during the input to plan their informal letters.	Use plan to start writing your letter. Remember to include all the structural and language features discussed		As above

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Reading	Reading Strategy 2: Prediction				
	Monday **LI: To identify key information in a text.**	**Tuesday** **LI: To identify the casual links between events in a text.**	**Wednesday** **LI: To form questions about a text.**	**Thursday** **LI: To use details in a text to form predictions/speculations.**	**Friday** **LI: To select appropriate evidence from a text to justify predictions.**
	Starter: Children will watch a short video to recall what a prediction is. We will discuss how we predict effectively and think about how the evidence help us. **Main:** Children will work through activities on the IWB, they will be asked to read a short passage that then identify the parts of the text that will help them to make a prediction. **Task:** Children will have just one line from various different texts and make predictions using your knowledge of previous books that you have read. They will be asked to write down what type of book you think it is and give a reason for your answer. Use the example we just saw to help you. **Plenary:** Children to discuss how they knew which information was key, does your partner agree?	**Starter:** 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'. **Main:** Children will go through a couple of activities on the IWB identifying the links between the events with the text that they could base their prediction on. **Task:** Children will read two mini extracts and answer questions. They will be asked to recall when answering prediction questions, they need to: *Search for clues in the text* *Find the evidence* *Use the evidence to justify their thoughts* *Consider which vocabulary will help them make a prediction.* **Plenary:** Children will be asked to fill in the gaps of known facts to embed their knowledge of predictions.	**Starter:** On IWB children will have text with some of the word underlined. The children will be asked to look at these words and decode/swap out these words to better understand the text. **Main:** Write the sentence into your book and write the questions that come into your mind. Let's do the first one together. **Task:** Children will be given a short passage. They will record the questions that they think of as they read. Can they answer any of these questions posed from clues from the text? **Plenary:** The children will share the questions they thought of whilst reading the main text. Did others agree? Discuss	**Starter:** Children will have an unfamiliar extract and they will need to decode/swap out the words, which have been underlined. They will need to use their vocabulary skills: **Main:** On the IWB children will complete a few examples of locating details in the text. Before attempting to answer questions, they should swap out/decode to get a good understanding of vocabulary. After, they should use the clues and key details to locate appropriate evidence for their answers. **Task:** Children to use the following skills to support them when locating evidence: • *Visualisation* • *Clue hunting* • *Scanning* Before attempting to answer questions, they should swap out/decode to get a good understanding of vocabulary. After, they should use the clues and key details to locate appropriate evidence for their answers. **Plenary:** Children will complete the Answer stems *I know I scooped this part of the text and underlined this key event. This tells me…* *I have also noticed this is a key event. This helps me to identify that this could potentially happen next…* *The skills that will support me here are…* *The clues indicate…*	**Starter:** *Reading around the word* *Swapping out* *Exploring prefixes and suffixes* *Where have I heard the word before?* Children will also have two retrieval questions they need to answer. To answer these questions, children must use their retrieval skills: *visualisation* *Scanning* **Main:** CT to model how to visualise, discuss and underline key events and children will have a go. **Task:** After reading the text children will visualise and underline key events to hunt for clue. After they have searched and located the clues, they can to predict what may happen next. **Plenary:** Children to choose and complete an answer stem *The answer is…because…* *I know I can eliminate…* *I know this answer can't be right because…* *The characters actions tell me…* *The skills I used today are…* *This clue is telling me…*

