



Sully School School Key Stage 2 2020 -2021

Four Purposes - eg ACL - Undertake research and evaluate critically. ECC - Lead and play different roles

Languages, Literacy and Communication - Mathematics and Numeracy - Science and Technology - Humanities - Health and Well-Being - Expressive Arts

Autumn	Week beginning: 03.05.21	Year Group: 6	Class Teacher: Mrs Morgan & Miss Martin
	Literacy	Numeracy	Topic
Dydd Llun Monday	Bank Holiday Monday	Bank Holiday Monday	Bank Holiday Monday
Dydd Mawrth Tuesday	<p>LO: Practise and refine a fitness course Learners to build Success Criteria including 5 different stations eg jumping jacks, bean bag toss, zig zags kicking/throwing a ball etc. At least 3 of these stations must incorporate a form of circuit training e.g. alternate leg and arm lift etc.</p> <p>Main Activity Learners to challenge themselves to beat their previous time. Learners to build and complete their obstacle course. Learners will then complete their obstacle course three times, recording their times. Remind learners that they are only competing against their previous times. After completion, learners will choose a team member and demonstrate their obstacle to the rest of the class.</p> <p>Learners will then rotate around the different obstacle courses, recording their times.</p> <p>Plenary Learners to evaluate their performance e.g.</p>	<p style="text-align: center;"><u>Vocabulary for the week</u> <u>percentages decimals fractions equivalent</u> <u>LO Rehearse the concept of a percentage as a fraction and a decimal.</u> <u>Express simple percentages as fractions/decimals.</u></p> <p><u>Warm Up</u> Write 20% on the whiteboard . Ask learners to explain what out of means. 20 out of 100. Explain that % means percent/out of 100. Therefore, 20% = 20/100 Ask how it would be written as a decimal 0.20. How could 20/100 be simplified? Recap on previous work by finding the number they can both be divided by, in this case 20. So 20/100 becomes 1/5. Repeat for 10%, 30% 50% 0% , 70% 75% etc, writing them as a fraction in their lowest form and also as a decimal. Learners to complete activities on converting percentages to decimals and vice versa.</p>	<p><u>Guided Reading and English LO: to select and retrieve information from a text</u></p> <p>Read pages 37 - 44, pausing to ask a range of questions to allow learners to select and retrieve information from the text. Ensure learners actually answer the question rather than simply copying out the text. Model how to use quotation marks around actual quotes from the text.</p> <p><u>Independent activity:</u></p> <p>Learners to answer a range of VIPER questions (Vocab, infer, predict, explain, retrieve, summarise) from the text in their English books, ensuring that they answer in full sentences.</p> <p>Learners to self-assess their work.</p>

	<p>Did anyone's time improve as they did the laps of their course?</p> <p>Did anybody feel less energetic as the rounds were completed? Why? What do your results look like? Link to last week's work on pulse rate.</p> <p>What do you consider to be your strongest physical attribute and why?</p>	<p>Chilli Challenge 1 Using squares of 100 learners to colour in the amounts out of 100 and then calculate the fraction and percentages.</p> <p>Chilli Challenge 2 Simplify and convert fractions out of 100 into percentages and write them as decimals.</p> <p>Chilli Challenges 3 and 4 . As above but the learners will be asked to change the denominators into 100. Recap on previous work on how to do this.</p> <p>Plenary</p> <p>In pairs, learners to use their knowledge to find percentages of an amount e.g. 10% 20% 15% etc.</p>	
Description of Learning.	<p>H and WB WMS1 PS3: I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress.</p>	<p>M and N WM 1 PS3 I can use my knowledge of equivalence to compare the size of simple fractions, decimals and percentages and I can convert between representations.</p>	<p>LLC WM2 PS3</p> <p>I can use <i>inference</i> and <i>deduction</i> to understand texts</p> <p>I can read texts, choosing strategies which best help me understand them</p>
Cross Curricular Skills LNF/DCF		<p>LNF:Using number skills: Use understanding of simple fraction, decimal and percentage equivalences eg find 25% of 60cm and know that this is equivalent to one quarter.</p> <p>Calculate percentages based on 10%,</p>	
Dydd Mercher Wednesday	<p>English LO: to relate events in a novel to our own lives</p> <p>Remind learners about what we have learnt so far about Auggie's first day at school.</p> <p>Load the following Padlet https://padlet.com/morgana525/rjdx7ihzyr2y08k for learners to record their feelings about starting in Stanwell? https://padlet.com/martink103/dj7y678ljnei2r8w KM's padlet</p> <p>Can they relate to how Auggie must have been feeling on his first day?</p>	<p>LO:Rehearse the equivalence between fractions , decimals and percentages</p> <p>Begin to use a calculator to convert a fraction into a decimal.</p> <p>Warm Up</p> <p>Use < > and = to compare fractions,, percentages and decimals. (Photocopy Book p 80)</p> <p>Watch the Powerpoint</p> <p>Chilli Challenge 1 Convert fractions of 100 into percentages and decimals.</p> <p>Chilli Challenge 2 Convert fractions with a denominator which is a multiple of 10 into percentages and decimals..</p>	<p>Science LO: Write from a different perspective.</p> <p>Explain to the learners that they are going to imagine that they are the heart and are going to write to the skeleton reminding them of the heart's role.</p> <p>Remind learners of what writing from a different perspective means. Link to diary entry written in the role of Charlotte, Jack Will and Julian. Recap on the previous work completed on the circulatory system. Discussion with pairs and then groups/ whole class on what is good and bad for the heart eg balanced diet exercise v smoking drugs etc</p>

