



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

Summer	Week beginning: 04.07.22	Year Group: 6	Class Teacher: Miss Turner & Mr Jarvis
	Literacy	Maths	Topic
<p>Dydd Llun</p> <p>Monday</p>	<p>Whole Class Guided Reading:</p> <p><u>LO: To identify the features of a podcast.</u></p> <p>Pupils to listen to some examples of podcasts.</p> <p>https://www.abc.net.au/radio/programs/shortandcurly/episodes</p> <p>Gather initial responses. What did they enjoy about them? What did they notice about how they were presented?</p> <p>CT to lead discussion on tone, purpose, style, etc.</p> <p>Pupils to work in small groups to create a Success Criteria for a Podcast.</p> <p>LO: To work as part of a group to plan a podcast</p> <p>Pupils will work in a group to plan the structure for their podcast.</p> <p>Monday: CT to support (PP, NB, EJ, LU)</p> <p>Pupils should be able to list what points they will include and how they will meet the Success Criteria.</p>	<p><u>LO: To find missing lengths and angles in shapes</u></p> <p>Y6DJ and Y6RT</p> <p>Goal Free Thinking starter: Show pupils a right-angle triangle with 2 sides measured. Ask them to write everything they can about the triangle. CT to model some responses if pupils do not cover the following: Right angle is 90 degrees All internal angles total 180 degrees. Extend thinking: Can pupils work out the perimeter? Can they work out the area? Fill in one of the missing angles - can pupils now work out the other missing angle?</p> <p>Main teaching: After revising triangles, draw a quadrilateral. CT to model thinking based around the question 'What will the internal angles total?' CT to show that the quadrilateral can be split in 2. What does this tell the pupils?</p> <p>Use a square and a rectangle to prove all angles should add up to 360 degrees.</p> <p>Write up question for working wall "If all the angles in a quadrilateral add up to 360 degrees, what would they all add up to for a pentagon? A hexagon?" Put Post-its next to WW and encourage responses.</p> <p><u>Independent Activity</u></p>	<p>Y6RT - Italian 1:15pm-2:00pm</p> <p>Inquiry-led Learning</p> <p><u>LO: To plan, carry out and respond to an inquiry</u></p> <p>"Is Fast Fashion worth it?"</p> <p>Pre/Flipped learning: Pupils will have already noted their initial thoughts having watched the following video: https://www.bbc.co.uk/newsround/54240291</p> <p>They will have also researched Fast Fashion for their homework.</p> <p>Start with pupils discussing what they found out with their TP. CT to then draw attention to 'debate sentence starters' before encouraging tables to have a discussion about their views using Talk Tokens, CT to take feedback then ask Pupils to write their Reflections alongside their Initial Thoughts in their Topic Books.</p> <p>CT to share Success Criteria.</p> <p>Resource and reading to be made available.</p> <p>https://www.theguardian.com/teacher-network/2017/apr/06/want-to-teach-ethical-fashion-to-kids-heres-how</p>

		<p><u>LA Supported</u> revising how to calculate perimeter and area, moving onto looking at right angles and using a protractor.:</p> <p>Chilli 1 - Calculate perimeters and missing angles Chilli 2 - Calculate perimeters and missing angles TB3 p.52) Chilli 3 - Calculate perimeters, area and missing angles <u>HA/MAT learners</u> - Compound shapes, area of a circle (using Pi at 3.14), Areas of triangles with missing side lengths to begin.</p>	<p>https://www.huffingtonpost.co.uk/entry/what-primary-school-children-need-to-know-about-fast-fashion_uk_5a2fe693e4b0bad78712701d</p> <p>http://ethicalfashionblog.com/2018/03/19/teaching-resources-ethical-and-sustainable-fashion/</p> <p>https://sustfashwales.org/</p> <p>2:00pm Italian with Signora Pretegiani</p> <p>2:45pm PS3 Assembly</p>
	<p>LLC PS3 WM2 I can listen to, identify and use cues to understand the general meaning and implied ideas</p> <p>LLC PS3 WM2 I can listen and read to build my vocabulary, develop my pronunciation and sentence structures and use these in my own communication.</p> <p>LLC PS3 WM3 I can reflect on the quality of my expression and use a range of strategies to ensure greater clarity in my spoken, written and visual communication</p>	<p>M&N PS3 WM3 I can demonstrate my understanding of angle as a measure of rotation and I can recognise, name and describe types of angles.</p> <p>M&N PS3 WM3 I can use efficient methods for finding the perimeter and area of two-dimensional shapes, understanding how basic formulae are derived.