

Year Group: 6

Week beginning: 22.04.24

Weekly overview of learning

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Year 6	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
English	<u>L.I: To understand consonant doubles when spelling</u>	<u>LI: to use modal verbs</u>	<u>LI: to apply a variety of reading strategies</u>	<u>LI: to use active and passive voice</u>	<u>L.I: To identify and use coordinating and subordinating conjunctions.</u>
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> Consonant, vowel, spelling, rule</p> <p><u>Key Questions:</u> What is the rule when using double consonants? Are there any exceptions to this rule?</p>	<p><u>Key Vocabulary:</u> Modal verbs, modal, conditional</p> <p><u>Key Questions:</u> What is a modal verb? When is a modal verb used? What modal verbs can you list?</p>	<p><u>Key Vocabulary</u> Inference, deduce, retrieve, summary</p> <p><u>Key Questions:</u> -What do the key words mean? -What can you infer from this paragraph? -how can you summarise this paragraph?</p>	<p><u>Key Vocabulary</u> Active voice, passive voice, sentence, object, subject.</p> <p><u>Key Questions:</u> -What is active voice? -What is passive voice?</p>	<p><u>Key Vocabulary</u> Coordinating, subordinating, sentence, clause, conjunction, link, FANBOYS.</p> <p><u>Key Questions:</u> - What are the rules for using a co-ordinating conjunction? - How do we identify a subordinating clause?</p>
Introduction	Go through teaching slides. Look at when a double consonant is needed. How does the word change? Discuss how the children are familiar with these words and this rule	Go through teaching slides Discuss what a modal verb is and when it is used. Work through a range of examples together to familiarise children with these.	Go through teaching slides Mini comprehension to practise retrieval skills. Read main text. Look at key vocabulary in the text and how to use the context to clarify meaning without a dictionary	Go through teaching slides. Show children examples to help them identify the difference between active and passive voice. Go through how to convert active to passive voice and vice versa. Talk about how active verbs affect how information is presented.	Explain how conjunctions link clauses. Go through the acronym FANBOYS. Relay rules for using coordinating conjunctions. How does this differ from subordinating conjunctions? Identify subordinating conjunctions and clauses as a class.
Activities	Range of tasks to practise the above rule.	As above	Answer questions based on text 'The secret of the Staff Room'	Range of tasks to practise identifying sentences using active and passive.	Range of tasks to identify and use coordinating and subordinating conjunction

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Reading	This week's reading focus: Reading Strategy 4 – VIP words				
	<u>To use the context of a text to derive meaning.</u>	<u>To identify key words from a text.</u>	<u>To identify key words from a text.</u>	<u>To define key vocabulary.</u>	<u>To identify how an author uses figurative language.</u>
	Look at SATS style vocabulary questions as a class. Main task- children read an extract and identify questions based on vocabulary from the text.	Revise what a synonym and antonym is. Teach how to use a thesaurus to find alternative words but also emphasise the importance of looking at the context of a text. Complete tasks on finding synonyms in a text for highlighted words.	Talk, pair and share: What is a synonym? What is an antonym? Similar task to yesterday. Children read a passage with some words highlighted. The highlighted words need to be replaced with an antonym.	Create a success criterion with the children on what to do if they do not understand vocabulary in a text and a thesaurus is not available. Main task- children use a dictionary to identify the meanings of words from the year 5/6 statutory spelling list and then find a synonym too.	Go over examples of figurative language. As a class read a poem with examples of different types of figurative language. Answer a set of questions to further analyse the language.

