Sully School School Key Stage 2   2021 -2022

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

Autumn	Week beginning: 24.01.22	Year Group: 6	Class Teacher: Mrs Morgan & Mr Jarvis
	Literacy	**Numeracy**	**Topic**
Dydd Llun Monday	**Guided Reading** Read Dis Poetry by Benjamin Zephaniah. https://www.youtube.com/watch?v=iHi6wIDaT1Y Learners to read aloud the poem with a partner. Make a list of any words that they do not understand. Look at My Hoggie by Robert Burns. Read as a class. Can learners work out what the words mean? Look at translation together. Using words collected as an example, introduce the term 'dialect' and discuss. Talk about Cockney Rhyming Slang. Discuss the term 'accent' and the difference between an accent and a dialect. **Activity:** in books, learners to create a poster to include: A definition of an accent with examples, a definition of a dialect with examples, examples from the text. How slang has changed over time/ used differently by different generations.	<u>Y6AM</u> <u>to calculate the mode, mean, median and range of a data set</u> Re-cap definitions of key vocabulary and place on maths working wall. On mini whiteboards, learners to practise finding the mean, mode, range and median of a data set. **Focus teaching** - small groups to watch the final of the 100m sprint in the Olympics and to work with a partner to find the mean, mode, range and median of the final times. Re-cap how to find the median when there is an even number of entries. Ensure learners round any decimals to 2 decimal places. **Independent work** - learners to work independently to calculate the mean, mode, median and range of various real-life problems. <u>Home learning</u> https://www.bbc.co.uk/bitesize/topics/zm49q6f/articles/z99jpbk Y6 DJ - Area and perimeter/percentages	**Cymraeg** **LO: to read and understand a text** Learners to re-read the text (2 chilli or 3 chilli) aloud to a partner to peer evaluate against success criteria (considering pronunciation, expression, fluency, etc). Model how to search a text to answer questions in full sentences (e.g. Beth mae Sian yn hoffi wneud ym Mhenarth?) Re-cap the third person (mae e'n and mae hi'n….dydy hi ddim yn and dydy e ddim yn…) **Gem dis:** Learners to orally answer a range of questions in full sentences with a partner. Learners to then write their responses to each question in their books 1 chilli - multiple choice, 2 chilli - answer in full sentences 3 chilli - as 2 chilli but to extend with opinions **Italian and SAP** **Assembly 2.45pm**

		LO: To calculate area and perimeter Revise area and perimeter using this link and take the Quiz https://www.bbc.co.uk/bitesize/articles/zrv6jsg	
Description of Learning	LLC WM1 PS3: I can understand how and why languages have evolved and are continually evolving. I can recognise and respect different accents and dialects.	WM4 PS3: I can find and use the mean of a simple set of data to explain how the statistics do, or do not, support an argument WM3 PS3: I can use efficient methods for finding the perimeter and area of two-dimensional shapes, understanding how basic formulae are derived	WM2 PS3 I can read texts, choosing strategies which best help me understand them WM3 PS3 I can respond to what I hear, read and view expressing opinions and showing my understanding in my language of choice.
Cross Curricular Skills LNF/DCF	I can listen to, understand, infer, interpret and recall the general meaning of what I have heard.	I can use mean to interpret a simple data set. I can find areas by counting squares, progressing to calculating the area of squares and rectangles using formulae. I can measure and calculate perimeter.	
Dydd Mawrth Tuesday	**Guided Reading** Chapter 7-8 (pages 29-37) Read the quote on page 27 from Darwin's Beagle diary. Discuss the word foreshadowing and how authors and film directors often use this to hint at what might happen further in the book/film. Discuss and predict what hints at plot this quote may show. **Literacy LO: To summarise and paraphrase information** WAGOLL https://www.bbc.co.uk/iplayer/episode/p048sflc/planet-earth-ii-1-islands	**Maths** Mr Allsopp being observed by university tutor Mr Griffiths being observed by AM and DJ - Rewilding Project (Group rotation 1) **DJ Group** Use j2blast to practise Times Tables. Learn/practise a Times Table that you find tricky Write a new Maths Target for the term. **Home learning:** See Google Classroom	**PPA** Outdoor PE (Hockey) **LO: to pass with increasing accuracy** Indoor PE Real Gym https://real.jasmineactive.com/dance/year/5/unit/1 Lesson 3 of creative dance scheme **RE** Continue double bubble map from last week to compare and contrast the Christian and Islamic creation stories. Time permitting, move on to: **LO: to understand how different religions teach others to care for the environment** **https://www.theclimatecoalition.org/faith-members**

