



## 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: 05.07.21	Year Group: 6	Class Teacher: Mrs Morgan & Miss Martin
	Literacy	Numeracy	Topic
<p><b>Dydd Llun</b></p> <p>Monday</p>	<p><b>LO: to express an opinion clearly</b></p> <p>Learners to discuss what they are most looking forward to in Stanwell and the challenges which lay ahead. Learners discuss what has been their greatest achievement in school and why (in readiness for videoing the Year 6 Leavers' Concert)</p> <p>Learners to nominate peers for the following awards:</p> <p>Most likely to:</p> <ul style="list-style-type: none"> <li>become a millionaire.</li> <li>open their own restaurant.</li> <li>own a private island in the Caribbean</li> <li>become Prime Minister.</li> <li>invent something which changes the world.</li> <li>open their own school.</li> <li>have the most pets.</li> <li>visit another planet.</li> <li>become a sporting superstar.</li> <li>move to another country.</li> <li>spend their life travelling the world</li> <li>release an album.</li> <li>shave all their hair off for charity.</li> <li>have a painting displayed in an art gallery.</li> <li>write their own blog.</li> <li>become a famous Youtuber</li> <li>become a famous actor/actress.</li> <li>be a TV presenter</li> </ul>	<p style="text-align: center;"><b>Opening Ceremony of Sully Fest 2021</b></p> <p>Learners to perform their Haka dance for the Opening Ceremony of SullyFest 2021.</p>	<p style="text-align: center;"><b>Swimming Year 6AM</b></p> <p><b>LO Identify what makes me an effective learner</b></p> <p><b>Identify barriers to learning and how I can overcome them</b></p> <p>Watch the video clip <a href="https://www.youtube.com/watch?v=t3TaMU_qXMc">youtube.com/watch?v=t3TaMU_qXMc</a> ensuring the title is hidden.</p> <p>Ask the learners to discuss what they think they have just watched. Explain that they have just watched neurons inside the brain firing as they receive and send information during the learning process.</p> <p>Explain that as we learn, the brain makes connections and grows. The brain's capacity increases and it becomes more complex as it learns new things - adding more memory to the computer. The more we learn, the more connections are made.</p> <p>Ask the learners what they think contributes to them being <b>an effective learner eg</b></p> <ul style="list-style-type: none"> <li>teacher</li> <li>feedback</li> <li>resilience</li> <li>challenge</li> <li>effort</li> <li>knowledge</li> <li>a quiet classroom</li> <li>making mistakes</li> </ul>

	<p>be a best selling author. complete the London Marathon. become a teacher become a doctor or nurse become a professional gamer</p> <p>Explain why they think the named person would win the award.</p> <p>Transition Booklets. Songs and Music for Video.</p>		<p>growth mindset <b>Explain any unknown vocabulary.</b> Ask learners to diamond nine/ rank the above characteristics i.e. the most important characteristic should be placed on top and the next etc. Characteristics of equal importance can be grouped in twos or threes. Ask learners for their suggestions and diamond nine them. Explain why they included that characteristic e.g. teacher is a <b>person who will encourage you so that you can get better.</b> <b>Explain that there are no right or wrong answers as everyone is a unique learner.</b> Discuss why they chose an aspect as the most important? Which was the hardest to decide? Were there any elements that you thought were barriers to your learning? How would you overcome them?</p> <p><b>LO: to maintain a part in a song</b> Children to practise the following songs, concentrating on pitch, volume and diction:</p> <p>Going for Gold Memories, Maroon 5 Someone to love, Lewis Capaldi Sea Shanty</p>
<p><b>Description of Learning</b></p>	<p>LLC WMS3 PS3 I can recognise the appropriate language for different audiences and purposes, varying my expression, vocabulary and tone to engage the audience.</p>	<p><b>H and WB WMS1 PS3I can develop and apply a range of skills in familiar, unfamiliar and changing situations, exploring space creatively in response to a variety of stimuli.</b></p> <p>I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress.</p>	<p>LLC WM3 PS3: I can respond to others' points of view, seeking clarity, structuring arguments, summarising and explaining what I have heard, read or seen EA WM3 PS3: I can draw upon my familiarity with a range of discipline-specific techniques in my creative work.</p>
<p><b>Cross Curricular Skills LNF/DCF</b></p>	<p><b>Oracy: to discuss ideas and opinions clearly</b></p>		<p><b>Oracy: to discuss ideas and opinions clearly</b></p>