	<p>Oracy work/ drama: In mixed ability groups, learners to be given a scenario that describes how they might be feeling about moving to Stanwell (e.g. ‘I might get bullied’, ‘the teachers will be strict’, ‘the work will be hard’) Learners to work as a team to think about realistic solutions to each problem. Can they come up with an action plan for each scenario?</p> <p>Plenary: Learners to share their plans with the class and to discuss if the activity has helped to alleviate any negative thoughts they have about moving to Stanwell. Have their initial thoughts on the Padlet changed? What is the best bit of advice they have learnt? Share the ‘top tips’ for secondary school poster with the class.</p> <p>Guided Reading LO: to relate events in a novel to everyday life Read Chapter ‘Choose Kind’ (pg 45). Discuss Mr Browne’s precept ‘When given the choice between being right and being kind, choose kind.’ Discuss what a precept is (a goal or rule on how people should behave). What do they think about this precept? Explain that Wonder has launched a #choosekind movement as a result of the book.</p>	<p>ChilliChallenge 3 Convert fractions with different denominators eg 20, 25, 5 etc into percentages and decimals.</p> <p>Extension Abacus 6 p 49.</p> <p>Plenary Write a list of fractions on the board eg $\frac{3}{4}$, $\frac{6}{9}$, $\frac{5}{10}$, $\frac{1}{2}$, $\frac{7}{10}$. In pairs, learners predict the order of the pairs. Then convert them into a 2 place decimal, using a calculator. Check their estimated order.</p>	<p>Read WAGOLL of a letter from the lungs to the heart. Highlight all the important jobs the heart has to do. Remind learners that they are writing as if they are the heart to the skeleton so they will need to know the roles of the skeleton in addition to the roles of the heart.</p>
<p>Description of Learning.</p>	<p>LLC WM2 PS3: I can listen empathetically to different people’s viewpoints on various subjects. I can interact with others, talking and writing about my thoughts, feelings and opinions showing empathy and respect. H&WB WM2 PS3 I can see the benefits of communicating about feelings as one of a range of strategies which can help</p>	<p>M and N WM 1 PS3 I can use my knowledge of equivalence to compare the size of simple fractions, decimals and percentages and I can convert between representations.</p>	<p>S and T WMS3 PS3 I can explain the role of different organs and systems that enable plants and animals to live and grow.</p>

	promote positive mental health and emotional well-being		
Cross Curricular Skills LNF/DCF	LNF Oracy: explore challenging or contentious issues.	LNF:Using number skills: Use understanding of simple fraction, decimal and percentage equivalences eg find 25% of 60cm and know that this is equivalent to one quarter.	LNF: Writing: Write a comprehensive account of a topic or theme Adapt structures in writing for different contexts Use varied and appropriate vocabulary, including subject specific words and phrases. LNF:Oracy Express issues and ideas clearly, using specialist vocabulary and examples.
Dydd Iau Thursday	<p>Guided Reading: Welsh letter WAGOLL Read the WAGOLL Welsh letter. Learners to be reading detectives and highlight the following: Expressing an opinion, different tenses - past tense, conditional tense, third person (mae e'n/ mae hi'n), 'bocs bendigedig' phrases (yn fawr iawn, tipyn bach, o gwbl, llawer o, etc)</p> <p>Welsh LO: to write a range of language patterns Explain to learners that they will be writing a letter about themselves to showcase all of the different language patterns they have learnt in school. Share success criteria. Learners to plan their letters using keywords (e.g. paragraph 1: enw, oed, penblwydd, byw) Other ideas: gallu, hoffi, mwynhau, ysgol, hoff bwnc, gwyliau).</p> <p>Speed writing activities: Using 'camera yn barod' technique, learners to practise spelling a range of sentence starters and then to speed write those partners. How many times can they write the pattern in a minute?</p> <p>Learners to start to write their letters as independently as possible.</p>	<p>LO: Rehearse the equivalence between fractions, decimals and percentages Use a calculator to convert a fraction into a decimal Warm Up Revise decimals to one/ two places. Revise ordering them. Practise rounding decimals to the second decimal place eg 4.135 = 4.14 Recap on using a calculator to write a fraction as a decimal.</p> <p>Chilli Challenge 1 Match fractions to their equivalent percentage and vv. Chilli Challenge 2 Write the equivalent fraction to each percentage, rounding to 1 decimal place where necessary. Chilli Challenge 3 In all cases round decimals to an appropriate number of decimal places. Look for any patterns or repeating (recurring) digits. For equivalent percentages you do not know, look for patterns, use doubling and halving or divide the numerator by the denominator and multiply by 100. Plenary Play Who Wants To Be A Millionaire.</p>	<p>LO:Recap on the components and functions of blood Make blood Recap on previous work completed on the circulatory system. Remind learners that blood has four main components: plasma, red blood cells, white blood cells, and platelets. Blood has many different functions, including: transporting oxygen and nutrients to the lungs and tissues. Plasma is the main component of blood and consists mostly of water, with proteins, ions, nutrients, and waste mixed in. Red blood cells are responsible for carrying oxygen and carbon dioxide. Platelets are responsible for blood clotting. White blood cells are part of the immune system and function in immune response</p> <p>Step 1: Fill a 2-litre bottle with water and add yellow food colouring. This is the plasma. Step 2: Fill 2 cups with cheerios. Put into a large plastic zip type bag and add red food colouring Step 2: Ensure the cereal is covered in red food colouring by shaking the bag-ensuring it is tightly closed-gloves are a must here! Add about 20 mini white marshmallows to act as the white blood cells, again asking learners questions to ensure they remember the role and function of each component of blood.</p>

