Weekly Curriculum Overview

Year Group: 6 Week beginning: 28.9.2026

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.

Reading	**This week's reading focus is:**	**Visualise**		
	SESSION 1	**SESSION 2**	**SESSION 3**	**SESSION 4**
	LI: To visualise a setting	LI: To visualise a setting	LI: To visualise a scene	
	Activities: Drawing images based on a story being read aloud	Activities: Drawing images around key words based on a story being read aloud	Activities: Write own short scene for a partner to visualise	

SPELLING	**SESSION 1**	**SESSION 2**	**SESSION 3**
	Letter Pattern/ Rule: **Challenge Words 6.3**	Letter Pattern/ Rule: **Challenge Words 6.3**	Letter Pattern/ Rule: **Challenge Words 6.3**
	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.

<table>
<tr><th>LEARNING OBJECTIVE</th><th>SUCCESS CRITERIA
(What will you be assessing through the lesson?)</th><th colspan="3">LEARNING SEQUENCE
(INCLUDE ADULT SUPPORT)</th></tr>
<tr><td rowspan="9">Day 1:
To write a diary</td><td rowspan="9">1st person
Past tense
Chronological order
Informal tone
Emotions/feelings
Time adverbials
Variety sentence structures
Emotive language
Variety sentence openers</td><td>Think Back Task- (Recap) - You do</td><td colspan="2">Introduce cold write</td></tr>
<tr><td>Introduction - I do</td><td colspan="2"></td></tr>
<tr><td>Modelling and Explanation - I do/We do</td><td colspan="2"></td></tr>
<tr><td>Guided Practice - We do- You do</td><td colspan="2"></td></tr>
<tr><td colspan="3">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">To write a diary about their favourite day from the summer holidays.</td></tr>
<tr><td></td><td></td></tr>
<tr><td>Hinge Point Question</td><td colspan="2"></td></tr>
<tr><td>Plenary / Next Steps</td><td colspan="2"></td></tr>
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<tr><td rowspan="6">Day 2:
To understand the perspective of a Jewish child in WWII</td><td rowspan="6">Use sources to make effective inferences</td><td>Think Back Task- (Recap) - You do</td><td colspan="2">What do we already know about life in Britain during WWII? - 2 facts about children 3 facts about adults</td></tr>
<tr><td>Introduction - I do</td><td colspan="2">Explain that when learning about the Holocaust, it is important to remember that Jewish children were children first – they had families, friends, hobbies, favourite subjects, celebrations and hopes for the future.
Show a selection of age-appropriate photographs of Jewish children and families before the Holocaust.

Ask: What can we learn from this photograph? What can we see? What might we wonder?

Explain that Jewish children's experiences were different depending on where they lived and their individual circumstances.</td></tr>
<tr><td>Modelling and Explanation - I do/We do</td><td colspan="2">Introduce a short, age-appropriate testimony from a Jewish child who lived during this period.

Model selecting key vocabulary: family, community, synagogue, school, friendship, celebration, persecution, discrimination, fear, uncertainty, hope.

Emphasise that we should not assume every Jewish child had the same experience.</td></tr>
<tr><td>Guided Practice - We do- You do</td><td colspan="2">In pairs - photo / diary extract - What do I see? What does this tell me? What evidence supports my idea?</td></tr>
<tr><td colspan="3">Adaptations to Independent Writing- You do- We do
- Establish the difference between what we know from evidence and what we are guessing.</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)
- Explain that Jewish children's experiences were different depending on where they lived and their individual circumstances.</td><td>Core Task</td></tr>
<tr><td>SUPPORT</td><td>GDS CHALLENGE</td><td rowspan="2">Explain life for a Jewish child:

Information about their family/community
Their interests or everyday activities
Evidence from the source
How their life was like or different from children's lives today
At least one inference supported by evidence.</td></tr>
<tr><td>Adults led group to analyse one source

The photograph shows… / This suggests… / We can infer… / The testimony tells us…</td><td>Use precise historical vocabulary such as evidence, testimony, persecution, discrimination, community, inference and perspective.