</p>	<p>Inquiry work</p> <p>H PS3 WM1 I can use my experiences, knowledge and beliefs to generate ideas and frame enquiries.</p> <p>H PS3 WM1 I can use appropriate methods to gather information related to my enquiries and I am able to interpret the information obtained in the context of the enquiry question.</p> <p>H PS3 WM1 I can present my findings in a variety of ways, drawing conclusions and making judgements based on the evidence used</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>LF Speaking PS3 I can respond to others' points of view by seeking clarity, summarising and explaining what I have heard, read or seen.</i></p> <p><i>LF Writing PS3 I can explore different ways to plan, draft and present my work appropriately.</i></p>
<p>Dydd Mawrth</p> <p>Tuesday</p>	<p>Guided Reading: <u>LO: To recognise the features of a balanced argument.</u></p> <p>https://blog.pearsoninternationalschools.com/the-big-debate-should-school-uniforms-be-banned/</p> <p>Series of VIPERS Questions whilst reading.</p> <p><u>Independent Activity</u> <u>LO: To draft a balanced argument (Independent Activity for 20 minutes)</u> Pupils to write a first draft of a written balanced argument. Pupils to work in pairs to Peer Assess against Success Criteria. Pupils to then carry out a Self Assessment and give themselves a target for their second draft.</p> <p><i>CT to support once SA groups are working together.</i></p> <p>CT to discuss Peer Assessment and model any misconceptions areas for development.</p> <p>Pupils to complete second draft based on Feedback.</p> <p>Supported Activity <u>LO: To plan and record a podcast episode (CT to support)</u> Revise work from Monday. Pupils to discuss SC and initial plans.</p>	<p><u>LO: To investigate the internal angles of a polygon</u></p> <p>Column addition and subtraction differentiated starter activity.</p> <p>Introduce challenge question from previous day. Share and discuss any responses.</p> <p>What do they remember about the internal angles of a triangle and a square?</p> <p>Share with learners that this is what they will investigate today</p> <p><i>LA groups to work in Project Area.</i> <i>Warm up activity: Match regular polygons to their names.</i></p> <p><i>LA group - Use a protractor to measure and add internal angles of the polygon with LSA. As a group can they work out the rule that tells you?</i></p> <p>Give pupils a sheet with a selection of regular polygons drawn on it.</p> <p>Encourage them to work together to divide the shapes into a number of triangles. Each triangle must dissect the shape - e.g reach from one edge to another.</p> <p>What do they remember about the internal angles of a triangle?</p> <p>CT to gather ideas. Model solution using a square and a pentagon, hexagon. How many triangles did they make?</p> <p>Ensure learners know that these are regular and explain that this means all angles and sides are the same length/size.</p>	<p>Inquiry-Led Learning 1:30pm - 2:15pm <u>LO: To plan, carry out and respond to an inquiry</u></p> <p>TTYP - What is the most interesting thing you have found so far? Share and allow for Magpie-ing. Revisit SC and ask learners to set their own challenging targets for the session.</p> <p>Independent activity: Pupils to continue to carry out inquiry looking for evidence and summarising main arguments. Extension: Can pupils assess the sources they are using? How do they know if the source is trustworthy?</p> <p>PE 2:15pm Y6RT - Outdoor PE see Thursday Y6DJ - Indoor PE <u>LO: To plan a sequence of moves ensuring a smooth transition between each.</u> (equipment - mini-wbs, mats for those who need it, music)</p> <p>Warm up: Walking exercises. Finding space. Eye contact.</p> <p>Mindfulness and meditation. Encourage pupils to sit in a comfortable position and explain what Mindfulness is. CT lead pupils in breathing exercises and model how to focus on your breathing. SA - pupils to rate how well they are able to focus on breathing. Pupils who need help will be paired with those more confident. PA - more confident partners to offer advice on how to successfully focus and allow mind to empty.</p>

