Weekly Curriculum Overview

Year Group: 6 Week beginning: 05.10.2026

Every Tuesday, you will see the weekly overview that sets out our learning for the week on the Year Group Noticeboards. This is the work that the children will be doing in school. Please note that Homework will be shared via your child's homework book. Homework will be set on a Friday and will be expected to be completed by the Wednesday of the following week. Please speak to your child's class teacher if you have any further questions about homework.

Reading	**This week's reading focus is:**	**Infer (VIP WORDS)**		
	SESSION 1	**SESSION 2**	**SESSION 3**	**SESSION 4**
	LI: VIP	LI: VIP	LI: VIP	
	Activities: Highlight key words/phrases	Activities: Fiction/Non-ficiton text	Activities: Think like a detective	

SPELLING	**SESSION 1**	**SESSION 2**	**SESSION 3**
	Letter Pattern/ Rule: Words with the suffix '-al'	Letter Pattern/ Rule: Words with the suffix '-al'	Letter Pattern/ Rule: Words with the suffix '-al'
	Target Spelling Word Bank:	Target Spelling Word Bank:	Target Spelling Word Bank:
	Activities: definitions	Activities: split into syllables and dictation	Activities: dictation and in a sentence

English Writing

LINKED TEXT: The Missing

By the end of the week, I want the children to have written a diary from the perspective of a Jewish child

Necessary Prior Learning and Key Vocabulary (for pre-teaching):

family, community, synagogue, school, friendship, celebration, persecution, discrimination, fear, uncertainty, hope.

LEARNING OBJECTIVE	SUCCESS CRITERIA *(What will you be assessing through the lesson?)*	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 1: To explore diaries from WW2 and know the key features	*Identify key features from WWII diary entries* *Use prior learning to make connections to the feelings of the Jewish children*	**Think Back Task- (Recap) - You do**	*Sort out third person and first person cut outs* *Sort out facts and inferences - Purples/Dark greens*
		Introduction - I do	*Introduce the idea of a diary as a historical source and writing form - to inform/entertain* *Explain that diaries allow us to explore events from an individual's perspective.* *Read an age-appropriate extract from a WWII child's diary.* *Think aloud: What makes this feel like a diary rather than a story?* *Model the writer's use of I/me/my, personal thoughts and feelings and events from their own life.* *Explain that diaries can contain both what happened and how the writer responded to what happened and their feelings*
		Modelling and Explanation - I do/We do	*Model annotating a diary extract using a key-features checklist:* *First person: I, me, my, we, our* *Date/day: Establishes when the entry happened* *Chronological order: Events are recorded in the order they happened* *Past tense: Describes events that have already happened - SUFFIX* *Thoughts and feelings: Shows the writer's personal response* *Informal/personal voice: Sounds like the writer is talking about their own experiences* *Descriptive detail: Helps the reader imagine the experience*

			Historical detail: Includes accurate details about WWII *Reflection: The writer may explain what they think or hope will happen next*
		Guided Practice - We do- You do	*Give pupils a short diary extract – Anne Frank example* *In pairs, highlight different features using the feature checklist.* *Sort examples into: EVENT / THOUGHT / FEELING / HISTORICAL DETAIL.* *Identify examples of first-person language.* *Find examples of descriptive vocabulary.* *Discuss: How does the diary help us understand the person's experience? - 2 pieces of evidence*

Adaptations to Independent Writing- You do- We do		
SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH ***What is the expected outcome/ what resources will be needed?*** **(INCLUDE NAMED CHILDREN)**		**Core Task**
SUPPORT	**GDS CHALLENGE**	*Explore a WWII diary extract and annotate it to identify its key features and key historical facts.* *Identifying diary features and discussing how writers convey thoughts and feelings with sensitivity and accuracy.*
Sentence stems Shorter diary extract Focus on diary features only – CT to lead feelings retrieval through think aloud/inferring	Which features make the diary feel personal and believable? Explain how this affects the reader.	