Develop their response using varied sentence structures, including relative clauses,</td></tr>
</table>

			parenthesis, semi-colons and colons where appropriate.	
		Hinge Point Question	*Which statement is best supported by the evidence?* ***A**: All Jewish children had exactly the same experiences during WWII.* ***B**: Jewish children had ordinary lives, families and interests, but their experiences were increasingly affected by Nazi persecution.* ***C**: Jewish children spent all of their time preparing for war.* ***D**: Photographs can tell us exactly what a person was thinking and feeling.*	
		Plenary / Next Steps	***3-2-1 Reflection:*** ***3** things you learned about the life of a Jewish child.* ***2** pieces of evidence that helped you understand their perspective.* ***1** question you still have.*	

LEARNING OBJECTIVE	**SUCCESS CRITERIA** ***(What will you be assessing through the lesson?)***	**LEARNING SEQUENCE** **(INCLUDE ADULT SUPPORT)**	
Day 3 - 4: 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**	*What is a first-person perspective?* *What is the difference between a fact and an inference?*
		Introduction - I do	*Introduce the idea of a diary as a historical source and writing form.* *Explain that diaries allow us to explore events from an individual's perspective.* *Read an age-appropriate extract from a WWII child's diary.* *Ask: What makes this feel like a diary rather than a story?* *Identify 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.*
		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 generally recorded in the order they happened* *Past tense: Describes events that have already happened* *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.* *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?*

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.
Use an image to prompt ideas Oral rehearsal before writing	**Which features make the diary feel personal and believable? Explain how they affect the reader.**	

Hinge Point Question	*Which sentence is most appropriate for a WWII diary?* *A: The soldiers marched down the road. Everyone thought this was interesting.* *B: 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.* *C: The character was frightened because the author wanted the reader to know she was scared.* *D: People went to shelters because this happened during the war.*
Plenary / Next Steps	*Pupils write down 5 key features of a WWII diary without looking at their checklist.*

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 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.	Pupils will recap their understanding of **negative 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.	Pupils will recap and extend their understanding of **adding 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. Find the greatest and smallest possible values that round to a given number.	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. Complete sequences involving positive and negative numbers and identify the pattern.	Key Learning Add and subtract integers using the formal column method. Use place value to ensure digits are correctly aligned. Apply exchanging when necessary. 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.	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.	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.	

		Comparing answers and identifying patterns and relationships between numbers when rounding.	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.		
	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.* *Apply place value knowledge to match numbers to the correct clues.* *Explain and justify answers using mathematical reasoning and precise vocabulary.*	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. 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.	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. 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: Investigate what affects the output of a circuit **Scientific enquiry: Carefully following a method and using equipment accurately to carry out a scientific**	**LI: To explore who is in charge of the internet and how rules and website blocking can affect people, society and online platforms.**	**LI: Being a global citizen 1**