	<p>CT to share Oracy Assessment sheet and ask Pupils to discuss and feedback their thoughts, questions, concerns.</p> <p>CT to facilitate small group discussion using ‘talk tokens’ to stimulate ideas. Encourage pupils to use Oracy Assessment to scaffold discussion.</p> <p>CT to support them using a scaffold support. CT will share Success Criteria with pupils and encourage pupils to consider how to meet these points.</p> <ul style="list-style-type: none"> • Pupils will plan and practise an introduction where they introduce the debate via a shared monologue. • Pupils will need to plan the points that they will need to cover. • Pupils will need to plan the use of questions to move the points on. <p>Success Criteria: Oracy Assessment Sheet</p>	<p>Differentiate using polygons with a greater number of sides for HA.</p> <p><u>Independent Task</u></p> <p>Give pupils a table with polygons and headings. Encourage them to work out the rules of the relationship.</p> <p>LA group to use protractor to measure then use repeated addition to find (LSA support) LA (DJ main group) Find number of triangles and calculate total internal angles (use protractor to measure each internal and check using addition) A (AA in DJ) - Find number of triangles and calculate total internal angles (use protractor to measure each internal and calculate by dividing)</p> <p>Extension tasks:</p> <p>All learners to look at relationships apparent on table and try: Can learners describe the rule to find the total of all internal angles in words? MAT group - Can learners show the rule as a formula where ‘n’ is the number of sides? Can learners try for a 20 sides shape (total internal angles AND each internal)</p>	<p>CT to lead pupils through a range of Pilates poses and exercises. CT to display poses on IWB to allow pupils to refer back. AfL throughout - peer modelling, ‘Show Me’, Self Assess.</p> <p>Main activity: In mixed ability pairs (or 3s if needs be). Pupils should decide on an order for 3 poses/exercises. Challenge: Can pupils smoothly transition between moves? Add difficulty levels: suggested number of reps/ hold for a certain numbers of seconds. CT to offer support. Pupils to Peer Assess throughout. Helping each other to perfect moves, etc.</p> <p>Plenary: Pupils to perform routine on repeat whilst one groups tours the room. Using sticky notes - touring party offers 2 stars and a wish and attaches to whiteboard.</p> <p>3:00pm Collective Worship Value of the Month: ‘Justice’ Read Little Leaders story of Martin Luther King Jr. Class discussion based on the question: “Does the rule of law always ensure justice?”</p>
Description of Learning	<p>LLC PS3 WM3 I can reflect on the quality of my expression and use a range of strategies to ensure greater clarity in my spoken, written and visual communication</p> <p>LLC PS3 WM4 I can use my knowledge of writing styles and the features of different literary genres to create my own work</p>	<p>M&N PS3 WM3 I can demonstrate my understanding of angle as a measure of rotation and I can recognise, name and describe types of angles.</p> <p>M&N PS3 WM3 I can use efficient methods for finding the perimeter and area of two-dimensional shapes, understanding how basic formulae are derived.</p>	<p>PE</p> <p>HWB PS3 WM1 I 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>HWB PS3 WM1 I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress</p> <p>Inquiry</p>

			<p>H PS3 WM1 I can present my findings in a variety of ways, drawing conclusions and making judgements based on the evidence used</p> <p>H PS3 WM1 I can understand the difference between facts, opinions and beliefs, and consider how this may affect the importance and usefulness of evidence</p>
Cross Curricular Skills LNF/DCF			
<p>Dydd Mercher</p> <p>Wednesday</p>	<p><u>Guided Reading</u> <u>LO: To reflect on the features of a podcast.</u></p> <p>Pupils to listen to another podcast.</p> <p>https://www.abc.net.au/radio/programs/shortandcurly/episodes</p> <p>Active Listening. Making notes and looking out for key phrases.</p> <p>Then complete summary sheet asking some differentiated questions.</p> <p><u>Independent Activity</u> <u>LO: To draft a balanced argument (Independent Activity for 20 minutes)</u> Pupils to write a first draft of a written balanced argument. Pupils to work in pairs to Peer Assess against Success Criteria. Pupils to then carry out a Self Assessment and give themselves a target for their second draft.</p> <p><i>CT to support once SA groups are working together.</i></p> <p>CT to discuss Peer Assessment and model any misconceptions areas for development.</p>	<p>Maths missions over 2 days. Mission boards to go up in classes?</p> <p><u>LO: To calculate perimeter and area of polygons</u></p> <p>Goal Free Thinking starter: Area and perimeter problem.