Hinge Point Question	*Which sentence is most appropriate for a WWII diary? Why? What grammar features can we magpie?* *1: The soldiers marched down the road. Everyone thought this was interesting.* *2: On Tuesday, 3 September 1940, I hurried towards the shelter as the sirens wailed; my hands trembled as I wondered whether our house would still be standing when we returned.* *3: The character was frightened because the author wanted the reader to know she was scared.* *4: People went to shelters because this happened during the war.*
Plenary / Next Steps	*Partner tennis key features of a WWII diary without looking at their checklist.*

LEARNING OBJECTIVE	**SUCCESS CRITERIA** ***(What will you be assessing through the lesson?)***	**LEARNING SEQUENCE** **(INCLUDE ADULT SUPPORT)**	
Day 2: To practice effective Alan Peat sentence structures to use	*To be able to add detail to description*	**Think Back Task- (Recap) - You do**	*Sort De:De sentences from the lesson prior*
		Introduction - I do	*Model using De:De, think aloud why the detail is effective matching the description* *Emphasise the context that these will be helpful for our diary as it is talking about what happened to Jewish child*

in our diary entries	*To be able to match / write closely related ideas that show contrast*	**Modelling and Explanation - I do/We do**	*Introduce Some;Others sentence* *Varies sentence start - shows comparison - gives real life understanding as not all did the same things*
		Guided Practice - We do- You do	*Go through what it is and what it isn't examples* *Model correcting one then WE DO correcting one then YOU DO correcting 2* *Give the Some and semi colon part - partners to complete* *Give Some and no semi colon - individually / partners to come up with their own*

Adaptations to Independent Writing- You do- We do		
SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH ***What is the expected outcome/ what resources will be needed?*** **(INCLUDE NAMED CHILDREN)**		**Core Task**
SUPPORT	**GDS CHALLENGE**	Write effective sentences to use in diary entry from the perspective of a Jewish child in WWII using a variety of AP sentences structures
Provide examples to appropriate pair Write a semi colon and move the cards accordingly	Use all taught AP sentence structures to write a paragraph that can be used for their diary entry	
Hinge Point Question		
Plenary / Next Steps	*Upscale one sentence of their partners - why have you done this?*	

LEARNING OBJECTIVE	**SUCCESS CRITERIA** ***(What will you be assessing through the lesson?)***	**LEARNING SEQUENCE** **(INCLUDE ADULT SUPPORT)**	
Day 3: To write a diary from the perspective of a Jewish child in WWII	*1st person* *Past tense* *Chronological order* *Informal tone* *Emotions/feelings* *Time adverbials* *Variety sentence structures* *Emotive language* *Variety sentence openers* *Alan Peat:* *the more, the more* *DE:DE* *S; O*	**Think Back Task- (Recap) - You do**	*Alan Peat sentences to edit*
		Introduction - I do	*Think aloud identifying key features, how I need to use them in mine* *Model writing the start of a diary emphasising key features, AP sentence - the more the more*
		Modelling and Explanation - I do/We do	*Continue writing, guiding into the emotions, responses from pupils and upscale their response (sentence start/structure)*
		Guided Practice - We do- You do	*Pupils to upscale the next sentence by rephrasing my write to be a De:De sentence*

Adaptations to Independent Writing- You do- We do	
SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH ***What is the expected outcome/ what resources will be needed?*** **(INCLUDE NAMED CHILDREN)**	**Core Task**

		SUPPORT	**GDS CHALLENGE**	*Write a diary entry from the perspective of a Jewish child during WWII.*
		Sentence stems Word bank of feelings WAGOLL structure CT to I DO/WE DO introduction	Use ambitious vocabulary and punctation Use focus AP sentences as well as bank	
		Hinge Point Question	*Which sentence is most appropriate for a diary written by a Jewish child during WWII?* *A. The Jewish child was frightened because the soldiers arrived.* *B. The soldiers arrived at the house and the child was scared.* *C. As the soldiers approached our home, my stomach tightened with fear; I desperately wanted to disappear.* *D. Soldiers arrived. They told the family to leave.*	
		Plenary / Next Steps	*Proofread work* *Peer reading - give a wish and a start orally to partner*	

Maths

UNIT FOCUS:				
By the end of the week I want the children to have learnt these key mathematical skills: Read and write numbers to 10,000,000, compare and order integers, round any integers				
Key Vocabulary: integers, place value, regroup, negative				
Key Models and Resources needed: Counters				
	Day 1	**Day 2**	**Day 3**	
Learning Objective	**Round any integer**	**Negative Numbers**	**Add and subtract integers**	
Lesson Overview	Pupils will recap their understanding of rounding	Pupils will recap their understanding of **negative**	Pupils will recap and extend their understanding of **adding**	

