

Year Group: 6

Week beginning:20.05.24

# Weekly overview of learning

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Year 6	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>English</b>	<b>L.I: To analyse an image and infer meaning from it.</b>	<b>LI: To use our background knowledge and connect to a text.</b>	<b>LI: to identify the themes and answer key question about a story</b>	<b>LI: to sequence a text</b>	<b>LI To summarise a text.</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> opening, describe, adjective, expanded noun phrases, setting.</p> <p><b>Key Questions:</b>                      What can you infer from the picture?                      Who is the girl? Where is she?                      When do you think the story is set and why?</p>	<p><b>Key Vocabulary:</b> predict, wonder, inference, emotions, feelings, shock, character development. vocabulary</p> <p><b>Key Questions:</b>                      What do you think Rose is feeling her?                      What does ___ mean? How do you know?</p>	<p><b>Key Vocabulary:</b> themes, conventions, historical context, ending</p> <p><b>Key Questions:</b>                      Did anything shock you about the text? How does your historical knowledge help your understanding? If you could change the ending, what would happen?</p>	<p><b>Key Vocabulary:</b> order, beginning, build up, problem, resolution, ending, story arc, structure</p> <p><b>Key Questions:</b>                      What happened at the start of the story? What was the problem? Was it resolved? Do you think the ending of the story was appropriate?</p>	<p><b>Key Vocabulary:</b> summarise, describe, adjective, expanded noun phrases, setting.</p> <p><b>Key Questions:</b>                      How can you summarise the text effectively?                      What are the main parts of the text?</p>
<b>Introduction</b>	<p>Go through teaching slides.</p> <p>Discuss children’s predictions based on Rose Blanche book.</p> <p>Look at a page from Rose Blanche and children come up with sense imagery to describe the scene.</p> <p>Read the story with the children.</p>	<p>Go through teaching slides.</p> <p>Class teacher to read the story to the class, pausing to discuss predictions, key characters and themes.</p>	<p>Go through teaching slides.</p> <p>Teacher to discuss the themes of the story and how it links to other stories they have read. Teacher to model using reading strategies to answer these questions.</p>	<p>Go through teaching slides.</p> <p>Class teacher to read the story to the class, pausing to discuss predictions, key characters and themes.</p>	<p>Go through teaching slides.</p> <p>Sequence the story in the order of events.</p> <p>Children use their knowledge of Rose blanche to create a story map based on the story.</p>
<b>Activities</b>	<p>Children create tree diagram noting description based on 5 senses in relation to the picture given.</p>	<p>Children to discuss their thoughts and feelings about the text with the class teacher after reading.</p>	<p>Children to answer questions in their books based on their understanding and response to the text.</p>	<p>Children to sequence the main events of Rose Blanche in pairs.</p>	<p>As above.</p>

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Reading	This week's reading focus: <b>Reading Strategy 8 – Putting It All Together</b>				
	<b>Monday</b> <u>LI: To summarise information from a text.</u>	<b>Tuesday</b> <u>LI: To summarise information from a text.</u>	<b>Wednesday</b> <u>To synthesise information from more than one text.</u>	<b>Thursday</b> <u>LI: To select and combine information from various sources</u>	<b>Friday</b> <u>LI: To select and combine information from various sources</u>
	Children to summarise the first few pages of Rose Blanche. Class teacher to model this using their knowledge of World War II, their inferences from the images and text so far. Children to have a go themselves.	Children to summarise the rest of Rose Blanche. Class teacher to model this using their knowledge of World War II, their inferences from the images and text so far. Children to have a go themselves.	Children to consider the themes of Letters from The Lighthouse and Rose Blanche and consider how these texts are similar in some ways. Children to summarise the similarities and differences.	Children to explore what Rose Blanche teaches them about World War II through imagery and text.	Children to continue the discussions from yesterday's lesson and consider how Letters From The Lighthouse ends very differently to Rose Blanche. Why is this? Why did the authors decide to end their stories in these different ways?