</p> <p>Introduce Area and Perimeter. Ask Pupils to discuss what they know about these terms. Refer to the working wall. Put ideas on display - encourage pupils to revisit these if needed. Focus on Learning Assets.</p> <p>Start with group work. Concrete materials. newspapers, etc. challenge learners to work in groups to find the area and perimeter of what they have been given.</p> <p>Extend by giving multiples e.g. pages, total area of paper for a class of 30, etc.</p> <p>Carousel of activities: Maths Missions.</p> <p>Area and perimeter Skills station (LSA) LA to start. Calculate area and perimeter. Focus on shapes that will help pupils understand concepts but also give them opportunity to practise addition and subtraction. e.g. missing sides. And simple multiplication.</p> <p>ICT: Minecraft area, perimeter, volume challenge.</p> <p>Creative: Composite shapes. Triangles. Parallelograms.</p> <p>Concrete task: Volume skills station: HA to start. Calculate area, perimeter and volume. Real objects boxes, etc.</p>	<p>RSE 1:30pm - 2:30pm <u>LO: To understand self esteem and how to positively influence it.</u></p> <p>Connect us: Slides 1-2: Play 'How much time, how much money...' Label the classroom with four letters A, B, C, D. Read out the first statement from the 'Time and Money' PowerPoint slides and ask children to go and stand near the letter that best represents how they feel/ think, from the choices given.</p> <p>Tell me or show me Split the class into gender specific groups. Give each group a piece of flip chart. For the boys ask them to draw the 'perfect' man, and for the girls the 'perfect' woman. They have just ten minutes to do this so will need to work quickly and efficiently as a team. Ask them need to label the features that make their person 'perfect' e.g. long glossy hair, a six-pack etc. After the activity display the pictures and ask for comments. Are there any common features? Where do these 'ideas' come from? Would the other group have drawn the same things? Are we being fair and realistic to ourselves if we always try to look perfect? Draw out that comparing ourselves can lead to unhelpful thoughts, unhelpful feelings and unhelpful behaviours.</p>

	<p>Pupils to complete second draft based on Feedback.</p> <p>Supported Activity <u>LO: To plan and record a podcast episode (CT to support)</u> Revise work from Monday. Pupils to discuss SC and initial plans.</p> <p>CT to share Oracy Assessment sheet and ask Pupils to discuss and feedback their thoughts, questions, concerns.</p> <p>CT to facilitate small group discussion using 'talk tokens' to stimulate ideas. Encourage pupils to use Oracy Assessment to scaffold discussion.</p> <p>CT to support them using a scaffold support. CT will share Success Criteria with pupils and encourage pupils to consider how to meet these points.</p> <ul style="list-style-type: none"> ● Pupils will plan and practise an introduction where they introduce the debate via a shared monologue. ● Pupils will need to plan the points that they will need to cover. ● Pupils will need to plan the use of questions to move the points on. <p>Success Criteria: Oracy Assessment Sheet</p>	<p>Outdoor learning: Netball court work. LA - calculate total area of netball court. EXT: each section MA- calculate area of each section (give learners area of goal area for them to subtract) HA - calculate area of each section (give learners formula for goal area) MAT - calculate area of each section including goal area (discuss how they might do this first)</p> <p>Extension for outdoor activity: What area would each player cover. Differentiate by giving different groups the rules, etc.</p>	<p>Activity 1: Where do influences on your Self Esteem come from? Talk about factors being 'internal' and 'external'. Give some examples e.g. internal could be that you are struggling with your mental health; an external could be peer pressure or social media.</p> <p>Pupils complete the mirror template labelling internal factors inside the mirror and external outside.</p> <p>Activity 2: Pupils to think of negative things they tell themselves. These can be personal to them or more general. Pupils to then think of Positive Affirmations to accompany them.</p> <p>You may need to work through an example first. e.g. Negative: 'I am too tall for my age', Positive ideas: 'My Mum is tall and she is happy about it: Others will catch up with me, I'm just growing faster than they are: I am a kind person, that's more important: I'll talk to my Mum about the way I'm feeling.'</p> <p>Art 2:30pm-3:00pm <i>Lesson outside or in hall ideally</i> <u>LO: To make figurative sketches from a live model</u></p> <p>Share a piece of art by Aliza Risenbaum. Ask pupils to discuss the picture in terms of their own response using the key vocabulary displayed on Art Window.</p> <p>CT - To model making a speed sketch of a pupils posing (30 seconds - use timer) Ask pupils to then make a sketch of a volunteer/CT posing. Use Peer Assessment after CT models how to give appropriate feedback.</p> <p><i>(move class outside or to hall if possible)</i> Split class into groups of 3 or 4 and challenge them to make a series of speed sketches in their sketchbooks. Repeat 2 or 3 times (1 minute per rotation)</p>