		numbers to powers of 10 before extending this skill to rounding numbers to the nearest million. They will identify the two nearest multiples of one million, use number lines to locate numbers and determine which multiple they are closest to, and apply the rule that numbers exactly halfway between two multiples are rounded to the greater multiple.	**numbers** from Year 5 and apply this knowledge in **real-life contexts**, such as temperature. They will use horizontal and vertical number lines, including thermometers, to read, compare and order positive and negative numbers. Pupils will practise adding and subtracting across zero and finding the difference between numbers, developing their understanding of intervals involving both positive and negative values.	**and subtracting integers**, including numbers with different numbers of digits. They will use the **formal column method** where appropriate and apply mental calculation strategies using place value. Pupils will also solve **multi-step problems**, selecting efficient methods and operations based on the numbers and context, with concrete resources used to support understanding where exchanges are needed.	
Key Vocabulary		**Round** **Nearest** **Million** **Multiple** **Midpoint** **Halfway** **Estimate**	**Negative number** **Positive number** **Zero** **Temperature** **Thermometer** **Difference** **Interval**	**Integer** **Add** **Subtract** **Exchange** **Place value** **Column method** **Operation**	
Hinge Point Question		Which place value column should you look at to round the number to the nearest ten/hundred/thousand/ten thousand/ hundred thousand/million?	What is the same and what is different about the numbers 2 and –2 (negative two)?	What is the greatest digit you can have in a place value column?	
Adaptations to Independent Activity- You do- We do					
	Core Task	Key Learning Identify the nearest multiples of a given power of 10. Round numbers to the nearest 1,000, 10,000, 100,000 and 1,000,000. Use place value and number lines to decide whether to round up or down. Recognise that the most appropriate level of rounding depends on the context.	Key Learning Read and interpret positive and negative temperatures using a thermometer. Add and subtract using a number line, including movements across zero. Find the difference between positive and negative numbers. Compare temperatures and identify the highest and lowest values.	Key Learning Add and subtract integers using the formal column method. Use place value to ensure digits are correctly aligned. Apply exchanging when necessary.	

		Find the greatest and smallest possible values that round to a given number.	Complete sequences involving positive and negative numbers and identify the pattern.	Decide whether to use a mental strategy or column method depending on the calculation. Find missing digits and solve calculations accurately. Apply addition and subtraction to problem-solving contexts, including finding unknown lengths and perimeters.	
SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH ***What is the expected outcome/ what resources will be needed?***	**SUPPORT**	Pupils will apply their understanding of rounding integers by: Using a number line to decide which multiple a number is closest to. Rounding numbers to the nearest 1,000. Using place value to check whether a number has been represented correctly. Rounding numbers to the nearest 100 and 100,000. Comparing answers and identifying patterns and relationships between numbers when rounding.	Pupils will apply their understanding of negative numbers by: Completing and interpreting number lines involving positive and negative numbers. Comparing temperatures and calculating differences between positive and negative values. Adding and subtracting amounts from positive and negative numbers. Using number lines to solve calculations such as more than and less than. Applying negative numbers to a real-life context by calculating distances above and below sea level.	Key Learning Use arrays to identify the factors of a number. List all the factors of a given number systematically. Identify common factors shared by two numbers. Apply knowledge of factors to different pairs of numbers. Recognise that 1 is a factor of every whole number.	
	GDS CHALLENGE	*Reasoning and Problem Solving* *Find the greatest possible difference between two numbers using rounding rules and the possible ranges of values.* *Use clues about rounding to the nearest 10, 1,000 and 1,000,000 to identify possible numbers.*	Reasoning and Problem Solving Apply knowledge of negative numbers and zero to real-life contexts, such as floors below and above ground. Find multiple solutions to calculations involving positive and negative numbers.	Reasoning and Problem Solving Calculate the difference between pairs of numbers and explain the method used. Use rounding, place value and number properties to identify possible values. Apply knowledge of odd and even numbers and multiples of 5.	

		Apply place value knowledge to match numbers to the correct clues. *Explain and justify answers using mathematical reasoning and precise vocabulary.*	Decide whether mathematical statements are always, sometimes or never true. Use examples to justify and explain reasoning. Identify and describe patterns when counting forwards and backwards in tens.	Use the sum of digits to test whether a number meets given conditions. Explain and justify solutions using clear mathematical reasoning.	

