Weekly Curriculum Overview

Year Group: 6 Week beginning: 12.10.2026

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:**	**Breakdown**		
	SESSION 1	**SESSION 2**	**SESSION 3**	**SESSION 4**
	LI: Breakdown - To identify when a text doesn't make sense	LI: Breakdown - To identify when a text doesn't make sense	LI: Breakdown - To identify when a text doesn't make sense	
	Activities: Identify unknown words	Activities: Identify unknown words and read around to find definitions	Activities: Spot the mistakes	

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: antisocial artificial beneficial crucial facial official racial social special superficial	Target Spelling Word Bank: antisocial artificial beneficial crucial facial official racial social special superficial	Target Spelling Word Bank: antisocial artificial beneficial crucial facial official racial social special superficial
	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="6">Day 1 and 2:
To write a diary from the perspective of a Jewish child in WWII</td><td rowspan="6">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
2 pairs</td><td>Think Back Task- (Recap) - You do</td><td colspan="2">Alan Peat sentences to edit</td></tr>
<tr><td>Introduction - I do</td><td colspan="2">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</td></tr>
<tr><td>Modelling and Explanation - I do/We do</td><td colspan="2">Continue writing, guiding into the emotions, responses from pupils and upscale their response (sentence start/structure)</td></tr>
<tr><td>Guided Practice - We do- You do</td><td colspan="2">Pupils to upscale the next sentence by rephrasing my write to be a De:De sentence</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">Write a diary entry from the perspective of a Jewish child during WWII.</td></tr>
<tr><td>Sentence stems

Word bank of feelings

WAGOLL structure</td><td>Use ambitious vocabulary and punctation

Use focus AP sentences as well as bank</td></tr>
</table>

		CT to I DO/WE DO introduction		
		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*	

LEARNING OBJECTIVE	**SUCCESS CRITERIA** ***(What will you be assessing through the lesson?)***	**LEARNING SEQUENCE** **(INCLUDE ADULT SUPPORT)**	
Day 3: To edit and publish a diary entry	*Identify and correct spelling, punctuation and grammatical errors.* *Improve vocabulary choices to convey emotions and create vivid imagery.* *Check that the diary is written in the first person and past tense, using an informal, personal tone.* *Publish a neat, well-presented final draft that communicates the character's thoughts, feelings and experiences.*	**Think Back Task- (Recap) – You do**	*Edit on boards -* *Punctuation and sentence structure* *i felt terrified as we entered the camp the guards shouted at us and i desperately searched for my mother.*
		Introduction - I do	*Explain that successful writers do not publish their first draft immediately. They reread, edit and improve their writing to ensure that it communicates their intended meaning. - emphasis on upscaling* *Recap the purpose and features of a diary entry:* *First person and past tense.* *Personal thoughts, feelings and reflections.* *Chronological order and time adverbials.* *Emotive language and ambitious vocabulary.* *A range of sentence structures and Year 6 punctuation.*
		Modelling and Explanation - I do/We do	*Model improving a sentence:* *Original: I was scared when the guards came towards us.* *Improved: Terrified by the guards' approaching footsteps, I clutched my sister's hand, desperately hoping that neither of us would be noticed.* *Model an Alan Peat sentence:* *The more the guards shouted, the more desperately I wished to disappear.* *Explain how the improved versions convey emotion through the character's actions and thoughts rather than simply naming the emotion.*
		Guided Practice - We do- You do	*Provide pupils with a short, deliberately imperfect diary extract. Work together to identify errors and suggest improvements.* ***Could a more precise verb replace a basic verb?*** ***Have I shown the character's emotions through actions, thoughts or physical reactions?***