<p>Dydd Mawrth</p> <p>Tuesday</p>	<p><b><u>LO Create a timeline</u></b>  Learners to research famous events from the Olympics e.g. Michael Johnson winning both the 200m and 400m in 1992, Jesse Owens winning four golds in 1936. 1972 Munich Massacre  Learners to find two events for each Olympics from 1936 to 2020 and include details for each event.  Discuss the impact each event had.  Learners to explain why the Olympics were not held in 1940 and 1944.  Learners to explain what happened in 2020 and what impact it had on the athletes. For some it meant they could recover from injury and take part this year. For others, they had to put training on hold etc.  Learners look at a range of timelines and decide how they want to present their research.  Include pictures and illustrations.</p>	<p><b><u>LO: Recognise the difference between salaries and wages</u></b>  <b><u>Recognise the importance of budgeting</u></b>  Explain to the learners the difference between a salary and a wage.  <b>A salary is paid at the end of each month and is the same amount.</b>  <b>A wage is usually calculated per hour and so the pay will change according to the number of hours worked that month.</b>  <b>Activity 1</b> Sort the people into those who would receive a salary and those who would receive a wage. Discuss which is better, earning a salary or earning a wage?  <b>Activity 2-</b> Discuss what is meant by the term budget. Why is it important to budget? When might we need to budget? <b>Recap on previous work on financial management.</b>  <b>Activity 3</b> Differentiated activities on budgets. The learners will each be given a budget and they will need to calculate expenditures, salaries and answer questions on the given budget.  <b>Extension</b> Recap on the terms profit and loss. Using the money raised by the enterprise project, calculate how much profit was made.</p>	<p><b>Swimming Year 6AM</b>  <b><u>LO Identify barriers to learning.</u></b>  <u>Identify strategies to help overcome these barriers.</u>  Learners look at an image of a rock and discuss why it has been chosen to represent a barrier to their learning.  <b>Why has the rock been chosen to represent a barrier to learning?</b>  <b>What could a rock represent as a barrier to your learning?</b>  <b>How can you overcome barriers to learning?</b>  Ask the learners to reflect on what could be a personal barrier to their own learning.  <b>Is the barrier related to a specific subject?</b>  <b>What strategies have you tried to overcome it?</b>  <b>Why do you think it is a barrier?</b>  <b>What other strategies could you try?</b>  <b>Ask the learners to think about whether the barriers to their learning are internal or external.</b>  Give some examples to help the learners e.g. other people talking to them is a barrier to their learning. This is an <b>external barrier</b> as while the learner can discourage others from talking they cannot necessarily stop them. An <b>internal barrier</b> could be a learner's reluctance to ask for help when they are stuck as they are afraid of looking bad in front of their peers.  Learners stick an image of a rock into their book and around it write what they think could be some barriers to their learning.  <p style="text-align: center;"><b><u>To be continued on Wednesday</u></b></p> <b><u>LO: to maintain a part in a song</u></b>  Children to practise the following songs, concentrating on pitch, volume and diction:    Going for Gold  Memories, Maroon 5  Someone to love, Lewis Capaldi  Sea Shanty</p>
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<b>Description of Learning</b>	LLC WMS3 PS3 I can recognise the appropriate language for different audiences and purposes, varying my expression, vocabulary and tone to engage the audience.	M and N WMS1PS3 I can demonstrate an understanding of income and expenditure, and I can apply calculations to explore profit and loss.	H&WB WM2 I can see the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being  EA WM3 PS3: I can draw upon my familiarity with a range of discipline-specific techniques in my creative work.
<b>Cross Curricular Skills LNF/DCF</b>	<b>LNF:Reading</b> Use a range of strategies for finding information eg skimming for gist, scanning for detail. <b>LNF:Reading</b> Use internet searches carefully, deciding which sources to read and believe. <b>LNF: Writing</b> Use a range of strategies to plan writing eg notes, diagrams , flow charts	<b>LNF: Using number skills Manage money:</b> Use the terms profit and loss in buying and selling activities and make calculations for this.	<b>LNF Writing</b> Use varied and appropriate vocabulary including subject specific words and vocabulary. <b>LNF Writing</b> Produce fluent and legible handwriting.
<b>Dydd Mercher</b>  Wednesday	<u><b>Sully Fest 2021 Year 6</b></u>  Year 6 to hold their mini Olympics competition for SullyFest.  Encourage good sportsmanship.  Record events and upload to Youtube and Google Classroom.	<u><b>Sully Fest 2021 Year 6</b></u>  Learners to create a database to be able to calculate the scores for each house team.  Time permitting, learners to calculate the mean time for each event and the mean distance jumped/ thrown.	<u><b>Swimming Year 6AM</b></u> <u><b>LO Identify barriers to learning.</b></u> <u><b>Identify strategies to help overcome these barriers.</b></u> Recap on yesterday's work. Ask learners to give examples of barriers, both external and internal, to their learning. Discuss with their partner, and then feed back to class, how they could overcome such barriers. Explain to learners that they are going to create a comic strip to illustrate a barrier to their learning and how they can overcome it. Share a Wagoll with them. Learners create their comic strips. Ask learners to share their comic strips with the rest of the class. Encourage learners to use a wide range of strategies by discussing other ways they can suggest to help their friends overcome their individual rocks/barriers to learning. E.g. Don't give up Ask a partner for help Understand it is part of the learning process. Try again. Learn a new strategy. Revisit your learning. Work in a small group to practise. Ask a teacher for help. Practise at an earlier stage.

