Weekly Curriculum Overview

Year Group: 6 Week beginning: 21.9.2026

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.

	This week's reading focus is:	Background knowledge		
	SESSION 1	**SESSION 2**	**SESSION 3**	**SESSION 4**
Reading	LI: To make predictions	LI: To make predictions		
	Activities: Asking questions	Activities: Making plausible predictions		

	SESSION 1	**SESSION 2**	**SESSION 3**
SPELLING	Letter Pattern/ Rule: long vowel sound /igh/ spelled 'y'	Letter Pattern/ Rule: long vowel sound /igh/ spelled 'y'	Letter Pattern/ Rule: long vowel sound /igh/ spelled 'y'
	Target Spelling Word Bank: rhyme python occupy supply apply identify hyphen multiply hygiene recycle	Target Spelling Word Bank: rhyme python occupy supply apply identify hyphen multiply hygiene recycle	Target Spelling Word Bank: rhyme python occupy supply apply identify hyphen multiply hygiene recycle
	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 setting description

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

Evacuation
Apprehensive
Weary
Unfamiliar
Desolate
Vulnerable
Environment

LEARNING OBJECTIVE	SUCCESS CRITERIA *(What will you be assessing through the lesson?)*	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 1: To understand the perspective of a British child in WWII	*Selecting appropriate vocabulary to describe:* *A child's emotions* *The actions of the people in the picture*	**Think Back Task- (Recap) - You do**	*Partner Tennis - what can you recall from last week's learning about WWII?*
		Introduction - I do	*An evacuee was a person who was moved from an area of danger to a safer place.* ***The girl is holding her suitcase.*** *Think aloud:* *Holding tells me what she is doing, but it doesn't tell me much about how she is doing it.* *Upscale:* ***The girl is clutching her suitcase tightly.*** *Then:* ***The young girl clutched her suitcase tightly, refusing to let go of her few belongings.***
		Modelling and Explanation - I do/We do	***The children are...*** ***clutching*** ***gripping***

			carrying ***clinging*** ***waiting*** ***staring*** ***gazing*** ***boarding*** ***trudging*** ***following*** *Which verb gives us the clearest picture?* *Model thinking aloud:* *The boy **held** his bag.* *The boy **gripped** his bag.* *The boy **clutched** his bag tightly.* *Discuss how each word changes the image.*
		Guided Practice - We do- You do	*The man looked at the girls tag* *The man... who is the man?* *Why does the girl have a tag?* *Is he looking or is her analysing? Inspecting?*

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 **at least 8 precise and upscaled verbs/phrases**.*
Write at least 8 precise and upscaled verbs/phrases. **CT to work with a select the appropriate vocab - why?**	*Write at least 8 precise and upscaled verbs/phrases.* Could the children have felt more than one emotion at the same time?	

Hinge Point Question	***Which sentence shows the strongest understanding of an evacuee's experience?*** ***A:*** *The children were sad because they were going on a train.* ***B:*** *The children were nervous because they were leaving their homes.* ***C:*** *The children may have felt apprehensive and vulnerable because they were being separated from their families and sent to an unfamiliar place for their safety.*
Plenary / Next Steps	***One word that best describes how an evacuee might have felt is...*** ***I know this because...***

<table>
<tr><th>LEARNING OBJECTIVE</th><th>SUCCESS CRITERIA
(What will you be assessing through the lesson?)</th><th colspan="2">LEARNING SEQUENCE
(INCLUDE ADULT SUPPORT)</th></tr>
<tr><td rowspan="5">Day 2:
To write descriptive sentences with varied openers DADWAVERS</td><td rowspan="5">D - Description: Describe the child's appearance, feelings and surroundings.

A - Action: Begin with an -ing action to show what the child is doing.
D - Dialogue: Use dialogue to reveal the child's thoughts or feelings.

Where: Start with a where phrase to describe the setting.

Adverb: Use an appropriate adverb to show how the child feels or acts.

Verb: Begin with a powerful verb to make the scene vivid.

Estimation of time: Use phrases such as "Moments later" or "After a few minutes".

Rhetorical question: Show the child's worries through a question.

Simile: Compare something using "like" or "as".</td><td>Think Back Task- (Recap) - You do</td><td>Display picture of children evacuating, partner tennis emotion words</td></tr>
<tr><td>Introduction - I do</td><td>DADWAVERS recap, variation for sentence starters to ensure out writing is more engaging.

