

OLC WEEKLY LEARNING PLAN




Message from the teachers:

Hello Year 6 and welcome to your learning for the coming week.
 In English we begin our learning journey with a brilliant book called 'The Lost Happy Endings' where we will be writing our own fairy tale.
 This half term we will also be exploring creation in Re, properties and materials in science and 'slums in geography. We are sure that you will enjoy everything we have to come and we're really looking forward joining you on your learning journey this year.
 Mr Brennan and Miss Chick 😊

This Weekly Learning Plan shares the learning that will be taking place this week.

Teachers:	Mr Brennan Miss Chick	Year:	Year 6	Date:	18.09.2023
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 RE	LO:	LO: To create a gift tree filled with our personal gifts and talents and discuss how we will use them for good.	LO:	LO: To explore how best to use our God given gifts and talents.	LO:
		<h3>Activity</h3> <p>Children to identify their own gifts and talents. In what ways have these grown and developed since Nursery or Reception? What can they do now that they could not do some time ago?</p> <p>Revisit the stories of</p>		<h3>Activity</h3> <p>Children to think about being in Year 6 and what they can do now to show to others that they are using their gifts and talents.</p> <p>Children to write a poem in pairs addressed to God the Creator about using their gifts and talents in the</p>	

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		<p>creation from the Old Testament. What do they tell us about the roles and responsibilities of human beings in the world? What is God asking his people to do?</p> <p>Explore with the children the ideas that talents and gifts are not to lie dormant. They are to be used actively for the good of others.</p> <p>Explore with the children that to show respect to Gods creation we must make sure that we use our gifts and talents for good and to the best of our ability.</p> <p>Create a gift tree decorated with fruit with each piece of fruit representing a gift or a talent that you have and how you will use that talent to advance yourself and spread the word of the Lord.</p>		<p>service of other people.</p> <p>Create some real-life scenarios with the children to consider where they can use their gifts and talents in the service of other people and record them in their books.</p>	
	LO:	LO:	LO:	LO:	LO:

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Maths



English

LO: To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader and to make predictions based on the text.

Children arrive into class to discover a night sky with random phrases (written in gold pen) from the text tumbling down from a tree's branches. There is also a washing line with some clothes pegged on including a pair of 6-fingered gloves and a small scroll hanging off one of the branches with the note, also written in gold:

Talk to the hand:

Who is Jub?

LO: To use collective and abstract nouns to create an image.

Revisit page two and the phrase, jackpot of sparks and elicit that this is a noun phrase comprised of a collective noun and a common noun.
Display a related phrase: branches of solidarity
Elicit that this is a combination of a common noun paired with an abstract noun.
Lucky dip descriptions: Provide the children with a range of common nouns related to the text e.g. bag, branch, tree, owl, Endings on green cards (letting green symbolise nouns, tones of green differing

LO: To alter the mood of a piece of writing through careful vocabulary choices.

Read page 4: One evening... to "Hello, my small dearior." Identify the imagery used in this section. What appears to be about to happen? How has the author built suspense? Change in mood and atmosphere – gone from light-hearted and 'normal' to sinister and foreboding. Read on to the next page where the witch snatches the Happy Endings. As a class, fast-mark the evidence through description, action and dialogue that the witch isn't a very nice person. Colour-code the evidence

LO: To draw inferences on characters' feelings, thoughts and motives and justifying inferences with evidence. To use reported speech accurately and to identify use of the subjunctive.

Before reading on, give small groups of children cards with the names of traditional/fairy tales written on each. Include: Hansel and Gretel, Cinderella, Snow White, Little Red Riding Hood (these are the stories referenced in the text) and some others – will be useful for later on. Ask children to discuss their fairy tale's final scene. Create a news flash/radio report for the children to watch/ hear as a breaking news story – just the headline that Happy Endings were Stolen,

LO: To distinguish between statements of fact and opinion and to identify examples of supposition, impartiality and bias.

Fact, opinion, supposition, impartiality, bias: Provide a range of statements/sentences on cards related to the Happy Endings, Jub being mugged etc. Decide which are fact, opinion, supposition, impartiality or bias. Decide on a definition of each term. Provide groups of children a range of broad - sheet/well-written news paper articles (check for suitability first) and ask them to look for: Fact, opinion, supposition, impartiality and bias: Create a key using 5

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What are/were the Happy Endings?

Who/what is the 'old hag'?

Where is the story set?

What might we discover in the book?

What is implied by the reference to the trees that have stories to tell?

Read aloud the first two pages of the text.

Read page 2 again from Some of the endings to the bottom of the page.

Modelling first, ask pairs to identify the imagery used in this page. Provide each child with a copy of the page, as printed so that they can highlight and annotate so as to give an independent response.

Classify the examples of imagery identified under the headings:

- Simile
- Metaphor
- Personification

noun classes) On dark pink, provide collective nouns e.g. lottery, gaggle, riot, society, and on pale/light pink provide abstract nouns e.g. hope, destiny, desire, love, freedom

Also provide blank cards in each colour for children to record their own nouns.

Allow the children to experiment with the possible combinations at random by pulling out of envelopes like so.

branch of freedom

society of trees

Children to record phrases generated. Ask children to share some ideas, especially ones where children have added their own nouns. Shared writing:

Teacher to scribe some ideas and work into the first stanza of an instant poem following the pattern:

Noun phrase

Noun phrase

Noun phrase

Watching over the Happy Endings

into description, action and dialogue. Elicit that the mood is dark and sinister.