			Could I use a semi-colon, colon or dash accurately? *Have I included varied sentence openers and sentence lengths?* *Does the writing sound like a personal diary?*	
		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**	Pupils reread their own diary entries from the previous lesson and edit them independently, using the success criteria as a checklist. Remind pupils that publishing is not simply copying they must ensure that all agreed corrections and improvements are included in the final version.
		Provide an editing checklist with visual prompts. Highlight specific lines or paragraphs for pupils to review rather than identifying every error. Use a word bank of emotive vocabulary, precise verbs and time adverbials. Provide sentence stems, such as "I desperately hoped that…", "Although I felt…, I…" and "The more…, the more…". Allow pupils to work with an adult to correct errors before attempting independent improvements.	Independently evaluate the impact of their language choices and refine vocabulary to convey subtle emotions. Vary sentence structures deliberately, controlling sentence length and pace to reflect fear, uncertainty or hope. Use semi-colons, colons, dashes and parenthesis accurately and purposefully. Eliminate repetition and refine cohesion between paragraphs.	
		Hinge Point Question	*Which sentence demonstrates the most effective editing and why?* *A. I was scared and I ran away from the guards.* *B. Scared, I ran away from the guards.* *C. Overwhelmed by terror, I stumbled backwards, my heart hammering as I desperately searched for somewhere to hide.*	
		Plenary / Next Steps	*Pupils complete an exit reflection:* *One correction I made was…* *One improvement I am proud of is…* *One feature I used effectively was…*	

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<tr><td rowspan="6">Day 4:

To organise points into for and against 'If Jews should have left Germany during WWII'</td><td rowspan="6">Identify arguments that could be used to support or oppose leaving Germany.

Organise relevant points into a clear for-and-against table.

Explain and develop ideas using evidence and historical context.

Use formal, persuasive language and causal conjunctions to justify viewpoints.

Recognise that Jewish families faced extremely difficult choices, with limited safe options available.</td><td>Think Back Task- (Recap) - You do</td><td>Display key words linked to the historical context: persecution, discrimination, Nazi regime, restrictions, emigration, family, safety.

Pupils independently match each word to its definition and write a sentence explaining one way Jewish people's lives changed under Nazi rule.</td></tr>
<tr><td>Introduction - I do</td><td>Explain that, following the Nazis' rise to power in 1933, Jewish people in Germany faced increasing discrimination, exclusion and persecution. Some families considered leaving Germany, but emigration was difficult and often depended on money, paperwork, available destinations and whether other countries would accept them.
Introduce the question: Should Jewish people leave Germany during World War II?
Explain that pupils will organise possible arguments for and against leaving, using the historical context to understand the difficult decisions families faced. Emphasise that this is a historical discussion about the choices available to people experiencing persecution, not a judgement of those who stayed or left.</td></tr>
<tr><td>Modelling and Explanation - I do/We do</td><td>Display a two-column table labelled Arguments for leaving Germany and Arguments against leaving Germany.
Model how to turn a simple idea into a developed point.
Simple point: Jewish people were no longer safe.
Developed point: Jewish families might have considered leaving Germany because Nazi persecution and discriminatory laws increasingly threatened their safety, rights and livelihoods.
Model an argument that explains the difficulties of leaving:
Simple point: It was difficult to leave.
Developed point: Some families may have struggled to emigrate because they lacked money, the necessary documents or a country willing to accept them.
Discuss how to organise each point according to the argument it supports.
Explain that an argument against leaving should explore the practical and emotional barriers to emigration, rather than suggest that persecution was acceptable.</td></tr>
<tr><td>Guided Practice - We do- You do</td><td>Provide pupils with a selection of statements. Read each one together and decide whether it belongs in the for or against column.</td></tr>
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		Use sentence stems to support oral rehearsal and written explanations. Work with an adult to discuss each point before recording it.	Explain how a family's circumstances, including finances, age, relationships and access to documents, might affect its options.	Organise at least four relevant points into a for-and-against table, developing each point with a reason or explanation.
		Hinge Point Question	*Which statement is an argument against leaving Germany, rather than a reason to remain under Nazi persecution?* *A. Jewish people faced increasing discrimination and danger.* *B. Some families could not obtain the documents or visas needed to emigrate.* *C. Leaving Germany could offer an opportunity to escape persecution.*	
		Plenary / Next Steps	*Ask pupils to share one argument from each column with a partner. Invite them to explain how the argument reflects the difficult circumstances Jewish families faced.*	

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:

Key Models and Resources needed:

	Day 1	Day 2	Day 3	Day 4
Learning Objective	Common multiples	**Rules of divisibility**	**Primes to 100**	Square and cube numbers
Lesson Overview	Children use times-table knowledge to find common multiples systematically, with visual support where needed, and can be challenged to find the first common multiple.	Children use divisibility rules to identify whether numbers are divisible by 2, 3, 4, 5, 8, 9, 10 and 11, combining rules where needed.	Children revisit factors to identify prime and composite numbers, find prime factors, and recall prime numbers up to 19, while reviewing square and cube numbers.	Children revisit square and cube numbers, use squared and cubed notation, link them to area and volume, and explore their factors and patterns.