	Carry out independent Web-based research on the Galapagos Islands. Summarise your findings using the subheadings Flora, Fauna, Geographic Features, Location, Human Impact and Climate.		Introduce the terms 'stewardship' and 'khalifah'. Discuss as a class. Discuss religious environmental charities such as Christian Aid, Climate Stewards and Operation Noah and the work they do. **Task**: In pairs, learners to create a webpage on Adobe Spark to inform others about how religions teach their followers to care for the world. **Success Criteria:** Include quotes from the Bible and Quran that are related to caring for the world. Include research about Christianity, Islam and Buddhism Include information about religious based charities. **Example quotes** **"The earth is green and beautiful and Allah has appointed you his stewards over it"** Jews believe that **God created the world** (Genesis) and gave human beings a special responsibility within creation to cultivate it, guard it and use it wisely. Webpage to be worked
Description of Learning	LLC PS3 WM3 I can listen to, understand and later recall in greater detail the general meaning of what I have heard. LLC PS3 WM3 I can listen to and understand information about a variety of topics, summarising the main points .	Y6DJ - WM1 PS3 I can fluently recall multiplication facts up to at least 10 x 10 and use these to derive related facts Y6 AM - I can find and use the mean of a simple set of data to explain how the statistics do, or do not, support an argument. I can recognise how anomalies affect the mean.	HWB PS3 WM1 I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress. HM PS3 WM2 I can use evidence to explain how aspects of the past have been represented and interpreted in different ways. HM PS3 WM2 I can begin to understand that interpretations are influenced by identity, experiences, viewpoints and beliefs.
Cross Curricular Skills LNF/DCF	I can identify ideas and information that interest me to develop further understanding.	I can use mean to interpret a simple data set. I can use mental strategies to recall multiplication tables up to 10 x 10 and use to solve division problems.	**LNF** I can explore challenging or contentious issues through a variety of authentic contexts, including sustaining a role.

Dydd Mercher Wednesday	**Guided Reading** Chapters 9,10,11 Explain to children that they will be finding out more about the lizard and more about Syms and that they should listen out for this information. Using their Think Jotters, write Syms at the top of one and the lizard on top of the other. Add information to these sheets about these characters **Literacy** <u>LO: To write a range of imaginative and creative descriptive phrases</u> 'Werner's nomenclature of colours' is an actual book mentioned in these chapters is an actual book. Teachers may wish to look at a range of adjectives to describe colour and collect these on a working wall - provide children with a selection of colours. Ask them to name the colour and then to think of something of that colour which would match the description e.g. Burning hot orange; the lava was a burning hot orange.	<u>**Y6AM**</u> Times Table Tests and Target Review Use j2blast to practise Times Tables. Learn/practise a Times Table that you find tricky Write a new Maths Target for the term. <u>**Y6DJ**</u> Continue rewilding tasks (Group rotation 2)	<u>**LO: To understand how variables can be used when programming**</u> Microbit lesson - Spot the Species <u>https://docs.google.com/document/d/1rS4i9aiol4kZwWfyDBLT_Rs1oBSsX0RalKXyVHPspfU/edit?usp=sharing</u> <u>https://makecode.microbit.org/</u> **Home learning** Find a spot in your house where you can see outside (if you have a garden that would be best). Note down what animals you can see. You are going to use Microbit to create an animal counter. Look at the piece of code below <u>simple **species counter HEX file** example supplied</u> Can you write the rest of the code so that you can monitor the animals that you see? Once you have collected your data can you think of an appropriate way to display it?
Description of Learning	LLC PS3 WM4 I can use my imagination and experiment with language to create my own literature		ST PS3 WM6 I can use conditional statements to add control and decision-making to algorithms. ST PS3 WM6 I can identify repeating patterns and use loops to make my algorithms more concise.
Cross Curricular Skills LNF/DCF	**LNF** I can adapt my writing style and structure to suit the audience, purpose and context, e.g. suitable balance between facts and viewpoints, a precise conclusion.		**DCF** I can create and refine algorithms and flowcharts to solve problems, making use of features such as loops, Boolean values and formulae. **DCF** I can understand the importance of the order of statements within algorithms.