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<p><b>Description of Learning.</b></p>	<p><b>H and WB WMS1 PS3I</b> can develop and apply a range of skills in familiar, unfamiliar and changing situations, exploring space creatively in response to a variety of stimuli.</p> <p>I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress.</p>	<p><b>H and WB WMS1 PS3I</b> can develop and apply a range of skills in familiar, unfamiliar and changing situations, exploring space creatively in response to a variety of stimuli.</p> <p>I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress.</p>	<p>A WM3 PS3: I can draw upon my familiarity with a range of discipline-specific techniques in my creative work</p> <p>.H&amp;WB WM2 I can see the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being</p>
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<p>Dydd Iau Thursday</p>	<p><b><u>Forces UK Workshop</u></b> <b>9- 10.30am Y6AM</b> <b>10.30am - 12pm Y6 KM</b></p> <p><b><u>LO: to research the Olympic torch</u></b> Discuss with the class what they already know about the Olympic torch. Share key facts on the following website: <a href="https://wonderopolis.org/wonder/does-the-olympic-flame-ever-go-out">https://wonderopolis.org/wonder/does-the-olympic-flame-ever-go-out</a> .</p> <p>Learners to read the remainder of the website and to look at the most interesting way the torch has been carried! <a href="https://olympic.ca/2017/10/24/five-of-the-most-spectacular-olympic-torch-relay-legs/">https://olympic.ca/2017/10/24/five-of-the-most-spectacular-olympic-torch-relay-legs/</a></p> <p>Learners to design their own Olympic Torch for SullyFest. Their design needs to be surrounded by</p>	<p><b><u>LO Use terms associated with payslips correctly.</u></b> Show the learners the example of a payslip and ask them to discuss what they think it is and why it is important. Discuss the following terms: National Insurance Number Tax Code Gross Pay Income Tax Pension National Insurances Deductions Net Pay. <b>Activity 1</b> Learners to match the terms to the correct definition <b>Activity 2</b> Answer the questions based on the payslips, using the correct maths to find the answers. <b>Extension</b></p>	<p><b>Swimming Year 6 AM</b> <b><u>LO Create a timeline</u></b> Learners look at a range of timelines and decide how they want to present their research. Include pictures and illustrations. Learners to complete timelines from Tuesday.</p> <p><b><u>LO: to maintain a part in a song</u></b></p> <p>Children to practise the following songs, concentrating on pitch, volume and diction:</p> <p>Going for Gold Memories, Maroon 5 Someone to love, Lewis Capaldi Sea Shanty</p>

	at least 6 facts they have learnt about the Olympic torch.	Using the terms profit and loss and solve the problems.	
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Dydd Gwener Friday	<u>Closing Ceremony Sully Fest 2021</u>	<p><b>.LO Organise my work.</b></p> <p><b>Planning for a Pizza Party</b></p> <p>Friday night is homemade pizza night! Learners need to create a budget to purchase the ingredients to make the pizzas. There will be 4 people eating the pizza (2 adults &amp; 2 children). Each person has their own individual pizza. Learners have £40 to spend. Learners do not have to spend all of the budget, as long as you meet the pizza night requirements. Learners need to show the list of ingredients for each of the 4 pizzas. Learners need to make sure to include a total list of all of the ingredients and quantities you will need to purchase.</p>	<p>Swimming Year AM</p> <p>Italian Year 6 kM</p>

		They must remember to add the total cost and show any change received. Learners will enter all the relevant information into a spreadsheet.	
<b>Description of Learning</b>		M and N WMS1PS3 I can demonstrate an understanding of income and expenditure, and I can apply calculations to explore profit and loss.	LLC WM1 PS3: I can communicate in a growing range of languages.
<b>Cross Curricular Skills LNF/DCF</b>			