Science	Computing	PSHE
LI: Build a set of traffic lights **Scientific enquiry: Using tables, a variety of graphs, labelled diagrams and models to record observations, measurements, results and findings.** **Scientific knowledge: Applying prior scientific knowledge to solve problems and answer further questions.** **Assessment focus: Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches** **Recap: Recap learning from last week: the children should read 4 statements and choose which statement they think is correct and why:** **"If you add more bulbs to a circuit, each bulb will be brighter."** **"If you add more bulbs to a circuit, each bulb will be dimmer."** **"If you add more bulbs to a circuit, the voltage will be higher."**	**LI: To create comparative bar charts using graphing software.** **Assessment focus:** **I can give examples of the advantages of using graphing software compared to traditional methods.** **I can create comparative bar charts using graphing software.** **I can use export and import functionality of software to combine graphs within one file.** **Recap: What is meant by data?** **Introduction:** Use the teaching slides to explore 'Benefits of representing data in graphs' and 'dual bar charts'. **Activity: Set 2Do – creating a dual bar chart.**	**LI: Being a global citizen 2** **Assessment focus: understand that my actions affect other people locally and globally** **understand my own wants and needs and am able to compare these with children in different communities.** **Key Vocabulary: Goals** Wants Needs Maslow Empathy Comparison Opportunities Education

"If you add more bulbs to a circuit, the voltage will be lower." **Discuss any misconceptions the children may have - the voltage will not change.** **Introduction:** The children will learn how traffic lights are central to road safety as they control the flow of traffic and allow pedestrians to cross the road. Explore what each colour of traffic light means. The children will learn that timers provide a signal to change the colour of the traffic lights. Use this as an opportunity to discuss electricity in our everyday lives. Ask the children to link their knowledge of circuits to how a traffic light might work. Prompt them by reminding them about what switches can do and how a switch might illuminate a bulb or not. Get the children to think about how they could get only one bulb within a circuit to illuminate. Recap previous learning from Years 4 and 5 to discuss possible materials that are electrical conductors and could be used to create a switch. **Activity:** The children will design and build a circuit that models traffic lights and includes a switch. Using the handout, they should firstly design their circuit. Alternatively, the children can draw this on a whiteboard or in their exercise books. Allow the children to be creative and design their circuit themselves.		**Introduction:** Using the slides to enable the children to understand the difference between wants and needs and recognise that having their basic needs met, such as safety, belonging and self-esteem, can affect their ability to learn. They will develop empathy by considering that other children may have different needs and experiences. **Activity:** **Maslow's triangle - children to highlight which needs of the Ghanaian children are not being met.**
History	**DT**	**Religious Education**
LI: To investigate evacuation experiences using oral and printed records. **Assessment focus:** **I can make deductions about evacuation from different sources.** **I can compare the different experiences children had.** **I can evaluate the reliability of sources when answering a specific question.**	**LI:** To make a stable base **Assessment focus:** **I can accurately cut and assemble a net.** **I can decorate the base and ensure a high-quality finish.** **I can ensure that the sides of the base are aligned when glued.** **I can use tabs to secure the pieces of the net in place.**	**LI: To identify similarities between Christian teachings and cultural practices around the world.** **Assessment focus:** **I can explain how some Christian teachings can link to beliefs and practices.** **I can reflect on how these ideas connect people and communities.** **I can give an example of how a Christian commandment can been interpreted.**