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. 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.	**Assessment focus: I can explain who controls access to the internet and why.** **I understand what censorship is and can give examples.** **I understand how internet rules can help or harm different people.** **Recap: What is the difference between a 'web browser' and a 'search engine'?** **Introduction:** Use the teaching slides to explore 'Who owns the internet?', Internet and Filtering and Internet censorship. **Activity: Do the activity on the presentation 'Filtering or censoring?'**	**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 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?** **'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.**	**LI:** To make a strong and accurate base for a steady-hand game. **Assessment focus: I can accurately cut out and fold a net.** **I can decorate my base to match my game design.** **I can create accurate holes for the electrical components.** **I can assemble my base neatly and securely.** **I can evaluate the quality of my work against my design criteria.** **Recap:** **Display the Presentation: Mind Map and provide each child with a whiteboard and pen.** **Ask pupils to independently recall what they learnt in the previous lesson about their steady-hand game designs.** **Prompt questions:** **What are the key components of our steady-hand game?** **What materials will we need?** **What makes a successful steady-hand game?** **What did we include in our design criteria?** **Why does the base need to be strong?** **What do we need to consider when creating our base?** **Introduction:** Show pupils their designs from the previous lesson and explain that today they will create the base for their steady-hand game. Model how to select the correct net, carefully cut around the outside while keeping the tabs, decorate the net according to their design criteria, crease and fold the lines accurately, and assemble the shape without glue to check it is correct. Demonstrate how to mark and carefully pierce the holes needed for the wires and switch, before showing pupils how to apply small dots of glue to the tabs and assemble the base, leaving one side open so the electrical components can be added in the next lesson. Emphasise the importance of accuracy, neatness, strength and following their design criteria throughout.	**LI: To use scripture and lived experience to discuss why someone may choose to cover their hair.** **Assessment focus: I can identify religious and cultural examples of hair coverings.** **I can explain why someone might choose to cover their hair.** **I can give advice that shows I understand different points of view.** **Recap: Explain that the children will work with a partner to think carefully about the statement and give reasons why it might be true. Display the Presentation: Explain the answer and read the statement aloud. Allow time for paired discussion.** **Introduction:** Discuss the adapted Qur'an extracts with pupils and ask them to consider what the verses might mean and how some Muslims may interpret them. Explain that interpretations and practices can differ, with some Muslim women choosing to wear a hijab or other head covering as an expression of modesty, respect or religious belief, while others may interpret the teachings differently. Introduce different religious head coverings, explaining that people across religions may cover their heads for different reasons and that there is diversity within each religion. **Activity:** Pupils watch the **Hijab and Me** video, with half the class recording reasons given for choosing to wear a head covering and the other half recording reasons for choosing not to. After sharing their findings, pupils respond to the **text message** in their books, using evidence from the lesson to give an informed and respectful response that recognises different perspectives and beliefs.

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).**	**Activity: Pupils use their chosen net template to create the base for their steady-hand game. They carefully cut, decorate and fold the net, ensuring their work follows their design criteria. Pupils then mark and create the required holes for the wires and switch before assembling the base using small amounts of glue. They should check that their base is neat, accurate, secure and stable, while leaving one side open for the electrical components to be added in the next lesson. Pupils who finish early can design and create a themed backboard for their game.**	
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 use defending skills to gain possession **Skills being focused on: Stay in front of your attacker, between them and the ball (ball side)** **Warm Up:** Pupils practise defensive skills, complete different movements around the court, identify court lines, and play a tag game to develop agility and awareness. The session finishes with pupils leading their own stretches while identifying the muscles being stretched.	**LI:** To move into and create space to support a teammate **Skills being focused on: Look to move into that will make it easier for your team to score** **Use a change of speed and a change of direction to lose your defender** **Warm Up:** The lesson focuses on **creating and using space in football**. Pupils practise moving into gaps, dribbling and passing to players making clear runs, while defenders try to regain possession. They learn to **move after passing, change speed and use movement to create space** for themselves and teammates. The session finishes with	**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

Skill Development: The session develops **defensive skills in netball** through ball-side activities, where pupils practise marking, staying between the attacker and goal, and intercepting passes. Pupils then progress to **2v2 games** to apply defensive skills under pressure, before learning and practising **netball positions and court spacing**. The lesson finishes with a **reflection activity**, where pupils discuss what they have learned and what they could improve.	stretches, focusing on maintaining good spacing as a group. **Skill Development:** The lesson develops **passing, movement and receiving skills in football**. Pupils practise passing to different players, moving into space and continuing to move after passing. They then progress to a **defender-based game** and a **4v4 match**, applying their movement, passing and decision-making skills under pressure. The lesson finishes with pupils reflecting on **what they learned, what went well and what they could improve**.	**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.