The frightened children stood beside the train, clutching their belongings tightly.

Model thinking aloud on upscaling
The young, weary children stood anxiously beside the enormous steam train, their small suitcases resting heavily at their feet as they prepared for an uncertain journey.</td></tr>
<tr><td>Modelling and Explanation - I do/We do</td><td>A is action word. What are the children doing? Holding their bag, grabbing it, clutching. Model think aloud from holding to clutching as they are frightened, and bag to suitcase to be specific.

Clutching their suitcases, the children waited nervously for what would happen next.</td></tr>
<tr><td>Guided Practice - We do- You do</td><td>Clutching their suitcases, the children waited nervously for what would happen next.

Upscale together to ensure it is higher level... Why are they nervous? What is their body language? How are they waiting?</td></tr>
<tr><td colspan="2">Adaptations to Independent Writing- You do- We do</td></tr>
<tr><td colspan="2">SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH
What is the expected outcome/ what resources will be needed?
(INCLUDE NAMED CHILDREN)</td><td>Core Task</td></tr>
<tr><td>SUPPORT</td><td>GDS CHALLENGE</td><td rowspan="2">Completed DADWAVERS for photo stimuli.

CT to use X example to model upscaling with group.</td></tr>
<tr><td>Completed DADWAVERS for photo stimuli

Given examples to select most appropriate/effective.
Given examples to match to the correct opener.</td><td>Completed DADWAVERS for photo stimuli

Different variation for each letter.</td></tr>
</table>

	Metaphor: *Describe something as though it* ***is*** *something else.*	**Hinge Point Question**	*Why is it important to use precise and powerful vocabulary when describing the evacuated child's perspective?*
		Plenary / Next Steps	*Upscale a partner's sentence by choosing a more ambitious synonym.*

LEARNING OBJECTIVE	**SUCCESS CRITERIA** ***(What will you be assessing through the lesson?)***	**LEARNING SEQUENCE** **(INCLUDE ADULT SUPPORT)**	
Day 3: To write a setting description	*Use a range of DADWAVERS openers rather than repeating the same sentence structure.* *Include precise and ambitious vocabulary.* *Describe the setting through the perspective of an evacuated child.* *Include sensory details to create atmosphere.* *Use show-not-tell to reveal the child's feelings.*	**Think Back Task- (Recap) - You do**	*Display the image of the evacuated children at the train station.* *Ask pupils to choose 3 DADWAVERS openers and orally rehearse a sentence for each.*
		Introduction - I do	*The children arrived in the countryside. They were scared. It was quiet. There were fields everywhere.* ***Does this make you feel as though you are there? Why not?*** *Model improving it:* ***Moments later****, the young, weary evacuee stepped down from the crowded train and stared at the unfamiliar countryside.* ***Where*** *the noisy streets of London had once surrounded him, endless green fields now stretched towards the horizon.* ***Clutching*** *his battered suitcase, he listened anxiously to the eerie silence that surrounded the tiny station. Was this really where he would have to stay?*
		Modelling and Explanation - I do/We do	*Moments later → Estimation of time* *Where... → Where* *Clutching... → Action* *anxiously → Adverb* *eerie → ambitious vocabulary* *Was this...? → Rhetorical question* *battered suitcase → precise description* *eerie silence → atmosphere*
		Guided Practice - We do- You do	*The child stepped off the train and looked around.* *Upscare - TTYP* • *What does the child look like?* • *What could they be carrying?* • *What can they hear?* • *What is different about the countryside?* • *How can we show they are nervous?* • *Can we use one of our vocabulary words?* • *Can we start with a DADWAVERS opener?*
		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 setting description from the perspective of an evacuated child.*
		Write a setting description from the perspective of an evacuated child. *Sentence starters:* ***Moments later,...*** ***Clutching** his/her suitcase,...* ***Beyond the railway station,...*** ***Reluctantly,...*** ***Staring at...*** *Would... ?* *The fields stretched **like**...* *CT to model using a sentence starter/upscaling it.*	*Write a setting description from the perspective of an evacuated child.* *Create a contrast between London and the countryside.* *CT to model showing not telling the contrast example.*	
		Hinge Point Question	***Which piece of writing is more effective, and why?*** ***A:*** *The child was nervous because the countryside was strange.* ***B:*** *Clutching his suitcase tightly, the boy stared at the unfamiliar fields. His fingers trembled. Would he ever see his family again?*	
		Plenary / Next Steps	*Read partners – upscale a sentence of theirs.*	

