


Year 6	Monday	Tuesday	Wednesday	Thursday	Friday
English	L1: To explain Scrooge's feelings at each stage of the story.	L1: To plan a diary.	L1: To explain how subordinate clauses can be used to build cohesion in my writing,	L1: To write a diary.	L1: To construct a diary.
Key vocabulary and key questions	<p>Key Vocabulary: Recount, chronological order, audience, first person, emotive language, informal/colloquial language, past tense, personal pronouns, self -reflection, emotive language</p> <p>Key Questions: What is a diary? What key event will you record? What do we need to include to write a good diary? How might Scrooge have felt at each point of the story? Where might your diary entry be set?</p>	<p>Key Vocabulary: Recount, chronological order, audience, first person, emotive language, informal/colloquial language, past tense, personal pronouns, self -reflection, emotive language</p> <p>Key Questions: Can you think of some situations where informal language can be used? Can you think of some of your own examples? What is a diary? What features can we find in a diary? How many features can you recall in 2minutes? What is the purpose a diary?</p>	<p>Key Vocabulary: Subordinate clause, main clause, cohesion,</p> <p>Key Questions: What is a clause? Can you think of any types of clauses? What is a coordinating conjunction? When are they used? Can you think of any examples? What is the difference between a subordinate clause and main clause?</p>	<p>Key Vocabulary: Recount, chronological order, audience, first person, emotive language, informal/colloquial language, past tense, personal pronouns, self -reflection, emotive language</p> <p>Key Questions: What is a diary? What key event will you record? What might be included within the first paragraph of your diary entry? Are there any sentences/phrases you are particularly proud of? How do you know that you have included appropriate features?</p>	<p>Key Vocabulary: Recount, chronological order, audience, first person, emotive language, informal/colloquial language, past tense, personal pronouns, self -reflection, emotive language</p> <p>Key Questions: What is a diary? What key event will you record? What do we need to include to write a good diary? What might be included within the first paragraph of your diary entry? How do you know that you have included appropriate features?</p>
Introduction	<p>Children will be introduced to the task, by having to recap the plot details of A Christmas Carol. How will Scrooge have felt at each point of the story? Children will work as a table. Each group will be given a section of the story to discuss. Think about what happens in the section, how Scrooge acts and how he feels.</p> <p>Be ready to share your thoughts with the class.</p>	<p>Recap, children are going to look at the difference between formal and informal/colloquial language and discuss the different situations when the different language might be used. They will then have the opportunity to consolidate their knowledge through a sorting activity as a table.</p> <p>Today, you are going to become Ebenezer Scrooge, the children will be planning a diary extract to capture the events that happened to him on Christmas Eve. They will focus on recounting the event of: -The ghost of Christmas past, - The ghost of Christmas present -The ghost of Christmas future.</p>	<p>Recap on their knowledge of the subject, verb and object within a sentence. Children will be asked to identify each one within a sentence. They will then recall the different types of time conjunctions by spotting which one is missing. They will then be shown two pictures related to the workhouse and asked to choose a conjunction that could join the two.</p> <p>The children will then be shown a second picture and asked to change the position of the subordinate clause and we will discuss the effect</p>	<p>Recap, children will be asked to underline the adverbial phrases in given sentences to demonstrate and consolidate their understanding.</p> <p>As a class we will go through different events they may choose to write about in their diary. On Christmas Eve, before the three ghosts have visited. After Scrooge has been visited by one of the ghosts. On Christmas Day, after Scrooge has changed his ways.</p>	<p>Recap on hyperboles (exaggeration) Children will be asked to sit back to back with their partner, they will then say a number of sentences that involve a hyperbole, who has had it worse? We will then quickly go over the features of a diary, which we will be expecting to see in their writing today.</p>

			<p>of the change on the way the sentence is said.</p> <p>Children will go through examples of different types conjunctions and pictures by playing a dice game where they are given two conjunctions and four picture which they can use to create a subordinate clause.</p>	<p>They will be encouraged to look through their plans from last week to help them to write their diary. As a class we will look at an example of a diary and then complete a shared writing diary piece together.</p>	
Activities	<p>Children are to work independently to explore Scrooge's feelings at different points in the text. Children will use the text and their reading strategies (hunt for clues, inference, retrieval) VIP words/phrases) to be able to identify the event, Scrooge's actions and then what Scrooge would be feeling at this point. Next Step – Begin thinking about where you would like to set your diary entry.</p>	<p>Children will work independently to create their own diary plan adding in key words/phrases/emotive language on the events of the Christmas Eve.</p> <p>Hot seating Ebenezer Scrooge and magpie any ideas you hear and like</p>	<p>Children will use the workhouse as their starting point to write sentences that have subordinate clauses at the start of the sentence and then write then write them where the subordinate clause is at the end of the sentence.</p> <p>Children will share their sentences.</p>	<p>Children will write their own diary extract as if they were Ebenezer</p> <p>On Christmas Eve, before the three ghosts have visited. After Scrooge has been visited by one of the ghosts. On Christmas Day, after Scrooge has changed his ways.</p>	<p>Children will work independently to Complete their diary extract on pink paper.</p>