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Maths	LI: to know how to calculate angles in a triangle	LI: to know how to calculate angles in a triangle – special cases	LI: to know how to calculate angles in a triangle – missing angles	LI: to know how to calculate angles in quadrilaterals	LI: to know how to calculate the angles in polygons
Key vocabulary and key questions	<p>Key Vocabulary: Triangle, angles</p> <p>Key Questions: What does “interior” mean? How many interior angles does a triangle have? How can you measure the angles in a triangle? What do the interior angles of a triangle sum to? If you know the size of two interior angles in a triangle, how can you work out the third angle?</p>	<p>Key Vocabulary: Triangle, angles, equilateral, isosceles, scalene, right angle</p> <p>Key Questions: What do the interior angles in a triangle add up to? If a triangle is equilateral, isosceles, scalene or right angled what do you know about its sides/angles? How can you work out the size of one of the angles?</p>	<p>Key Vocabulary: Triangle, isosceles, angles, vertically opposite</p> <p>Key Questions: Why can you not always find the size of the missing angle by measuring? How will knowing the type of triangle help you to find the value of the missing angle? Do you need to work out a different angle before you can work out the missing angle? What do angles in a right angle/on a straight line/around a point add up to?</p>	<p>Key Vocabulary: Angles, trapezium, parallelogram, quadrilateral, rhombus</p> <p>Key Questions: What is a quadrilateral? In what ways can quadrilaterals be different from one another? What is the sum of the interior angles in a quadrilateral? What is the same/different about a rhombus and a square? If you know one angle in a parallelogram, how can you work out the missing ones?</p>	<p>Key Vocabulary: Polygon, triangle, pentagon, heptagon, nonagon, angles, quadrilateral, hexagon, octagon, decagon</p> <p>Key Questions: What is a polygon? What is the difference between a regular and an irregular polygon? How many triangles can you make in this polygon? If the sum of interior angles in each triangle adds up to 180°, how can you work out the sum of the interior angles in the polygon?</p>
Introduction	Today children learn that the interior angles of a triangle always sum to 180°. Children work out unknown angles in triangles. They should see each angle as a “part” and 180° as the “whole”. The three parts add to make the whole. This means that they can work out one of the missing parts by subtracting each of the known parts	Starting with equilateral triangles, as all the angles are equal, children learn that each angle must be $180^\circ \div 3 = 60^\circ$. They then move on to investigating isosceles triangles. Children learn that not only do isosceles triangles have two equal sides, but they also have two equal angles. They need to identify which two angles are equal in order to find the sizes of unknown angles in the triangles.	We will begin by recapping the rules of angles they have learnt so far, and then share a problem with them and discuss what methods are available based on the facts they know. Work through missing angle problems that begin with one focus, but move on to examples that require knowledge of more than one rule. At each stage, children will have to explain what rules	For a square and a rectangle, the fact that the angles add up to 360° can be worked out quickly. For other quadrilaterals, children can investigate by measuring the angles with a protractor. Show that, as any quadrilateral can be split into two triangles, the sum of the interior angles is twice that of a triangle and compare this with the totals found by measuring.	We will be building on the fact that a quadrilateral can be split into two triangles, so the interior angles add up to $180 \times 2 = 360^\circ$, children explore how many triangles polygons with a greater number of sides can be split into using a vertex of the polygon. They learn that the number of triangles is two fewer than the number of sides. Multiplying the number of triangles

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	from the whole, or adding the known parts together before subtracting this from the whole.		they have used to solve the problem		by 180° gives the sum of the interior angles in the polygon. Using this information, they can find unknown angles for any polygon.
Activities	Complete questions about calculating angles in a triangle.	Complete questions about calculating angles in a triangle – special cases.	Complete questions on using known facts to help calculate missing angles in a triangle.	Complete a range of questions on solving missing angle in quadrilaterals	Complete a range of questions on finding the missing angles in various regular polygons

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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 – Key Question – Why Is There Suffering LI: to understand the concept of free will through exploring scripture Children will explore the story of Adam and Eve from Genesis and consider how this links to free will. They will learn that many Christians, Jewish and Muslim people believe that God created humans with the ability to think for themselves and make choices. Children to consider how Adam, Eve and the Serpent would have felt during parts of the story.</p> <p>PSHE – Jigsaw - Relationships LI: I know how to take care of my mental health Children will be introduced to the 'thoughts, actions and feelings wheel'. We will recall that challenges are normal parts of life but it is important to understand how anxiety, stress and anger can change how will deal with them. Using scenario cards, the class will be asked to identify the thoughts, feelings and actions needed in each case.</p>	<p>Topic – War and Peace – Geography - World War Two LI: To describe how land use has changed over time. Children will have opportunity to compare maps over time and discuss why there are changes (The Blitz, redevelopment)</p> <p>DT – Cooking – Keeping Healthy – Dig For Victory LI: to compare diets over time in relation to the concept of rationing Children to explore what our weekly meals look like today in 2024. Then after looking at a typical family's weekly ration allowance in the 1940s consider how this would have been different. Children to devise a weekly meal plan for a typical British family in the 1940s.</p>

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Science	PE/Music	Spanish/DT
<p>Animals including Humans <u>LI: To describe the functions of the main parts of the circulatory system.</u> During the lesson children will take a closer look at the functions of the heart and lungs and the role they play in the circulatory system. The children will be asked to demonstrate what they understand by writing an explanation text.</p>	<p>PE – Cricket – Striking and Fielding <u>LI: To develop underarm bowling accuracy.</u> Groups of 3, children will take it in turns to attempt: Roll ball along ground, sprint after it, pick up with right hand. In 3 groups (1 batting, 1 bowler, 1 back-stop remainder fielding) children will practice attacking drive off back foot, attacking drive off front foot and attacking cross bat shot.</p> <p>Music – Themes and Variations <u>LI: To compare and contrast different variations in the piece 'The Young Person's Guide to Orchestra'</u> Children will listen to 'The Young Person's Guide to Orchestra', we will then take a closer look at the different sections of an orchestra. They will then be given instrument section playing cards and they will be asked to match them to the instrument pictures.</p>	<p>Topic: La comida sana – Healthy lifestyle <u>L.I. To learn nine new words for unhealthy foods in Spanish helping to create wider vocabulary and improve memory skills.</u> Explain to the children how they will learn the nine new words but this time they will be foods and drinks considered to be bad for a healthy lifestyle when taken in excess. Ask the children to try and remember at least five words from last week.</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:

challenge
protest
broadcast
benefit
charge
function
influence
interest
object
damage

Reading and Maths activity sheets

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.