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 2	IWM Trip	Day 3	Day 4
Learning Objective		Powers of 10		Number line to 10,000,000	Compare and order any integers
Lesson Overview		Children develop their understanding of multiplying and dividing integers by 10, 100 and 1,000 using place value. They recognise how digits change in value between place value columns and understand the connection between repeated multiplication or division by 10 and powers of 10. Place value charts and Gattegno charts support children in visualising these relationships.		Children develop their understanding of number lines to 10,000,000, using millions and familiar partitioning strategies. They locate, label and estimate numbers on partially marked number lines and recognise midpoints such as 3.5 million and 500,000. They practise dividing number lines into 2, 4, 5 and 10 equal parts.	Children compare and order integers up to **10,000,000** using place value. They use different representations to support their understanding and confidently use **<, > and =** alongside precise mathematical language such as "greater than" and "less than".
Key Vocabulary		Divide, equivalent, digit, integer, power of 10		Midpoint, interval, equal parts, partition, estimate	Compare, ascending, descending, <,>,=
Hinge Point Question		How can you tell if a number is a power of 10?		What is the same and what is different about a number line that goes from 0 to 10,000 and a number line that goes from 0 to 10,000,000?	What is different about comparing numbers with the same number of digits and comparing numbers with different numbers of digits?
Adaptations to Independent Activity- You do- We do					
	Core Task	Children accurately multiply and divide integers by 10, 100 and 1,000, using place value knowledge to explain how the value of each digit changes. They can solve and explain related reasoning problems, including repeated multiplication or division by 10.		Children explore number lines up to **10,000,000**, identifying intervals, labelling divisions and locating given numbers. They use **millions, half millions and smaller intervals** to estimate and position numbers accurately, recognising that number lines can be divided into equal parts.	Children compare and order integers up to **10,000,000** using place value. They compare numbers, use **<, > and =**, order numbers in ascending order, and use different representations (numerals, words and calculations) to determine which values are greater or smaller.
SUPPORT AND OPPORTUNITIES	**SUPPORT**	Children can multiply and divide numbers by 10, 100 and 1,000 using a place value		Children can **read and write numbers up to 10,000,000** using place value charts and	Children can **compare numbers using place value charts and visual representations**. They

FOR ACHIEVING GREATER DEPTH ***What is the expected outcome/ what resources will be needed?***		chart or other visual support. They can identify how the value of each digit changes and complete calculations with increasing accuracy.		part-whole models. They can identify the value of each digit and **represent numbers in both numerals and words**, with visual or adult support where needed.	can identify which number is greater or smaller and use **<, > and =** correctly, with support. They can also complete simple missing-digit comparisons, including examples such as **half a million = 500,000**.
	GDS CHALLENGE	Children confidently apply their understanding of multiplying and dividing by 10, 100 and 1,000 to solve multi-step reasoning problems. They explain and justify their methods.		Children confidently use number lines to **reason, justify and solve problems involving numbers up to 10,000,000**. They can **identify and explain errors**, calculate differences between values, and use their understanding of intervals and midpoints to solve unfamiliar problems.	Children can **find and order the six missing 6-digit numbers** using the given digit-sum and repeated-digit constraints, explaining how they know their answers are correct. They can also **identify possible, impossible and required values** in the inequality involving half a million, and **spot and explain the error** in Tiny's comparison using place value.

Science	Computing	PSHE
LI: Investigate what affects the output of a circuit **Scientific enquiry: Carefully following a method and using equipment accurately to carry out a scientific enquiry. The method may be designed by teachers or children themselves.** **Scientific knowledge: Conducting a test that controls all but one variable to answer a scientific question.** **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: Display the components the children will have seen in the unit so far. The children should draw the symbol for each component on their mini whiteboards.**	**LI: To explore how the internet can be used for communication and collaboration, and how to do this safely and respectfully.** **Assessment focus:** **I can identify different ways to communicate online.** **I understand basic rules for respectful online communication.** **I can recognise both the benefits and potential risks of online communication.** **Recap: Which of these are examples of web browsers?** **Introduction:** Use teaching slides to teach about how to communicate online, the different platforms we can use and how to stay safe online. Slides have question prompts,	**LI: Being a global citizen 1** **Assessment focus: I know that there are universal rights for all children but for many children these rights are not met** **I understand my own wants and needs and can compare these with children in different communities** **Key Vocabulary: Goals** Choice Ghana West Africa Cocoa plantation Cocoa pods

