

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 Brenn <mark>an</mark> Miss Chi <mark>ck</mark>	Year:	Year 6	Date:	11.09.2023
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
FORTH STANDARD IN CHRIST	LO:	LO: To explore the differences between the stories of creation in the book of Genesis.	LO:	LO: To reflect on the importance and demands of being created in Gods image.	LO:
		 This year, children will learn some important Bible referencing skills. Revise previous learning in from last year about the Bible being a library of books and the basic structure of the Bible. Explain to the children the numbering of chapters and verses and how they can tell which a chapter is and which is a verse. 		TASK 1: • Explain to the children that the stories of creation were written by the Jewish people to express their belief that God had created everything in the world that was good and that human beings were created in God's image and likeness. This is more than a factual account of how	

Provide some examples for the world was made. • the children to find. Explain to the children that • Children to find the two Christians believe that the stories of the creation of Scriptures are the human beings in the Book "inspired" Word of God. • of Genesis. Children to find out the • Compare and contrast meaning of the word "inspired". Have they ever both stories. felt inspired to do Create a table with two columns to record their something? findings. • Explain to the children • Children to write a that God inspired people summary of what the two to write these words to stories tell us about God reveal important truths and what they tell us about about creation. human beings. Consider with the children the order and perfection of creation. What do the words "image and likeness" mean? • Children are to then draw each action of God on each day all the way to day 7 in a story board type piece of art. TASK 2: • Explore with the children the concept of "dignity". If human beings are made in the image and likeness of God, then what does this demand of us? • Consider exploring issues of racism and prejudice, helping children to see that these are

				inappropriate if we are to recognise God's image and likeness in people from all nations and cultures. • Brainstorm with the children opportunities they have to respect and recognise the image and likeness of God in others.	
Maths		Assessments		St. Peters visit	Numbers to 1,000,000
what you sand what the same shows the	LO: To plan dialogue. Introduce speech to the children and why it is used within stories. In twos children go into role to act out the dialogue about a subject of their choice. This could be a small argument, a discussion about friends and family, etc.	LO: To learn the rules of speech and how to write this correctly. Start by watching this video and completing the quiz on the website. How to structure and punctuate direct speech in fiction - BBC Bitesize Next, model how to turn children's creating conversations sheet into speech with children's help.	LO: To plan the structure and content of a build up for a narrative, including dialogue. https://www.literacyshed.com/playmate.html Watch the assessment video. Discuss what has happened. Today, you need to play your own version of the story including dialogue. Your plan needs to include: Opening paragraph- describe the setting and characters.	LO: To write a short narrative including dialogue, punctuated correctly. Recap writing speech and how to write this in the form of an argument. Today you will be writing your short narratives following your plan. Remember the rules of speech! Once finished, edit your work using purple pens. Remember to use a dictionary to check any spelling mistakes.	

	Record these conversations on the 'creating conversation' sheet. Explain how only what is said goes into the speech bubbles (mirroring speech marks).	Task: children should then write their conversations in their books, punctuated correctly.	Build up- What is the toy doing in your story that might be upsetting the boy. Climax- The argument Ending- do they resolve things? Or does your story end on a cliff-hanger?	5	1
Spelling & Handwriting					
Wider Curriculum	Begin this new topic by assessing what you already know about properties of materials from previous learning. Look at the PMI examples (Hamilton) and choose one to focus on e.g. a chocolate door handle. Create a mind map that identifies the positives and negatives of your material. Think about the different properties these materials have and if they would be		Geography- Lesson 1: What is a slum?		PSHE My Year Ahead Show the children a photo of J.K. Rowling and explain who she is. In their Jigsaw Journals children write how they think J.K. Rowling must have felt when her books became a global success. Can they also write two sentences about their own biggest achievement? Following the Jigsaw plan and discuss the facts and questions about J.K.

suitable for the suggested use.

Over the coming weeks you will be employed as an 'advice columnist' for 'Material Matters' (a magazine for all things 'materials' related) and will need to solve readers' materials problems.

Read the letter from the recycling centre (Hamilton) and begin thinking about how you can complete the task they have set you.

You will need a range of household materials to investigate. For each material e.g. a plastic bag, you will need to identify its properties e.g. flexible and waterproof.

Finally, with the materials different properties in mind, you will have decide on what each material could be reused for or recycled into.

Rowling. In talking partners children talk about their own hopes and goals for this year. Then ask them next to discuss if there are any fears or worries that come with these goals. Children then complete two tasks:

- 1. On the spiral template they write any worries they have about the year ahead. Then they cut around the spiral so it opens as a tree hanging.
 - 2. On the flag template they write or draw a hope or dream for the year ahead.



Real PE Unit 1: Personal Skills - Lesson 1

Homework:

Communicating with school

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