



AVANTI HALL

# Primary Weekly Overview

Primary Planning

Class: Year 6 Birch

Week beginning: 1st March 21

**Outline:** Outline: This document outlines all planned learning for English, Maths, Topic, R.E, P.E, P.S.H.E, Craft and Yoga.

All lessons can be found on google classrooms where there is guidance and support to accompany each lesson. In addition, two recorded Assemblies are available each week. One will be delivered by Mr Arnold and the other will follow the whole school assembly theme

**Reading:** Reading: This week our reading adventure is taking us into the world of fantasy. We will be reading some different pictures, videos, poems and stories to find out more about this wonderful genre.

We are going to use our skills and knowledge of:

Vocabulary

Inference

Prediction

Explanation

Retrieval

Summarise/ Sequencing

Please continue to read a book at home. I would like you to read for twenty minutes, three times a week please.



<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
---------------	----------------	------------------	-----------------	---------------

## English

<p><b>Unit: Important Scientists - Biographical writing 5</b></p> <p><b><u>LG: To develop a rich understanding of words associated with trying hard</u></b></p> <p>In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.</p> <p>We will be looking at some missing words with pictures to help illustrate what the words mean.</p> <p>Then we are going to identify word pairs and synonyms, and that's going to help us to have a deeper understanding of what these words mean and different contexts in which we can use them.</p> <p>Finally, we're going to apply these words and sentences, and we'll have a go at practising some sentences that would be</p>	<p><b>Unit: Important Scientists - Biographical writing 6</b></p> <p><b><u>LG: To retrieve information from a non-fiction text (Part 2)</u></b></p> <p>In this lesson, we will be starting off by practising writing sentences from notes. There will be an example of some notes about Charles Darwin which will be turned into modelled sentences. After that we will have a go at practising turning notes into sentences.</p> <p>In the main part of the lesson, we will recap how we collect information and choose the best way to record information that makes sense to us individually. Then we will look at some non-fiction texts about Charles Darwin, but this time focusing on the last two sections: Voyages and Discoveries. From the</p>	<p><b>Unit: Important Scientists - Biographical writing 7</b></p> <p><b><u>LG: To practise and apply our knowledge of French and Greek etymology</u></b></p> <p>In this lesson, we will practise and apply our knowledge of French and Greek etymology and we will test our knowledge at the end.</p> <p>There are three sounds, /g/, /k/, /sh/. These sounds have interesting spellings in words which originate from French. The /g/ is spelt G-U-E, in dialogue. The /k/ is spelt Q-U-E, as in picturesque. And the /sh/ is spelt C-H, as in brochure.</p> <p>We will look at the sounds and the spelling's which originate from Greek K/ is spelt C-H in words which originate from Greek and /f/ spelt P-H in words</p>	<p><b>Unit: Important Scientists- Biographical writing 8</b></p> <p><b><u>LG: To plan a biography</u></b></p> <p>In this lesson, we will start off by writing a complex sentence with a relative clause about Charles Darwin. Then we will look at what an introduction is and plan our own introduction for this biographical writing. After that, we will plan the main body of the text and break the main body into four paragraphs: Early Life, School Life, Voyages and Discoveries. For each paragraph, we will refer to notes made from the previous lessons and insert opening sentences and linking sentences. Finally, we will plan a concluding paragraph.</p>	<p><b>Unit: Important Scientists - Biographical writing 9</b></p> <p><b><u>LG: To write a biography (Part 1)</u></b></p> <p>In this lesson, we will start off by looking at two sentences and exploring whether they make sense grammatically. Then we will recap on the layout of biographies by looking at a modelled text about Jane Goodall. After that, we will recap our planning from the previous lesson and introduce the success criteria. The first three paragraphs of the biography will be modelled in the shared write part of the lesson. Straight after each shared write paragraph, we will have the opportunity to write our own paragraph.</p> <p><a href="https://classroom.thenational.academy/lessons/to-write-a-biography-part-1-6gtkqd">https://classroom.thenational.academy/lessons/to-write-a-biography-part-1-6gtkqd</a></p>
--	---	--	--	---



<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
---------------	----------------	------------------	-----------------	---------------

useful when you come to write all about Charles Darwin.  
<https://classroom.thenational.academy/lessons/to-develop-a-rich-understanding-of-words-associated-with-trying-hard-cqw62r>

**Key vocabulary**

<b>synonym</b> a word that means exactly or nearly the same as another word like <i>happy</i> and <i>joyful</i>	<b>word pair</b> words that often appear together, like a <i>bright sun</i> or <i>bright moon</i> or <i>bright light</i>
<b>adjective</b> a describing word	<b>noun</b> a person, place, or thing

Okay, so let's start thinking about Charles Darwin.

information we have read, we will make notes under those two subheadings.  
<https://classroom.thenational.academy/lessons/to-retrieve-information-from-a-non-fiction-text-part-2-64rkct>

Change **notes** into **sentences**.

- Father: Robert Darwin - doctor
- Mother: Sukey Wedgwood - inherited pottery business

Charles Darwin's father, Robert Darwin, was a **successful** doctor and his mother, Sukey Wedgwood, inherited a **fortune** from her family's pottery business. **They were incredibly wealthy**.

which originate from Greek.

