



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

SWIMMING WEEK TWO

Summer	Week beginning: 27.06.22	Year Group: 6	Class Teacher: Miss Turner & Mr Jarvis
	Literacy/Topic	Maths	Topic
<p>Dydd Llun</p> <p>Monday</p>	<p><b>Whole Class Guided Reading:</b></p> <p><b><u>LO: To identify the features of a balanced argument.</u></b></p> <p>Read ‘Should children wear school uniform?’</p> <p>Pupils to read and summarise the points raised verbally. Pupils to then note down the arguments in their Think Jotters.</p> <p>Revise Conjunctions work from last week. Can pupils recognise ‘Additive, Casual and Contrasting Conjunctions’?</p> <p>Do they notice any more conjunctions that they are familiar with? (Time connectives)</p> <p>Introduce Explanatory Conjunctions using examples. Highlight these in text.</p> <p>Point to structural features e.g. Introduction and conclusion.</p> <p>Discuss purpose (to present both sides of the argument) and tone (impartial)</p> <p>Pupils to create a Writer’s Toolkit in their English books.</p>	<p>Rubicon Dance Workshops</p> <p>Y6DJ 9:15 - 10:15</p> <p>Y6RT 10:30 - 11:30</p>	<p><b>SWIMMING</b></p> <p><b>Lunch 11:30.</b></p> <p><b>Leave Sully at 12:30</b></p> <p><b>Swimming 13:15-14:00</b></p> <p><b>Return to Sully 14:30</b></p>

Description of Learning	<p>LLC PS3 WM2 I can read empathetically to identify different people's viewpoints on various subjects</p> <p>LLC PS3 WM2 I can listen empathetically to different people's viewpoints on various subjects</p> <p>LLC PS3 WM3 I can respond to others' points of view, seeking clarity, structuring arguments, summarising and explaining what I have heard, read or seen.</p> <p>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</p>		
Cross Curricular Skills LNF/DCF			
Dydd Mawrth  Tuesday	<p><b>Guided Reading:</b> <u>LO: To respond to a podcast episode</u> Listen to a podcast and discuss 'Reader Responses' <a href="https://www.abc.net.au/radio/programs/shortandcurly/episodes">https://www.abc.net.au/radio/programs/shortandcurly/episodes</a></p> <p>What did they enjoy? What observations did they make? Can they summarise the main points to a partner? How would they describe the tone and style of the pod?</p> <p><b>DJ (Support): LO: <u>To find equivalent fractions</u></b></p> <ul style="list-style-type: none"> <li>● Show the fractions on Screen 6.27.1b. Which fractions are equivalent to one quarter? Ask children to list them on their whiteboards. What is special about the relationship between the numerator and the denominator in each? Agree that the numerator is 1/4 of the denominator (or the denominator is four times the numerator).</li> <li>● Ask children to work in pairs to write at least three other fractions on their whiteboards which are equivalent to 1/4. They swap with another pair who check them.</li> </ul> <p>Task: Differentiated Worksheets in Resources.</p> <p><b>DJ (HA): <u>To simplify fractions using common factors</u></b></p>		

	<p>Revise methods for simplifying fractions.</p> <p><u>Short task</u> Children work in pairs to roll a 1–9 dice twice and use the digits to make a fraction less than 1. If possible, they simplify the fraction and record both fractions. See how many fractions they can simplify in three minutes. Ask pairs to swap with another pair to check their simplified fractions.</p> <p>Task: Mastery Checkpoint</p> <p>RT to find fractions of an amount Go through how to use the bar method to find a fraction of an amount. <a href="https://vimeo.com/480708541">https://vimeo.com/480708541</a></p> <p><i>Children select apt. word level problem.</i> 1-2 digit 2- 3 digit 3 - 3 digit and 2 step problem Children complete marking and reflection with traffic lights. T-Explain your reasoning (White Rose Question)</p>		
Description of Learning	<p>M&amp;N PS3 WM1 I can demonstrate my understanding that non-integer quantities can be represented using fractions (including fractions greater than 1), decimals and percentages</p> <p>M&amp;N PS3 WM1 I can use a range of representations to extend my understanding of the number system to include negative values, decimals and fractions</p>		
Cross Curricular Skills LNF/DCF	<p><i>LNF I can simplify a calculation by using fractions in their simplest terms.</i> <i>LNF I can use and interpret different representations of fractions, e.g. mixed numbers and improper fractions.</i></p>		
Dydd Mercher Wednesday	<p>Whole Class Guided Reading.</p> <p><u>LO: To recognise the features of a balanced argument</u></p> <p>Authentic example:</p>	<p>TOPIC - <u>LO: To use the results of a survey to plan a website.</u></p> <p>Learners to evaluate the results of their survey. What did they notice? What were the main concerns?</p>	