Key Vocabulary		• Multiples • Common multiples • Times tables • Factors • Divisibility • Product • First common multiple	• Divisibility • Divisible • Multiples • Factors • Even • Odd • Digits • Remainder • Divisibility rules	• Prime numbers • Composite numbers • Factors • Prime factors • Square numbers • Cube numbers • Multiples • Divisibility	• Square numbers • Cube numbers • Squared (2^22) • Cubed (3^33) • Factors • Multiples • Prime numbers • Area • Volume
Hinge Point Question		What is the difference between a multiple and a factor?	Which divisibility rules are based on the sum of the digits of a number?	How can you find the prime factors of a number?	Can a number be both a square number and a cube number?
Adaptations to Independent Activity- You do- We do					
	Core Task	Using the sheet, children identify multiples using a hundred square, find common multiples, sort numbers by their multiples, and solve real-life problems involving common multiples.	Using the sheet, children apply divisibility rules to identify numbers divisible by different numbers, use digit sums, complete divisibility tables, and solve real-life problems involving equal groups.	Using the sheet, children identify prime and composite numbers, list factors and prime factors, sort numbers, and solve problems involving prime numbers, products and square numbers.	Using the sheet, Children identify and compare square and cube numbers, complete tables, recognise patterns, classify number cards, explore factors, and solve problems involving prime, square and cube numbers.
SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH ***What is the expected outcome/ what resources will be needed?***	**SUPPORT**	Children use hundred squares and times tables to identify multiples and find common multiples with visual support and guided practice.	Children explore divisibility rules for 5, 10, 3 and 9 using hundred squares, division and digit sums to identify patterns and classify numbers.	Children identify prime and composite numbers by finding factors, using number lists and visual supports to recognise primes up to 20.	Children use counters and cubes to represent square and cube numbers, match diagrams to mathematical notation, and complete tables linking powers to multiplication and their values.
	GDS CHALLENGE	Using the challenge sheet, children sort numbers using multiples and square numbers, identify numbers	Children apply divisibility rules to identify leap years, explain why the rules work, and evaluate statements about the	Children use reasoning to investigate patterns around multiples of 6, explain whether statements are correct, and	Children investigate patterns in square and cube numbers using a hundred square, identify multiples of 4, and explain

		that fit overlapping categories, and solve word problems involving multiples and number relationships.	relationship between divisibility by 4, 5 and 10.	identify a number using clues about its factors and prime factors.	whether mathematical statements are always true.

Science	Computing	PSHE
LI: Apply knowledge of circuits to a real life problem Scientific enquiry: Evaluating Assessing the success of a scientific enquiry by evaluating the prediction, method and results and identifying further questions for enquiry. Scientific knowledge: Problem-solving 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 Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Recap: Rocket Thinking - Teacher Notes: A linking and grouping question is a visual and imaginative way to prompt the children to think of the different ways that objects or living beings can be connected. In each question, there are always multiple links that can be formed. Encourage the children to use the images on	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: I understand that my actions affect other people locally and globally Assessment focus: I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them Key Vocabulary: Choices Behaviour Rights Responsibilities Rewards Consequences Empathise Learning Charter Obstacles Courtesy Manners