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			<p>(move back to class) Give pupils A3 paper and ask them to choose 4 or 5 sketches and transpose these onto their page.</p> <p>CT give to VF on composition, proxemics, poses and interactions. Encourage use of Peer Assessment.</p> <p>3:00pm - 3:30pm Story Time - Continue with Brightstorm by Vashti Hardy.</p>
Description of Learning	<p>LLC PS3 WM3 I can reflect on the quality of my expression and use a range of strategies to ensure greater clarity in my spoken, written and visual communication</p> <p>LLC PS3 WM4 I can use my knowledge of writing styles and the features of different literary genres to create my own work</p>	<p>M&N PS3 WM3 I can use efficient methods for finding the perimeter and area of two-dimensional shapes, understanding how basic formulae are derived.</p>	<p>RSE</p> <p>HWB PS3 WM2 I can recognise the benefits of being able to focus attention on my perceptions and thoughts and know that I am developing my self-awareness</p> <p>HWB PS3 WM2 I can reflect on the way that past events and experiences have affected my thoughts, feelings and actions.</p> <p>Art</p> <p>EA PS3 WM1 I can explore the effects that a range of creative techniques, materials, processes, resources, tools and technologies have on my own and others' creative work. *</p> <p>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</p>
Cross Curricular Skills LNF/DCF			<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>LF Speaking PS3 I can respond to others' points of view by seeking clarity, summarising and explaining what I have heard, read or seen.</i></p>

<p>Dydd Iau</p> <p>Thursday</p>	<p><u>Guided Reading 9:15-9:30</u></p> <p>https://www.bbc.co.uk/newsround/51146231</p> <p><u>Independent Activity</u> <u>LO: To draft a balanced argument (Independent Activity for 20 minutes)</u> Pupils to write a first draft of a written balanced argument. Pupils to work in pairs to Peer Assess against Success Criteria. Pupils to then carry out a Self Assessment and give themselves a target for their second draft.</p> <p><i>CT to support once SA groups are working together.</i></p> <p>CT to discuss Peer Assessment and model any misconceptions areas for development.</p> <p>Pupils to complete second draft based on Feedback.</p> <p>Supported Activity <u>LO: To plan and record a podcast episode (CT to support)</u> Revise work from Monday. Pupils to discuss SC and initial plans.</p> <p>CT to share Oracy Assessment sheet and ask Pupils to discuss and feedback their thoughts, questions, concerns.</p> <p>CT to facilitate small group discussion using 'talk tokens' to stimulate ideas. Encourage pupils to use Oracy Assessment to scaffold discussion.</p> <p>CT to support them using a scaffold support. CT will share Success Criteria with pupils and</p>	<p><u>LO: To explore the relationship between the perimeter and area of squares and rectangles.</u></p> <p><u>Farmers field investigation.</u></p> <p>Revise perimeter and area via working wall and differentiated starter problems.</p> <p>Warm up: give learner a number of lolly sticks/pencils. Ask them to make: A square and give its perimeter in pencils/lollysticks. A rectangle with a perimeter of 10 pencils. A rectangle with an area of 30 pencils 2</p> <p>Discuss how rearranging the dimensions of a rectangle but keeping the perimeter the same can affect the area.</p> <p>Challenge learners to give some more examples.</p> <p>Main activity: Introduce the Farmer's Field problem.</p> <p>Introduce the cost of the fence per metre, and the cost of the turf per metre squared.</p> <p>Model mapping one paddock on IWB. Pupils work in pairs (small groups) to map paddock two. AfL to assess focus group members. Pupils to work independently or in pairs to complete problem.</p> <p><u>The team with the cheapest farm wins.</u></p>	<p>PE 9:30am - 10:30am Y6RT - Indoor (see Tuesday) Y6DJ - Outdoor</p> <p><u>LO: To practise a range of events and reflect on my performance</u></p> <p>Warm up: Stretching led by pupils. Running activities (red light, green light), zombie tag.</p> <p>Set up a carousel of activities to allow pupils to select the events that they wish to compete in during sports days.</p> <p>Events to be set up: Sprint. Long distance. Throwing. Long jump.</p> <p>CT to move around carousel assessing performance and modelling technique.</p> <p>Model Self and Peer Assessment for pupils to use when practising.</p>