As a class, recap the difference between a battery and a cell, and voltage and current. **Introduction:** Rocket Thinking - Teacher Notes: A key question is an open-ended prompt that can facilitate discussion, address misconceptions or give children the opportunity to probe more deeply into a topic. Encourage the children to discuss 'control' in terms of how and when we use electricity, how we make sure we use it safely, and how we can be sustainable in our usage. Some ideas can include: switches, which are one of the most basic ways to control electricity; timers and controllers, which can turn devices on and off at certain times; storage devices such as batteries; protection devices such as circuit breakers and fuses. **Activity:** Ask the children to plan and conduct an open-ended investigation to find out how the number of components in a circuit affects the output. A prediction for each circuit should be made. Ask them to use the handout to write up the experiment, record their results and then write a conclusion based on what they have found. They could test other variables once they have finished.	allow children time to discuss with peers and then cold call to ensure all children are participating in class discussion. **Activity:** Working in small groups you will work collaboratively on a 2Connect file called 'Online Communication. On the concept map write down advantages and disadvantages when communicating or collaborating using: email, instant messaging, video calls, shared documents. All members of the group can work together on the document at the same time. It will save automatically. Instructions for using a shared files are on the next slide.	Rights Community **Introduction:** Using the slides to enable children to work in small groups to discuss their favourite chocolate bars and vote for the class favourite. Discuss the cost and frequency of eating chocolate and consider why chocolate is important to them. Locate Ghana on a map and learn about how cocoa is grown, harvested and processed into chocolate. Explore the experiences of cocoa plantation workers and some children who may have limited access to education. Finish by revisiting children's feelings about chocolate and reflecting on whether we take it for granted. **Activity:** **Immediately after the previous slides give the children a quick True/False Quiz in small teams. Award one point for each correct answer.**
History	**DT**	**Religious Education**
LI: To make inferences about the Blitz using photographs. **Assessment focus:** **I can recall where and when the Blitz happened.** **I can use the details in a photograph to make deductions about the Blitz.** **I can describe the impact of bombing campaigns on people's lives in 1940.** **Recap:** **Discuss the following statement with a partner. Do you agree or disagree with it? Why/why not?**	**LI: To design a steady hand game.** **Assessment focus:** **I can identify and name the components in a steady hand game.** **I can decide on clear design criteria for my game.** **I can design a game and draw it from three different perspectives.** **I can create a design that reflects the design criteria.** **Recap:**	**LI: To explain reasons why traditions can vary within a religion.** **Assessment focus:** **I can recognise traditional practices that some Jewish people observe during Shabbat.** **I can analyse how the features of a country or region can influence the way a Jewish community practises Shabbat.** **I can make links between a traditional Jewish meal and a denomination using what I know about their cultural origin.**