the slides to form their own linkages and groups. For instance, they could group items according to what contains batteries, what needs to be charged to work and what needs to be plugged into the mains electricity. They could also group by pricing, usage (sound, light or movement), how long each item is likely to last and how powerful each item is. **Introduction:** Children will reflect on last lesson's learning on traffic lights and circuits in our everyday world. They will learn that today's lesson brings all that they have learnt together to apply their understanding to solve an everyday need. Children will recap conductors and insulators by watching the expert film: **Activity: The children are given the scenario of a classroom being too hot in summer. They work together to design and model a fan, using a motor and switches, to help cool the classroom. The handout will prompt them to think about how they will design it, how they will use voltage to increase the strength of the fan and how they will test their product and measure its success.**		**Introduction:** Using the slides, children identify a learning goal and create a spider diagram showing three potential obstacles, solutions to overcome them and suitable rewards. They reflect on their feelings, discuss courtesy, good manners and safe adults, then explore how rights, responsibilities, rewards and consequences can be used to create a positive class Learning Charter. **Activity: Children work in groups to create a Learning Charter, agreeing on shared rights, responsibilities, rewards and consequences, including courtesy, good manners and knowing which safe adults to ask for help. They share ideas as a class to create one agreed charter, then reflect on their learning and self-assess how well they have met the lesson's learning intentions.**
History	**DT**	**Religious Education**
LI: To investigate the impact of WW2 on women's lives using visual and written records **Assessment focus: I can use wartime posters to make deductions about women's jobs in WW2.** **I can describe how the experiences of women compared before, during and after WW2.** **I can explain which sources are more useful to answer the enquiry question.** **Recap:** **Put the children in pairs and ask them to spend one minute taking turns presenting facts regarding what they have learned about World War 2 so far.**	**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.** **Recap:** **Allow the children to write down what they recall from the previous lesson and then take feedback on any key points.?**	**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:** **Explain that the children will revisit key vocabulary from the unit. Display slide 1 of the Presentation: Vocabulary spinner and hand out whiteboards and**

Encourage the children to use the vocabulary on display as prompts to support their fact-sharing. **Introduction:** Children analyse wartime propaganda posters and the song We'll Meet Again to understand how women were encouraged to support the war effort and how music boosted morale. In groups, they sort historical sources into before, during and after World War 2, discuss how women's roles changed, and use evidence from different sources to answer the enquiry question: 'Did World War 2 change women's lives?' **Activity:** Children work in groups to identify the most useful historical sources for answering the question, 'Did World War 2 change women's lives?' They explain their choices, consider different perspectives and use evidence to prepare and practise presenting their conclusions.	**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. **Activity: Hand each child either a template printed on card or a template printed on paper and an A4 sheet of**	**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.**

	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 use and apply skills, principles, and tactics to a game situation **Skills being focused on: Consider the whole team's thoughts and ideas on tactical and positional play. Encourage and support your teammates and opponents** **Warm Up: Children recap the five netball positions and learn the names of the court lines and areas through movement activities. They practise identifying where each position starts, where players are allowed to move, and the meaning of "onside", before leading stretches in small groups and identifying which muscles are being stretched.** **Skill Development:** Children develop their passing and movement skills through activities that encourage them to change direction, find space, lose a defender and pass when a teammate is free. They then apply these skills in netball and line ball games, practising teamwork, fair play, following rules and making clear movements to receive the ball.	**LI: To apply rules, skills and principles to play in a tournament** **Skills being focused on: Discuss with your team how to improve for your next match. Encourage and congratulate your teammates and opponents** **Warm Up: Children prepare for a netball tournament by discussing teamwork, successful team behaviours and good sportsmanship. In teams, they lead warm-up activities to raise their heart rates, practise dynamic stretches and agree on attacking tactics, recognising the importance of collaboration, inclusion, encouragement and fair play.** **Skill Development: Children take part in a netball tournament, playing matches in teams while rotating refereeing and scoring responsibilities. They practise making confident decisions, respecting officials and following rules. Between games, they reflect on their performance, teamwork and tactics, identifying strengths and areas for improvement.**	**LI: To perform a rhythmic bass line by following a given structure.** **Assessment focus: I can play a bass line pattern to a pop song.** **I can add rhythms to my bass line.** **I can carefully listen to my group to stay in time.** **Warm Up: Play both audios. Ask the children to listen carefully and discuss with a partner what they notice. Play the audios again and ask them to identify which is unison and which is harmony, showing their answers with the correct arm gestures. Click to reveal the answers.** **Skill Development:** Summary: Children explore how four-chord patterns are used in pop music, learn to keep a steady beat and emphasise beat 1, and play the bass line C, F, A, G on glockenspiels. They then experiment with creating and performing different rhythms over the bass line, working independently and in pairs.