<https://classroom.thenational.academy/lessons/to-practise-and-apply-our-knowledge-of-french-and-greek-etymology-c4u68d>

**French**

sound **/g/ /k/ /sh/**

spelling **dialogue picturesque brochure**

**Greek**

sound **/k/ /f/**

spelling **ch**

**character catastrophe**

<https://classroom.thenational.academy/lessons/to-plan-a-biography-6ww62r>

Write a complex sentence with a **relative clause** about Charles Darwin.

Jane Goodall, **who was a primatologist**, was also an animal rights activist.

Who is for people? Which is for places and things?

\_\_\_\_\_, **who** \_\_\_\_\_

So for this example, we are only using **who**.

Which of these sentences makes sense? Why?

As a young boy, Charles did not like school preferring to be outside exploring and collecting.

Charles, who did not like school as a young boy, preferred being outside exploring and collecting.

Which is a better sentence and why?



<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
---------------	----------------	------------------	-----------------	---------------

# Maths

**LG: Order Fractions, Decimals and Percentages.**  
Teaching video and sheet to complete is on google classrooms.

1) Match the equivalent fractions, decimals and percentages.

$\frac{3}{20}$	0.03	3%
$\frac{1}{2}$	0.15	50%
$\frac{3}{100}$	0.5	15%

2) Write the decimal that is  $\frac{1}{10}$  less than 100%

**LG: Percentage of an amount (1)**  
Teaching video and sheet to complete is on google classrooms.

Percentage of an amount (1)

1 Match the equivalent fractions to the percentages.

$\frac{1}{2}$	25%
$\frac{1}{100}$	1%
$\frac{1}{10}$	50%
$\frac{1}{4}$	10%

**LG: Percentage of an amount (2)**  
Teaching video and sheet to complete is on google classrooms.

Percentage of an amount (2)

1 a) Use the bar model to find 10% of 500

**LG: Percentages- Missing Values**  
Teaching video and sheet to complete is on google classrooms missing values.

Percentages - missing values

1 Complete the bar models to find the missing numbers.

a) 25% of [ ] = 342

**LG: End of Block Learning Practise**



<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
---------------	----------------	------------------	-----------------	---------------

### Topic

<p><b>PSHE</b>  <b>Learning Goal: to understand the benefits of sleep</b>          The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.          Ask children how they make sure they get good quality sleep?          How much sleep do we need?          What helps us to sleep well?</p>	<p><b>Topic</b>  <b>L.G - to research and make notes about the Galapagos' Islands.</b></p> <p>Last week you found out about why the Galapagos' Islands are so special. Would you like to visit them? Why?</p> <p>Your task on Tuesday and Thursday this week is to use your knowledge from last week, and further research to write an information / persuasive leaflet that would persuade and inform a tourist who wants to visit the G. Islands.          You can present the information in any way that you like: a poster, leaflet or maybe a PowerPoint.          However, you will need to include information about:</p> <ul style="list-style-type: none"> <li>- Weather and climate</li> <li>- Flora and fauna</li> <li>- Travel information.</li> </ul>	<p><b>Well-being Wednesday</b></p> <p>Choose something from the menu of activities or something else you love doing that is away from screens.</p> <div style="text-align: center;">  </div> <p>At our meet-up today can you tell me what has made you feel relaxed?</p>	<p><b>Topic</b>  <b>L.G to write a persuasive information text about the Galapagos' Islands.</b></p> <p>Reread your first draft. Ask yourself what you could improve about the layout.</p> <p>Decide the information that should be written about in paragraphs and the information that could be organised into bullet points.          Remember to write in full paragraphs that make a point, explain and then give evidence about the subject that you are writing about. To ensure your writing is clearly and logically organised, think about the order of your paragraphs.</p> <ul style="list-style-type: none"> <li>- Weather and climate</li> <li>- Flora and fauna</li> <li>- Travel information.</li> </ul>	<p><b>RE</b>  <b>Learning Goal: to explore the concept of forgiveness</b>          What does forgiveness mean?          What examples can you think of?          We will look at these 3 words:</p> <ul style="list-style-type: none"> <li>• Condoning</li> <li>• Forgetting</li> <li>• Excusing</li> </ul> <p><small>What do you think about this quotation by Buddha?          "Holding on to anger is like drinking poison and expecting the other person to die."</small></p>
---	---	--	--	---



Monday	Tuesday	Wednesday	Thursday	Friday
	<ul style="list-style-type: none"> <li>- Places of interest to visit.</li> <li>- The wildlife</li> <li>- Food</li> </ul> <p>First research and take notes for each topic. Then think about the layout of your information.</p> <p>To organise your information, you might choose to use:</p> <ul style="list-style-type: none"> <li>- Text boxes</li> <li>- Bullet points</li> <li>- Diagrams</li> <li>- Annotated illustrations</li> <li>- Subheadings</li> </ul> <p>Complete a first draft of the layout.</p>		<ul style="list-style-type: none"> <li>- Places of interest to visit.</li> <li>- The wildlife</li> <li>- Food</li> </ul> <p>Try and make your writing persuasive by including descriptive writing that paints a positive image. E.G: Visit the Galapagos' Islands: a once in a lifetime holiday destination.</p> <p>or</p> <p>Vist the Galápagos Islands - a volcanic archipelago in the Pacific Ocean. A paradise that you will not want to leave.</p> <p>Which is the most persuasive and why? When you have completed your leaflet/PowerPoint/poster, ask an adult to read it. Have you managed to persuade them to visit the Galapagos' Islands?</p>	