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<b>Maths</b>	<b>LI: to use a range of mathematical skills to solve real-world problems</b>	<b>LI: to use a range of mathematical skills to solve real-world problems</b>	<b>LI: to use a range of mathematical skills to solve real-world problems</b>	<b>LI: to use a range of mathematical skills to solve real-world problems</b>	<b>LI: to use a range of mathematical skills to solve real-world problems</b>
<b>Key vocabulary and key questions</b>	<p>Conversion, miles, kilometres, line graph, cost, bar chart, interpret</p> <p>How much do tickets cost for an entire family? Calculate the petrol cost to each airport? Which destination is ideal for rainfall and sunshine hours? How far away is each destination in miles?</p>	<p>Accommodation cost, discount, percentage, calculate, fraction, value for money</p> <p>Which accommodation is the best value? Calculate the total cost with a 30 percent discount?</p>	<p>Convert, currency, pound, euro, budget</p> <p>Using the exchange rate, convert the currency from pounds to euros. How can we calculate this without a calculator? In which country do you get most value for your money?</p>	<p>Timetable, calculate, difference, minutes, hours, time zone, Greenwich mean time</p> <p>Which bus does Dora need to catch to arrive at the airport by 2pm? Use the timetable to calculate the total journey time? What will the time be in Australia when it is 8am in London? What will the local time be when the flight lands if the journey takes 8 hours?</p>	<p>Children to use iPads to research and plan a holiday for two to a destination of their choice with a budget of £2000 for one week.</p> <p>What is the cheapest flight? How will you get to the airport and what will the cost be? How long will the journey take? Where will you stay? How much will you budget for food? Will you have money for activities?</p>
<b>Introduction</b>	<p>Teacher to go through slides and revisit each of the previously taught concepts needed in today's lesson. Teacher and class to model answering example questions.</p>	<p>Teacher to go through slides and revisit each of the previously taught concepts needed in today's lesson. Teacher and class to model answering example questions.</p>	<p>Teacher to go through slides and revisit each of the previously taught concepts needed in today's lesson. Teacher and class to model answering example questions.</p>	<p>Teacher to go through slides and revisit each of the previously taught concepts needed in today's lesson. Teacher and class to model answering example questions.</p>	<p>Teacher to go through slides and revisit each of the previously taught concepts needed in today's lesson. Teacher and class to model answering example questions.</p>
<b>Activities</b>	<p>Children to complete a range of activities based on booking a holiday using a range of mathematical skills.</p>	<p>Children to complete a range of activities based on booking a holiday using a range of mathematical skills.</p>	<p>Children to complete a range of activities based on booking a holiday using a range of mathematical skills.</p>	<p>Children to complete a range of activities based on booking a holiday using a range of mathematical skills.</p>	<p>Children to complete a range of activities based on booking a holiday using a range of mathematical skills.</p>

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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>RE – Kapow – Suffering</b> <b>LI: <u>To examine how teachings about Jesus affect some Christian responses to suffering.</u></b> Children to explore what is known, believed and understood about Jesus. Then using extracts from scripture, they respond to what Jesus taught Christians about suffering.</p> <p><b>PSHE – Jigsaw - Relationships</b> <b>LI: <u>I can judge whether something online is safe and helpful for me.</u></b> Children will work in groups to look at the 'Online scenario cards', which involve someone using technology to gain control. They will discuss the cards of what to do in this situation, how to prevent it from happening and/ or what to do to resolve the situation. Ask them to refer to the SMARRT rules.</p>	<p><b>Topic – War and Peace - History - <u>World War Two</u></b></p> <p><b>LI: <u>To explain what the Holocaust was and describe some events that happened.</u></b></p> <p>Children will recap and explain what the term prejudice means. We will look closely at two men from WW2, one being Arnost Rosin and the other being Joseph Goebbels. They children will be asked how they feel about both men. The children will learn about the Holocaust. They will imagine it is December 1945 and they are a journalist reporting on the Holocaust at the end of the war. Children will have focus questions that they will need to answer within their report.</p> <p><b>DT – Cooking – Keeping Healthy – Grow your own.</b> <b>LI: <u>To follow a wartime recipe.</u></b></p> <p>Children will be following a wartime recipe to make a dish from the era.</p>

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Science	PE / Music	Spanish
<p><b><u>LI: To plan and carry out a scientific enquiry. To record, report and present results appropriately.</u></b></p> <p>Children will plan and carry out an investigation to see whether exercise increases the heart rate. They will be asked to carry out six different exercises and draw a conclusion to prove or disprove the key question.</p>	<p><b><u>PE – Cricket – Striking and Fielding</u></b></p> <p><b><u>LI: To develop overarm bowling techniques and accuracy.</u></b></p> <p>In pairs, children will practice bowling and catching – bowling underarm. 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><b><u>Music – Themes and Variations</u></b></p> <p><b><u>LI: To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.</u></b></p> <p>Children will be asked to recall the three new rhythms they have learned by drawing them accurately. They will be asked to represent one rhythm in a range of different ways. They will learn that rhythms can be displayed in different ways and will be asked to select colours to produce an artistic impression of rhythms.</p>	<p><b>Topic: La Comida Sana – Healthy eating</b></p> <p><b><u>L.I. To consolidate the new vocabulary. To look at the grammar rule for “the/some” in Spanish.</u></b></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><b><u>Tasks</u></b></p> <ul style="list-style-type: none"> <li>-Word and picture Snap Cards.</li> <li>-Writing exercise (different abilities)</li> </ul> <p><b><u>Plenary</u></b></p> <p>The children will be encouraged to create and use their own full Spanish sentences in answer to the questions posed at the end of this lesson. Can they apply this new language skill to other Spanish they know? The more able may wish to write their full sentences as well as speak them.</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:** possibly, horribly, terribly, visibly, incredibly, sensibly, forcibly, legibly, responsibly, reversibly,

**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.