Recap: **Put the children in pairs and ask them to think of five things they can recall about the Blitz. Ask them to tell their partner and then give them a high five.** **Introduction:** Use the slides and the photographs, posters and newspaper sources to introduce evacuation and encourage children to question how reliable these sources are. Children then learn about Kitty Baxter's personal experience before analysing a range of sources in groups, considering evacuees' feelings, treatment, whether experiences were positive or negative, and the reliability of each source. The lesson ends with a class discussion about why evacuation experiences differed and what the sources reveal about what evacuation was really like. **Activity:** **Put the children in groups of four and hand each group the Activity: Evacuation experiences showing eight different sources.** **Explain that each child in the group will choose two sources and write what they notice about:** **The feelings of the evacuee(s).** **How the evacuee(s) were treated.** **Whether the source suggests a positive or negative experience.** **How reliable the source is for learning about evacuation experiences.** **The children should annotate around the sources.** **Give the children some time to share their ideas with their group. Then, gather the class and discuss:**	**Recap:** **Allow the children to write down what they recall from the previous lesson and then take feedback on any key points.?** **Introduction:** Give each child their design sheets created in Lesson 2: Game plan and explain to them that they will make the bases for their games today. Show the children the range of net templates and ask them to identify which net they need to create the shape for their base. Model how to create one of the nets: Cut out the net carefully and stress the importance of not cutting off the tabs. You may want to encourage your more able children who need a challenge to make their own nets with set squares and rulers rather than using a template. Explain to them that they can decorate their nets before or after they have cut them out but explain that they must decorate before assembling. If they decorate first, they can ensure that their work is neat and goes right up to the lines; however, this may make it more difficult to visualise which side is which. Demonstrate how to crease the fold lines. Assemble the 3D shape without glue to check that it makes the complete shape and has been folded correctly. Explain that if they are happy that the shape has been folded correctly, they can open it up again and then mark with a pencil: where to make holes for the wires in the face that will be the top of the base; where to make holes in each of the two sides, one for the switch and one for the wire going to the handle. Open up the shape again and, using a sharp pencil and a rubber, demonstrate how to pierce holes in the positions marked. (It may be helpful to check whether the holes are large enough by testing them with the components that will be put into these positions.) Explain to them that they will need to decorate if they have not already done so. Show how to apply small glue dots to the tabs and assemble the base, leaving one side unglued so the electronics can be inserted next lesson.	**Recap:** **Explain that the children will revisit key vocabulary from the unit. Display slide 1 of the Presentation: Vocabulary spinner and hand out whiteboards and pens (one each). Click to spin the wheel and read the word aloud. Ask the children to write a definition of the word on their whiteboard.** **Introduction:** The lesson introduces Ubuntu, the idea that "I am because we are," teaching children that people's lives are connected and that kindness, care and helping others are important. Children then explore the similar concept of Umunthu and consider how Ubuntu values connect with Christian teachings about loving and caring for others, recognising that different cultures and beliefs can share similar values. **Activity: Hand each pair a card from the Resource: Mosaic cards. Explain that they will read a quote from people around the world and discuss how Christianity complements the person's culture rather than replaces it.** **Below the quote they should write a sentence to describe how Christianity links with traditional values.**

	Activity: Hand each child either a template printed on card or a template printed on paper and an A4 sheet of card to which they can glue it. (The net needs to be on card to make it sufficiently strong to work as a base.) Explain that the children need to decorate their nets in line with their design criteria and that they should take their time and make bases with a high-quality finish.	
PE Reminder: Earrings and other jewellery are not to be worn in school	PE Coach Reminder: Earrings and other jewellery are not to be worn in school	Music
LI: To develop accuracy when scoring under pressure **Skills being focused on: Feet shoulder width apart. Hold the ball high above your head.** **Warm Up:** Pupils practise shooting consistently while learning to balance and settle before shooting, then apply these skills in a competitive team challenge. They reflect on how pressure can affect their accuracy and adapt their movement through different activities, while also developing teamwork, confidence and leadership through stretches. **Skill Development:** Pupils practise the correct one-handed shooting technique, apply it in 1v1 situations, and then use passing, movement and shooting in small-sided games. They also develop their understanding of **defending, positioning and creating space**, before applying these skills in a 5v5 game.	**LI:** To use the appropriate defensive technique for the situation **Skills being focused on: Move towards the attacker to close down their space. Readjust your angle as the ball moves.** **Warm Up: Pupils work with a partner to practise changing direction, speed and movement while shadowing and attempting to tag each other. They then lead stretches while recalling and discussing defensive techniques and skills.** **Skill Development:** Pupils learn to track and press attackers, close down space, force turnovers and attempt tackles safely. They apply these skills in small-sided attack-versus-defence activities and 3v3 games, developing their ability to defend as a team, make quick decisions and transition effectively from defence to attack.	**LI: To perform a harmony part alongside a melody with breath control and projection.** **Assessment focus: I can sing a harmony part while others sing the melody.** **I can explain and identify harmony when listening to music.** **I can project my voice clearly using good posture.** **Warm Up:** Begin with a whole-class chorus catch-up, encouraging pupils to sing with clear, confident **projection**. Introduce **breath control** and explain how controlled breathing helps singers sustain longer phrases and maintain a strong voice. Lead pupils through breathing exercises, focusing on taking a deep breath, keeping shoulders still and slowly releasing the air. Recap **unison** and **harmony**, explaining that unison is the same notes sung together while harmony involves different notes sung at the same time. **Skill Development:** Pupils practise identifying and singing **harmony** before learning the harmony part of the song. Model effective singing technique, including good posture, an open mouth, careful listening and controlled breathing. Split the class into two groups, with one group singing the **melody** and the other singing the **harmony**. Pupils rehearse the different parts, beginning slowly before increasing the tempo, and then swap roles so everyone has the opportunity to practise both the melody and harmony.