'When learning about experiences in the past, oral histories are more useful than written records.' **Introduction:** Play the link: BBC History: The Blitz. As a class, discuss the questions on the slide. Display slide 1 from the Presentation: Blitz photographs, showing an image of London during the Blitz. Explain to the children they will now use the photo to make deductions about the Blitz. As a class, discuss the questions on the slide. Explain that historians put sources like photographs together to learn more about the events in World War 2. Explain that the children will use photographs to make deductions about the Blitz. Their deductions will help them infer what the Blitz was like for people in Britain. **Activity:** **Organise the children into six groups of five. Provide each group with felt tips or pens of the same colour so they can track their responses across stations.** **Explain that the children will participate in a carousel activity to make deductions from historical photographs. There will be six stations to visit with each station featuring a photograph from the Resource: Photographs stuck onto a large sheet of sugar paper.** **Each group will have a set amount of time (e.g. three minutes) to observe the photograph's details and record their deductions using the questions on slide 2 of the Presentation: Blitz photographs. Click the questions to share vocabulary for support.** **Signal the groups to rotate to the next image once the time is up. Ensure everyone moves in the same direction around the carousel. Repeat the process until each group has worked with all six images.** **Gather the class and explain that taken together, the photographs provide evidence that people had different experiences of the Blitz.** **Conclude the activity with a class discussion, allowing groups to share insights or interesting points from each image. Support the children's thinking using the Resource: Photographs information (one teacher copy).**	**Display the Presentation: Noughts & crosses. Pair the children up and hand out a whiteboard and pen to each pair.** **Introduction:** Using teaching slides, children watch a short demonstration of a buzz-wire game and discuss how they could make a simplified version. They label the components on a differentiated diagram, then explore how the game is assembled and how the circuit works. Discuss the purpose of each component, why the buzzer sounds when the circuit is completed, how the difficulty can be adapted, and who the target audience might be. **Activity:** **Children complete a design sheet, developing criteria for their steady hand game and considering the target audience and level of challenge. They create 3D perspective, side and plan views, showing the base and one continuous piece of shaped wire. Children then design an optional themed backboard to enhance their game. The teacher models expectations and supports children while they develop and communicate their designs.**	**Recap:** **Display slide 1 of the Presentation: Melachot or not? and allow the children to discuss whether they think each activity would be considered melachot (forbidden) or not for practising Jewish people during Shabbat.** **Introduction:** Using the slides, explain that Shabbat is observed from Friday evening to Saturday evening, when many Jewish people follow religious rules and avoid work and certain activities. Watch a video showing an Orthodox Jewish family beginning Shabbat, then discuss the rules they follow, how they spend their time together, and which restrictions may be challenging. Children reflect on how they might adapt their own routines to have a day of rest. Using slides of map of countries, children identify the countries associated with different dishes and discuss how climate, soil and available ingredients influence traditional foods. Explore Friday night Shabbat meals and how Jewish communities' food traditions have developed differently around the world. Revisit the Jewish diaspora and consider how migration, local ingredients and climate influenced Shabbat recipes, comparing foods from central and southern Europe. **Activity:** Children work in groups of three to sort recipe cards, using the ingredients to identify whether each recipe is traditionally Ashkenazi or Sephardi. Review answers together and listen to descriptions of Friday night meals, identifying the traditions represented. Discuss how Jewish communities have diverse traditions shaped by culture, heritage, location and family background, including differences in Shabbat observance and food. **Take feedback and share the answers on slide 2. Emphasise that as they only represent the views of a selection of Jewish people, they cannot represent everyone from traditional and modernised denominations and people from the same denomination may disagree with these views.**

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 move into and create space to support a teammate. **Skills being focused on:** **Keep moving into space. All movement is helpful, even if you don't receive the ball.** **Move into space showing an awareness of your teammates and the defenders.** **Warm Up:** **In pairs, people lead their own dynamic stretches.** **Skill Development:** Children develop their ability to create and use space in netball through passing and movement activities. They practise driving diagonally to receive the ball, using sidesteps and changes of speed and direction to move away from defenders. In small-sided games, pupils focus on passing and then moving to create space for themselves or teammates, while applying netball rules. They finish with a 5v5 cornerball game, using effective movement, passing and space to create scoring opportunities.	**LI: To develop counter balance and counter tension** **Skills being focused on: Move slowly into and out of the balances.** **Use body tension to clear shapes and stable balances** **Warm Up: Children work in pairs on gymnastics mats, practising a range of basic shapes with control and good technique. They travel safely between mats before holding teacher-called shapes for five seconds. Children then learn and repeat a stretching sequence, focusing on listening carefully, body control and quality of movement. Challenge pupils to add their own movement to the end of the sequence.** **Skill Development:** Children explore what makes a high-quality balance, focusing on **body tension, control, clear shapes and holding balances for five seconds**. In pairs, they practise counter-balance and counter tension, developing communication, stability and safe partner work. Children experiment with different partner balances before combining balances with travelling actions and rolls to create a short gymnastics sequence. They perform their sequences and give feedback on how effectively they use balance, transitions and presentation.	**LI: To explore how music can reflect shared feelings and bring people together.** **Assessment focus: I can describe how music can help people feel connected.** **I can explain how musical features (tempo, lyrics, instruments) can create shared feelings.** **I can project my voice when singing.** **Warm Up: Children listen and respond physically to Wavin' Flag, moving freely to the music and freezing in poses to show how it makes them feel. They share and identify emotions and discuss how musical features such as group singing, drums and chants can create different feelings and responses.** **Skill Development:** Children identify and use musical vocabulary including tempo, instruments and lyrics while listening to Wavin' Flag. In groups, they make musical observations and discuss how different features affect mood and emotions, before considering the song's message of hope, freedom and unity. Children learn and sing the chorus together, exploring the melody and reflecting on how group singing and clear voice projection can create a sense of connection and community.