This week's reading focus: **Reading Strategy 6 – and repair it.**

Reading	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>LI: To use working memory to interpret textual inconsistencies.</p> <p>Starter: Children will play 'The memory game'. They will be shown 20 random objects and asked to record as many as they can remember.</p> <p>Main: CT model and in their books, children are to write the textual inconsistencies they can identify, within the short text. They will need to explain how they know (evidence from the text your memory. Rewrite the sentence.</p> <p>Task: Children will read the text and they will write the textual inconsistencies they can identify; explain how you know (evidence from the text your memory). Rewrite the sentence. They will repeat this with two further unfamiliar texts.</p> <p>Plenary: True or False - <i>Your working memory and background knowledge helps you to identify inconsistencies.</i></p>	<p>LI: To select a suitable strategy when inconsistency occurs.</p> <p>Starter: Children will recap on the strategy of scanning. <u>Scanning</u> is when we look quickly through a text (not reading every word) to look for <u>specific information</u>. Scanning helps us to quickly identify a specific fact or piece of information when answering questions.</p> <p>Main: As a class we will go through the different strategies that we use when it is the whole text that we need to repair and which ones that we could use for a word within the text, the strategies are: Look back/read forward Cross check: does that seem right? Retell and review Adjust your reading rate Sound it out Look for prefixes/smaller words, root words Use context clues Skip if you can Use a dictionary</p> <p>Task: Children will create a poster that will teach others how to use the 'repair' strategy.</p> <p>Plenary: Children will complete a quick quiz on which reading strategy would help to clarify meaning.</p>	<p>LI: To reconstruct information in a concept map.</p> <p>Starter: Quick recap of the scanning skill, children will be asked to identify the missing words which will make the statements correct.</p> <p>Main: Children will work in pairs to scan the text for the key information about Dr Barnardo. We then will take this information and create a concept map using arrows, subheadings, pictures to group the key information.</p> <p>Task: Create a concept map separating the issues and information raised in the 'Dr Barnardo' text: Think about the information you will focus on: <i>Who was he? Why is he important in history? Positive, negatives</i> etc Add arrows, pictures, colour</p> <p>Plenary: Table Top Gallery, children will have the opportunity to look at how their peers have created and organised their concept maps and what information they considered important.</p>	<p>LI: To use structure and organisation to clarify meaning.</p> <p>Starter: Children will be given the opportunity to apply the scanning skills to a non-fiction text. They will use this skill to scan quickly for key information to answer set questions.</p> <p>Main: As a class we will work together to read and answer a non-fiction text by scanning for words, dates, initial 2 letters.</p> <p>Task: Write the answers to the questions into your book. List the organisational features you used to help you and explain how they helped.</p> <p>Plenary: Children be asked to share which organisational features helped them to clarify meaning and why.</p>	<p>LI: To use structure and organisation to clarify meaning.</p> <p>Starter: children will have a short extract with some of the words underlined. They will be asked to identify the strategies they could apply to clarify the meaning of them.</p> <p>Main: True or false, On the IWB, there will be key vocabulary which they need to match to its meaning, children need to check that I have matched them correctly and explain whether the statement is correct. With their partners children will be asked to discuss the possible reasons for characters actions based on the themes and conventions of the text (text organisation) to help them.</p> <p>Task: Children will be asked to read through a short text extract and Queen Victoria. They will need to apply the 'repair' strategies and text organisation to answer questions.</p> <p>Plenary: As a class we will discuss which strategies the children used and why.</p>

Year 6	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	L1: to know how to check for arithmetic errors	L1: to apply arithmetic knowledge to problem solving questions	L1: to apply arithmetic knowledge to problem solving questions	L1: to apply arithmetic knowledge to problem solving questions	L1: to apply arithmetic knowledge to problem solving questions
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</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</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</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</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</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	<p>Today children will be checking for errors in their arithmetic test. What does checking your test actually mean?</p> <ol style="list-style-type: none"> 1. You are looking to check you have answered all the questions. 2. You are looking to check your answers are clearly written in the answer box (is each digit clear?). 3. You are looking to check you have transferred the numbers over correctly from the question to your workings and then to the answer box. 4. Check you have used the correct operation to answer the question. 	Children to complete SATS style reasoning and problem-solving questions with a festive theme.	Children to complete SATS style reasoning and problem-solving questions with a festive theme.	Children to complete SATS style reasoning and problem-solving questions with a festive theme.	Children to complete SATS style reasoning and problem-solving questions with a festive theme.