	<p><a href="https://blog.pearsoninternationalschools.com/should-homework-be-banned-the-big-debate/">https://blog.pearsoninternationalschools.com/should-homework-be-banned-the-big-debate/</a></p> <p><u>LO: To use time connectives and explanatory conjunctions to structure my writing.</u></p> <p>Revisit the balanced argument WAGOLL.</p> <p>Give pupils some examples of time conjunctions and explanatory conjunctions. Include 'Additive, Causal and Contrasting'.</p> <p>Can pupils think of a way to remember what each one is?</p> <p>Pupils to work at sentence level structuring the content from their balanced argument work in Topic to inform writing.</p> <p>Extension Task: Pupils to create a learning aid e.g. a poster or short video explaining how to use each conjunction.</p>	<p>What decisions have they made for their website?</p> <p>Pupils to then carry out a review of the following pages:  <a href="https://www.place2be.org.uk/our-services/parents-and-carers/getting-ready-to-start-secondary-or-high-school/">https://www.place2be.org.uk/our-services/parents-and-carers/getting-ready-to-start-secondary-or-high-school/</a>  <a href="https://happymaps.co.uk/self-help-under-14s/">https://happymaps.co.uk/self-help-under-14s/</a></p> <p>Pupils to then rate the website and answer the following questions:</p> <p>Ultimately, does this website succeed in addressing the concerns raised by their survey?</p> <p>Pupils to record initial thoughts for their own website.</p> <p>Give their website a name  What is the main aim of their website?  What will it include?</p>	
Description of Learning	<p>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.</p>	<p>HWB PS3 WM2 I can anticipate how future events may make me and others feel.</p> <p>HWB PS3 WM2 I can empathise with others.</p> <p>HWB PS3 WM2 I can understand how and why experiences affect me and others.</p>	

<p><b>Cross Curricular Skills LNF/DCF</b></p>	<p><i>LF Listening PS3 I can listen in order to show agreement and disagreement in collaborative discussion and situations.</i></p> <p><i>LF Speaking PS3 I can organise talk so that different audiences in different contexts can follow what is being said, including using formal language.</i></p> <p><i>DCF H&amp;W PS3 I can identify and explain the advantages and disadvantages of digital media and devices, e.g. well-being effects of screen time.</i></p>	<p><i>DCF P PS3 I can explain reasons for layout and content of my own work and the work of others</i></p> <p><i>DCF P PS3 I can ensure my output is appropriate for specific purposes.</i></p> <p><i>DCF P PS3 I can comment on reasons for layout and content</i></p>	
<p>Dydd Iau Thursday</p>	<p><b><u>STANWELL TRANSITION EVENT</u></b></p> <p><b><u>LOWER SCHOOL PRODUCTION OF PETER PAN</u></b></p>		
<p><b>Description of Learning</b></p>			
<p><b>Cross Curricular Skills LNF/DCF</b></p>			
<p>Dydd Gwener Friday</p>	<p><u>Guided Reading LO: To actively listen to a podcast in order to gather information</u></p> <p><a href="https://www.abc.net.au/radio/programs/shortandcurly/episodes">https://www.abc.net.au/radio/programs/shortandcurly/episodes</a></p> <p>Oracy: <u>LO: To speak about a familiar subject using notes</u></p> <p>'Just a Minute' game. Pupils to speak for as long as they can on their chosen debate. Practise in pairs. Then pupils can record themselves using Flipgrid.</p>	<p><u>LO: To use Google Sites to create a homepage for a website</u></p> <p>Flipped learning: <a href="https://www.youtube.com/watch?v=CXfobq3D8dk">https://www.youtube.com/watch?v=CXfobq3D8dk</a></p> <p>CT to lead Pupils through the initial creation of a front page for their Wellbeing Site. Reasoning Activity</p> <p>Learners to use planning from earlier in week to start to build Website using internal hyperlinks.</p>	

	<p><u>LO: To plan and write an introduction and conclusion to a balanced argument</u></p> <p>Revisit work from earlier in the week. Use Kahoot Quiz to assess learning of Conjunctions.</p> <p>Spotlight on the introductory sentences/paragraphs. What features, tone and purpose do they have?</p> <p>Learners to use IWBs to practise writing their introductions.</p> <p>Pupils to Peer Assess each other's writing before redrafting into English books.</p>		
<p><b>Description of Learning.</b></p>	<p>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.</p>	<p>HWB PS3 WM2 I can anticipate how future events may make me and others feel.</p> <p>HWB PS3 WM2 I can empathise with others.</p> <p>HWB PS3 WM2 I can understand how and why experiences affect me and others.</p>	
<p><b>Cross Curricular Skills LNF/DCF</b></p>	<p><i>LF Listening PS3 I can listen in order to show agreement and disagreement in collaborative discussion and situations.</i></p> <p><i>LF Speaking PS3 I can organise talk so that different audiences in different contexts can follow what is being said, including using formal language.</i></p>	<p><i>DCF P PS3 I can explain reasons for layout and content of my own work and the work of others</i></p> <p><i>DCF P PS3 I can ensure my output is appropriate for specific purposes.</i></p> <p><i>DCF P PS3 I can comment on reasons for layout and content</i></p>	

	<i>DCF H&amp;W PS3 I can identify and explain the advantages and disadvantages of digital media and devices, e.g. well-being effects of screen time.</i>		
--	--	--	--