Role on the wall: On whiteboards/ scrap paper, using the evidence found about the witch's character and things that they have inferred, ask the children to note key ideas.

Morphing moods: Now ask the children to completely change - morph - the mood into something light-hearted and entirely different by replacing the description, action and dialogue.

Shared writing: Model writing the first part of a paragraph, morphing the mood into a more light-hearted tone, e.g.:
A kindly woman with a face like the petals of a rose and beautiful loving hands...

They must keep the tense pretty much the same/ ensure that replacements function in the same grammatical way as the original so that the tense and meaning aren't lost. Identify those who need

carnage across the land at bedtime. Tell the children that they are to be reporters and need to gather eye-witness accounts and a police statement.


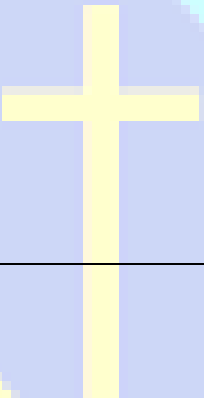

Hot-seating:

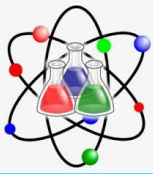
Teacher in role as Jub while children note responses. Provide children with other quotes from parents and children who were asked about that dreadful night and allow them to role-play as reporter and interviewee. Scribe quotes and then model how to record as reported speech.

Now introduce the formal investigation report by Chief Superintendent of the Dream Police, WPC Sandra Talltale. Shared read and text mark, placing emphasis on words, phrases and structures that are indicative of the writing's level of formality. Explore the use of the subjunctive form and the modal and imperative verbs used within this. Note that this is very

different colours of highlighter pen.

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	<ul style="list-style-type: none"> Other <p>Do this on class board and take photo at the end for books. Discuss the impact of the imagery. What kind of mood/atmosphere does it suggest? You could say it is 'playful', 'exhilarating'.</p> <p>Read page three. Why do you think the author – Carol Ann Duffy – chose to include mundane/everyday details on this page? Talk about the use of humour and about normalising something extraordinary before what's to come: lulls the reader into a false sense of security.</p>	<p>Emphasise the need for correct determiners/articles e.g. <i>The tree of desire,</i> <i>A society of owls,</i> <i>An anarchy of sparks,</i> <i>Watching over the Happy Endings</i> Children continue, ensuring accurate use of determiners/articles.</p>	<p>support with tense/other grammatical rules. On page 4 of the book, the author implies something bad is about to happen through her use of imagery. Conclude the session by reading p5- 6 down to ...scattering bitter tears into the cold black night.</p>	<p>factual without emotion, guess work or bias. In preparation for tomorrow, use supported sentences strategy to allow the children to experiment with further examples of the subjunctive form/mood. To do this, take an example from the formal investigation report.</p>	
 <p>Spelling & Handwriting</p>					<p>SPELLING</p>
	<p><u>Science</u></p>	<p>ART</p>	<p><u>Geography:</u></p>	<p><u>Computing:</u></p>	<p><u>PSHE</u> <i>Being a Global Citizen 1</i></p>



Wider Curriculum

Read this week's 'Material Matters' letter (Hamilton) and come up with some ideas as to how you could find the answers and make recommendations.

What does 'insulating' and 'conducting' mean? If you're not sure, spend some time researching these terms.

Take a look at the resources on the Hamilton that will support you in planning this investigation. Make sure you create an enquiry question, a prediction and write your method you would follow.

You can have a go at conducting your experiment and recording your results on the table.

Finally, write your conclusion to this experiment and an evaluation of how you worked scientifically. If you were to do this experiment again what could you do to increase the reliability and validity of your results?

Unit 1 – I Need Space:

Retrofuturism

In this lesson, children will be introduced to the concept of retrofuturism through Soviet propaganda from of a family enjoying a holiday on the moon in 1950s attire.

Children will have to annotate the picture using I wonder questions and simply stating what they see.

SPAG

SPELLING PATHWAYS
LESSON 1 – REVIEW AND
MASTERY

SPELLING GRAFITI

Lesson 2: What are the similarities between Rocinha and Dharavi?

Lesson 1: In this session, pupils discuss the games they play and why they work well. They then plan their own games in pairs and record the algorithm as a storyboard or flowchart. Finally, they gain feedback on their ideas and revise their plans.

Follow the Jigsaw PowerPoint and have a go at listing as many chocolate bars as you can think of. Then using the Jigsaw worksheet, answer the questions in the left-hand column (featured on PowerPoint slide on the Jigsaw Portal). Think about how often you eat chocolate bars and how you would feel if you were not allowed to eat them anymore after today. Do we take it for granted? Take a look at the PowerPoint presentation at where Africa is on a map and look at a country called Ghana that grows a lot of the cocoa beans (which chocolate is made from) which they export to make the world's chocolate products. Go back to the worksheet from earlier and answer the questions again from the point of view of a child from Ghana. Answer

					your final question... How do you feel about chocolate now?
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Daily PE Activity

Real PE Unit 1: Personal Skills - Lesson 1

Homework:					
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Communicating with school

Please direct all queries to the school office email on: office@olc.solihull.sch.uk