			<p>Step 3:Next put 6-8 small purple pompoms into the plastic bottle to act as the platelets. You now have a bottle of blood!</p> <p style="text-align: center;"><u>Athletics</u></p> <p>Demonstrate the sprint action - High legs and arms pumping. Practise the starting positionLearners choose to start with either one knee on the floor or from a half forward position Sprint races in teams short distances and then slightly longer distances, depending on ability, reminding learners about pacing themselves. Practise sprinting in a relay. Practise the passing of the baton.Using cones section an area within which the learners must pass the baton. Walk through the hand over and then gradually introduce running.</p>
Description of Learning.	<p>LLC WM2 (Welsh): I can read texts, choosing strategies which best help me understand them.</p> <p>LLC WM3 (Welsh):I can plan and write for different purposes and audiences.</p> <p>I can organise my writing into a logical sequence.</p>	M and N WM 1 PS3I can use my knowledge of equivalence to compare the size of simple fractions, decimals and percentages and I can convert between representations.	S and T WMS3 PS3I can explain the role of different organs and systems that enable plants and animals to live and grow.
Cross Curricular Skills LNF/DCF	LNF Writing: I can use paragraphs and make links between them.	LNF:Using number skills: Use understanding of simple fraction, decimal and percentage equivalences eg find 25% of 60cm and know that this is equivalent to one quarter.	LNF Oracy: contribute purposefully to group discussion
Dydd Gwener Friday	<p><u>Guided Reading LO - to read with fluency and expression</u></p> <p>Read 'Lunch' page 49 until page 53. Discuss: Explain how you would have felt if you were August in the dining room. Why do you think</p>	<p><u>LO Choose the appropriate graph to display data. Interpret data.</u></p> <p>Ask the learners to jot down how many different types of methods they can think of to display results from an investigation eg table, bar chart, line graph, pie chart, scatter graph etc</p>	<p style="text-align: center;"><u>PSHE - Peer Pressure & Exploitation (AM)</u></p> <p style="text-align: center;"><u>LO: to understand that some people can be exploited and made to do things that are against the law</u></p>

	<p>the author has named the girl summer? Use one word to describe Summer. Justify your choice.</p> <p>Welsh LO: to write a range of language patterns Learners to finish writing their letters, ensuring they are using their plans and success criteria to help inform their writing.</p>	<p>Remind learners what they have previously learned about displaying data in graphs i.e. if both axes are labelled with words, it is a bar chart. If one axis is words and one is numbers a line graph and if both are numbers a scatter graph.</p> <p>Remind learners about SPATULLA when displaying data.</p> <p>S = Scale P = Plot points A = Axis U = Units L = Label of axis L = Line of best fit. A = Anomalous points.</p> <p>Learners to study a range of data and decide which graph to construct to display it.</p> <p>Learners to choose one set of data to display in a graph.</p>	<p>See Jigsaw Puzzle 4 piece 3</p> <p><u>Italian (KM)</u></p> <p><u>2.30pm Assembly</u></p>
<p>Description of Learning.</p>	<p>LLC WM2 (Welsh): I can read texts, choosing strategies which best help me understand them.</p> <p>LLC WM3 (Welsh): I can plan and write for different purposes and audiences.</p> <p>I can organise my writing into a logical sequence.</p>	<p>M and N WM 4 PS3 I can represent information by creating a variety of appropriate charts of increasing complexity, including tally charts, frequency tables, bar graphs and line graphs.</p>	<p>WM2 PS3: I can anticipate how future events may make me and others feel</p> <p>WM3 PS3: I can understand that decisions can be made individually and collectively, and that they can be influenced by a range of factors.</p> <p>Italian LLC WM1 PS3: I can communicate in a growing range of languages</p>
<p>Cross Curricular Skills LNF/DCF</p>	<p>LNF Writing: I can use paragraphs and make links between them</p>	<p>LNF: Using data skills: Represent data using bar charts, grouped data charts , line graphs and conversion graphs.</p>	<p>LNF Oracy: explore challenging or contentious issues.</p>