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	<p>encourage pupils to consider how to meet these points.</p> <ul style="list-style-type: none"> • Pupils will plan and practise an introduction where they introduce the debate via a shared monologue. • Pupils will need to plan the points that they will need to cover. • Pupils will need to plan the use of questions to move the points on. <p>Success Criteria: Oracy Assessment Sheet</p>		
Description of Learning	<p>LLC PS3 WM3 I can reflect on the quality of my expression and use a range of strategies to ensure greater clarity in my spoken, written and visual communication</p> <p>LLC PS3 WM4 I can use my knowledge of writing styles and the features of different literary genres to create my own work</p>	<p>M&N PS3 WM3 I can use efficient methods for finding the perimeter and area of two-dimensional shapes, understanding how basic formulae are derived.</p>	<p>PE</p> <p>HWB PS3 WM1 I 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>HWB PS3 WM1 I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress</p>
Cross Curricular Skills LNF/DCF			
<p>Dydd Gwener</p> <p>Friday</p>	<p><u>LO: To evaluate and compare oral and written work</u></p> <p>Pupils to listen back to podcasts and assessment work against Oracy Assessment. Pupils to Evaluate podcast episode.</p> <p>Reader responses: What did they like about their podcast? What parts were they most proud of? What would they improve if they could do it again?</p>	<p><u>LO: To read and tell the time using analogue, digital and 24-hour clocks, converting times between the three</u></p> <p><u>Starter</u> Show the calculations on Screen 6.28.4a Explain to the class that they will do these mentally.</p> <p>Explain to the class that we will be revising telling the time and solving problems involving time. First ask the class, How many months are in a year? Days in a month? Days in a week? Weeks in a year? Weeks in a month? Hours in a day? Minutes in an hour? Etc.</p>	<p>PS3 SPORTS DAY</p>

	<p>Pupils to read Oracy Assessment within their groups and discuss which areas they covered, and which they weren't able to.</p> <p>Activity 2:</p> <p>Pupils to Self Assess extended writing. Pupils to Evaluate extended writing.</p>	<p>Short task</p> <p>Ask children to calculate how many hours there are in half a week. How many days and weeks are in two and a half months? How many minutes do we get for playtime if we go out at twenty-five past twelve and come in at ten past one?</p> <p>How many minutes do we get for playtime from twenty-five past twelve to ten past one? Remind children they should always count up using Frog to calculate time intervals. Frog starts on 12:25 and hops 35 minutes to 1:00 pm and then hops another 10 minutes to 1:10 pm, giving a total of $35 + 10 = 45$ minutes.</p> <p>Ask children to remind you how the 24-hour clock works. Discuss briefly how we have am and pm times so 1:00 am is in the middle of the night, an hour past midnight but 1:00 pm is in the afternoon. Using the 24-hour clock, 1:00 am is 01:00, 1:00 pm becomes 13:00, and 2 pm is 14:00, etc. We add 12 to the pm times to get the 24-hour clock times. Remind children they really need to know this as 24-hour times are used a lot in timetables and in many clock displays in real life.</p> <p>Show Screen 6.28.4b with part of a bus timetable. Ask children to look at it and explain it. Point out that it shows bus times for a bus route that starts at Greentown and ends at Hammerford</p> <p>Independent activity: Chilli 1: Y6 TB3 p58 Chilli 2: Y6 TB3 p59 Chilli 3: Y6 TB3 p60</p>	
<p>Description of Learning.</p>	<p>LLC PS3 WM3 I can reflect on the quality of my expression and use a range of strategies to ensure greater clarity in my spoken, written and visual communication</p>	<p>See above</p>	

Cross Curricular Skills LNF/DCF			
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