	<p>5. Check for any mistakes in your method e.g. times table facts, column addition/subtraction errors or place value errors.</p> <p>6. Is your answer in the correct form e.g. does an improper fraction give rise to a whole number?</p>			
Activities	Children to mark and correct a completed arithmetic test using the skills from the lesson			

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

Reading	PSHE / RE	Topic/Art/DT
<p><u>Daily for 20 minutes</u></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 explain ways in which difference can be a source of conflict and a cause for celebration.</u></p> <p>Set up a scenario in which the difference is the source of conflict. Create an event/incident in the storyline which challenges the conflict and needs to bring the two sides/people together. Devise an ending to the story to show that their initial differences have been overcome and that this is a cause for celebration,</p>	<p><u>Geography - LI: To summarise learning</u></p> <p>Children to reflect on their understanding of the British Empire in relation to the geographical aspects studied.</p> <p><u>DT - LI: Evaluation of automatons. (Complete from last week)</u></p> <p>Children complete the design and assembly for their automatons then complete a series of questions based on different parts of making the automata e.g. the design, assembly, finishing. What did they find difficult? Easy?</p>

Science**PE /Music****Spanish**

LI: To understand what climate change is and how it affects the planet. (complete from last lesson)

Discuss:

- What is climate change?
- How does it affect the planet?

What are the consequences for not looking after the planet? Based on all our discussion and your learning on this topic, make a persuasive poster to communicate to your local community how we need to do more to combat climate change.

Include:

- Key facts and figures
- pictures
- rhetorical questions
- catchy slogans
- information to make your reader think
- bullet points

PE – L.I: To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.

Success Criteria

- Encourage and support in others in your team.
- Once you have been tagged you have three seconds to pass the ball.
- Place the ball down on the floor over the line using two hands

Music – LI: To use teamwork to create a group composition featuring changes in texture, dynamics and pitch

Today's lesson will put all the ideas together into a whole-class performance of waves, which will be

videoed. Explain the set-up of the performance and recording to the class:

3. Give the children time to practise their compositions and readings from the previous lesson.
4. Everyone will perform their sections in the relevant order.

Topic: En el Colegio – At School

L.I. To consolidate all the language covered in the unit by preparing a PowerPoint presentation including school subjects, opinions and time.

The aim of today's lesson is – how the children will use all their new knowledge from this unit to complete a creative task. Quickly ask ¿Qué hora es? and/or ¿te gusta (+ subject)? Oral presentation and writing an email about school subjects.

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.

Spelling: minibus, miniskirt, miniscule, minibeast, minicab, minimum, microscope, microchip, microphone, microwave

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

Christmas Holiday Home Learning

We are asking for the children to complete up to four of the activities within the grid to the best of their ability. They can pick up to four of activities that interest them the most from any of the subject categories. Please upload completed homework tasks to your Google classroom where possible. This can be submitted once completed over the week and please complete it before Friday 10th January 2025

PSHE	English	Mathematics
<p>Write questions that you would like to ask someone about life around the time of the First World War. Would everyone at this time have the same experiences? (i.e children and soldiers)</p> <p>With a friends or family, play a game of football or cards, just like some of the soldiers did during the Christmas Truce – take photos and upload or bring into school.</p> <p>Who was ‘Sergeant Stubby’ and how did he help during the war? (Clue – recall the Dickens Medal Assembly this half term).</p> 	<p>Visit the local library and borrow a children’s book (<i>fiction or non-fiction</i>) with a wartime theme.</p> <p>If you do the task above, could you also write a book review for your classmates. What did you enjoy about it? Would you recommend it? Why?</p> <p>Write story about living in during the First World War, pretending to be one of the following:</p> <ul style="list-style-type: none"> - a boy or girl living in those times, - soldier, - women, - World leader. <p>Think about how you will show the reader what is happening, what you would be feeling at this time and your daily routine.</p>	<p>Research old currency used around the time of the First World War. Can you find the names and values of currency for all countries involved in the war?</p>  <p>Create five or more rationing-themed word problems for your classmates.</p> <p>Measure out the ingredients and make a meal from a recipe from the early 1900s. Take photos and upload them or bring them into school.</p>
Music	PE / History	Art, Design Technology and Computing
<p>Listen to a song written around the time of the First World War. Search for:</p> <p>‘Pack Up Your Troubles’, ‘Keep the Homes Fires Burning’, ‘The Planets Suite: Mars’ or ‘Jupiter’</p> <p>Write down how you feel when listening to them (like we have done in Music lessons in class).</p> <p>During the Christmas Truce, German soldiers reportedly sang Christmas carols. Find a German version of a famous carol and see if you recognise any words.</p>	<p>Research games that children in the early 1900s played. Write a set of instructions, try them out for yourself then teach your family how to play them. Remember to upload the instructions and photos or bring them in, so we can play in them in school.</p> <p>Visit a local war memorial and record what you saw with photographs and a recount.</p> <p>Go to a museum which some information on the First World War. Be prepared to share what you have discovered with the class.</p> 	<p>Make a presentation on the computer on a First World War topic that interests you.</p> <p>Find out what a trench cake was and try making your own!</p>  <p>Use your sewing or knitting skills to create something that might have been worn during the war years.</p> <p>Create your own poppies using recycled materials you have at home.</p> 