Dydd Iau Thursday	Guided Reading Chapters 12, 13 Point children's attention to pages 54-56. What do we find out about Syms from these three different viewpoints? What is the purpose of these flashbacks? Begin to read Chapter 13, pages 57-59. Pause at the end of the chapter and ask children to jot down any comparisons that they have heard that make Farthing similar to a dog in Think Jotters. Why is this unusual? Literacy <u>LO: To use a range of synonyms to inform the tone of a piece of writing.</u> Learners choose 2 animals that live in the Galapagos Islands. Learners can annotate an image of each animal describing certain aspects of their bodies. In the first instance learners will record their initial ideas. Once a range of descriptive phrases have been completed, challenge learners to use a Thesaurus or an online synonym finder to find some alternative words to give their descriptions a more formal/scientific description.	<u>**DJ Continue Rewilding Task (Group rotation 3)**</u> <u>**Y6AM**</u> <u>**LO: to collect and analyse data to answer a question**</u> Does the person with the largest feet have the longest stride? Does the tallest person jump the furthest? Split the class in two, and provide each half of the class with one of the above questions to investigate. Learners to make a prediction, with a justification for their opinion. Model how to measure accurately and decide upon success criteria for striding and a standing jump to ensure a fair test. Learners to work in small groups to collect data (repeated 3 times) <u>**In class - carousel of activities:**</u> **Group 1:** Learners to analyse data, draw a line graph and write a conclusion about what they have found out. Were their original predictions correct? Discuss any anomalous points and discuss how these can affect the mean. **Group 2:** Calculate the mean, mode, median and range of the data set. **Group 3:** Create a short film to teach younger learners about how to calculate the mean, mode, median and range of a data set.	Outdoor PE (Hockey) LO: to pass with increasing accuracy Indoor PE Real Gym https://real.jasmineactive.com/dance/year/5/unit/1 Lesson 3 of creative dance scheme
Description of Learning	LLC PS3 WM3 I can recognise the appropriate language for different audiences and purposes, varying my expression, vocabulary and tone to engage the audience.	WM4 PS3: I can collect different types of data to answer a variety of questions that have been posed, demonstrating an understanding of the importance of collecting relevant data.	HWB PS3 WM1 I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress.

	LLC PS3 WM3 I can adapt and manipulate language and make appropriate choices about vocabulary, idiomatic language and syntax in order to express myself with fluency and clarity.		
Cross Curricular Skills LNF/DCF	**LNF** I can adapt my writing style and structure to suit the audience, purpose and context, e.g. suitable balance between facts and viewpoints, a precise conclusion.	I can collect relevant data to answer posed questions I can draw conclusions from data	
Dydd Gwener Friday	Guided Reading Chapters 14, 15 Read Chapter 14, encouraging children to keep adding to **Resource 5a.** What does it appear that Farthing is doing? (Trying to help Syms survive). Why might she be doing this? At the end of the chapter, ask children to share everything that we know about the sky beast. What do children think that this beast is? Make predictions. Read Chapter 15 (pages 65-68). Again add to the chart. Pause at page 66 when we find out that the beast is gold and again after page 67 when there is reference to the beast being one of myth. Have children's predictions changed or stayed the same. Ask children to justify their ideas using evidence from what they have read. Point children's attention to Syms being able to recognise Farthing's body language. What does the lizard do when there is danger? Literacy: <u>LO: To use a range of topic specific vocabulary in a piece of descriptive writing.</u> https://www.bbc.co.uk/iplayer/episode/p048sflc/planet-earth-ii-1-islands Share a selection of images of the landscape of the Galapagos Island. Learners to write a burst of descriptive writing for each. Challenge learners to use a range of descriptive phrases.	Y6AM **<u>LO: to collect and analyse data to answer a question</u>** Learners to rotate through the activity carousel in response the questions: Does the person with the largest feet have the longest stride? Does the tallest person jump the furthest?	**PPA Art** **LO: to comment on the work of other artists** Look at the work of the artists Audubon and Mike Godwin and their sketches of birds. Which is their favourite piece and why? What do they think about the colours that have been used? Which style of art do they prefer and why? Learners to glue artwork into their sketch books and annotate in a scrapbook style.

Description of Learning.	LLC PS3 WM4 I can use my knowledge of writing styles and the features of different literary genres to create my own work	WM3 PS3: I can estimate and measure length using appropriate standard units. WM4 PS3: I can find and use the mean of a simple set of data to explain how the statistics do, or do not, support an argument. I can recognise how anomalies affect the mean	EA PS3 WM1 I can explore and describe how artists and creative work communicate mood, feelings and ideas and the impact they have on an audience
Cross Curricular Skills LNF/DCF	I can use language appropriate to writing, including standard forms, e.g. nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses.	I can collect relevant data to answer posed questions I can draw conclusions from data	