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Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: fractions as division	**LI: to understand percentages**	**LI: to be able to convert between fractions and percentages**	**LI: to find equivalent fractions, decimals and percentages**	**LI: to practise checking for arithmetic errors**
Key vocabulary and key questions	**Key Vocabulary:** Tenth, hundredth, equivalent, fraction, Decimal, division **Key Questions:** If the denominator is __ , how many equal parts are there? What are you dividing by? Can you share 1 one into 4 equal parts? What can you exchange the 1 one for? What can you exchange the remaining __ tenths for? What do you notice about the decimal parts when dividing 1 by 3? What does "recurring" mean? How do you know that 1/2 = 2 or 5/8 = 1.6 cannot be correct?	**Key Vocabulary:** Fraction, percentage/ percent, simplify, order, decimal, fraction, decimal place, common factor, common multiple **Key Questions:** What does "per cent" mean? How many parts are shaded/not shaded? What does 100% mean? How many equal parts is the bar model split into? What percentage is each part worth? How many ways could you make 95% using 50%, 25%, 10%, 5% and 1%?	**Key Vocabulary:** Fraction, percentage/ percent, simplify, order, decimal, fraction, decimal place, common factor, common multiple **Key Questions:** What is a percentage? If the whole is __ split into 100 equal parts, then what percentage is parts equivalent to? How are percentages and fractions similar/different? If you know 1/5 is equal to 20%, what percentage is 4/5 equal to? How do you find an equivalent fraction? How many 20s/25s are there in 100? What do you know about the relationship between 1/4 and 1/8 ?	**Key Vocabulary:** Fraction, percentage/ percent, simplify, order, decimal, fraction, decimal place, common factor, common multiple **Key Questions:** How many parts has the whole been split up into? What fraction is each part worth? If the whole is 100%, what is ½, ¼, 1/5? If 1 10 is equal to 10%, what is 3/10 equal to? How do you find equivalent fractions? How many 5s are there in 100? Can the fraction be simplified? How do you know?	**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 **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?
Introduction	Today children will explore the idea of fractions as divisions, learning that, for example 3/4 can be interpreted as 3 ÷ 4. They will use place value counters to exchange ones for tenths and share them into equal groups to see that, for example, 1/5 = 0.2 Children progress to performing multiple exchanges to find other decimal equivalents. Once confident with this concept, they work with the more abstract short division method.	Today they will be using bar models, to split 1 whole into 10 equal parts to explore multiples of 10%. They will estimate 5% on a bar model split into 10 equal parts by splitting a section in half, for example, 45% is four full sections and half of another section. Other common percentages that will be useful to explore are 50%, 25% and 20% by splitting the bar model into 2, 4 and 5 equal parts respectively. They will then explore ways of making more complex percentages using a combination of these, for example 65% = 50% + 10% + 5%. It is important for children to recap knowledge of complements to 100 to allow them to see that, for example, 35% + 65% = 100%.	Today children will use hundred squares and bar models to explore equivalents, for example 1/5 is the whole split into 5 equal parts and 100% split into 5 equal parts is 20%, so 1/5 = 20%. They then explore the relationship with non-unit fractions, seeing that if 1/4 is equal to 25%, then 3/4 = 3 × 25% = 75%. They will recognise that if they can find an equivalent fraction with a denominator of 100, then they can easily find percentage equivalences. Children will explore examples where they are required to multiply (for example, 9/ 20) or divide (for example, 132/200).	In today's lesson, children will use hundred squares, bar models and number lines to recap equivalents to 1/2, 1/4, 1/5 and 1/10 as well as related non-unit fractions such as 3/4, 2/5 and 7/10. They then will look at more abstract methods of converting between fractions, decimals and percentages. In which equivalent fractions are found with a denominator of 100, allowing for a straightforward conversion to decimals and percentages. Children will also convert decimals or percentages into a fraction with a denominator of 100 and then simplify where possible, for example 15% = 15/100 = 3/20. This will enable them to find equivalents to more complex numbers, such as 92% or 0.76.	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 fractions as division.	Complete questions about understanding percentages.	Complete questions about converting fractions to percentages.	Complete questions about finding equivalents fractions, decimals and percentages.	Complete questions about arithmetic and put checking and correcting skills into practice.

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Reading	PSHE / RE	Topic/Art/DT
Daily for 20 minutes Read different text genres: a biography, classic novel, adventure story, poems, newspaper, cultural story. Complete the tasks set for you on Bug Club, Reading Plus, Doodle English, PiXL Unlock: continue logging in and completing your usual activities. 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. Reading skill this week: Retrieval skills: -use our background knowledge and connect to text -visualise -watch out for VIP words/phrases and ideas	**RE – Why is it better to be there in person?** **LI: To consider the challenges that many Muslims may face when travelling to Makkah.** Children will revisit the five pillars of Islam with a focus on Hajj. They will discuss the meaning of pilgrimage. Children will explore a range of resources that link to Makkah and recount experiences and rituals that occur during the journey. Children will identify some of the challenges that Muslims may face and the positives of the experience. Ch **PSHE – Jigsaw – Dreams and Goals** **LI: To describe some ways in which I can work with other people to help make the world a better place.** Children to discuss some of the world problems that we discussed last lesson and thought shower how we can make a difference. Children to come up with an action plan of ways that they can improve the world!	**Topic – War and Peace – History - World War One** **LI: to draw conclusions about trench warfare based on a range of historical evidence.** Children will be exploring a range of primary sources about World War One. In pairs they will find evidence in the sources that describe or show what life was like in the trenches. **Art** **LI: To understand colour relationships such as complimentary and harmonious colours.** Children will be using the skills built up in previous lessons to sketch and paint a WW1 piece of artwork inspired by Paul Nash.
Science	**PE/Music**	**Spanish/Computing**
LI: To describe and investigate helpful and harmful organisms. **LI: To plan an enquiry.** Children will learn the different between helpful and harmful organism. They will look closer are mould and what cause food to develop spores. Children will plan their own enquiry to test the conditions which will produce most.	**LI: To be able to change direction and lose a defender (Netball).** Children will be taught how to receive the ball as they run towards it. We will also be focusing on only passing the ball to an unmarked teammate and attackers will practise changing direction if they have lost their marker (defender). **Gymnastics – LI: to develop flexibility, strength, technique, control and balance** Children will complete a carousel of activities to develop their gymnastics skills in stretches, rolls, balances and movements. **Music – Sing for victory** **LI: To use knowledge of pitch to develop confidence when singing in parts** Children to continue learning the melody and counter-melody of The White Cliffs of Dover and performing it in parts.	**Topic: El Fin The Semana – The Weekend** **L.I. to integrate time into the phrases about the weekend and learn how to use conjunctions.** Children to recap the vocabulary acquired this term about weekend activities and time. Children to integrate these phrases into simple Spanish sentences about what they do at the weekend. **Computing- Web Design** **LI: to recognise the need to preview pages** Children to begin adding content to their webpage and previewing how this looks and the layout on Google Pages.

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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:

deceive	receipt
conceive	protein
receive	caffeine
perceive	seize
ceiling	neither

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: Divide decimals by whole numbers and multiply decimals by whole numbers