Weekly Curriculum Overview

Year Group: 6 Week beginning: 09.11.2026

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:**	**Inference**		
	SESSION 1	**SESSION 2**	**SESSION 3**	**SESSION 4**
	LI: To use text clues to identify characters' feelings/motives	LI: To use text clues to identify characters' feelings/motives	LI: To use text clues to identify characters' feelings/motives	
	Activities: Think like a detective	Activities: Answer inference questions about the text	Activities: Infer how the character was feeling	

SPELLING	**SESSION 1**	**SESSION 2**	**SESSION 3**
	Letter Pattern/ Rule: Challenge Words 6.7	Letter Pattern/ Rule: Challenge Words 6.7	Letter Pattern/ Rule: Challenge Words 6.7
	Target Spelling Word Bank: appreciate marvellous communicate persuade definite relevant exaggerate stomach harass vehicle	Target Spelling Word Bank: appreciate marvellous communicate persuade definite relevant exaggerate stomach harass vehicle	Target Spelling Word Bank: appreciate marvellous communicate persuade definite relevant exaggerate stomach harass vehicle
	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 done a cold write of a newspaper report and to become familiarised with the new high-quality text

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

Direct speech
Reported speech
Inverted commas
Reporting clause
Reporting verb
Eyewitness
Testimony
Journalist

LEARNING OBJECTIVE	SUCCESS CRITERIA *(What will you be assessing through the lesson?)*	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 1: To become familiar with the first chapter	*I can retrieve key information from the opening chapter.* *I can identify and describe the main characters.* *I can identify important details about the setting.* *I can make inferences about characters using evidence from the text.*	**Think Back Task- (Recap) - You do**	*Display the front cover and the blurb* - Discuss the title and front cover. What might the story be about?
		Introduction - I do	*Show an image of the London Eye and discuss its purpose and location.* *Discuss the meaning of the word mystery and establish what makes an effective mystery story.*
		Modelling and Explanation - I do/We do	*Read first 3 pages - Introduce the main characters, Ted and Kat, and explain that the story is told from Ted's perspective.* *Introduce the concept of Ted's unique way of viewing and understanding the world.*

<table>
<tr><td></td><td>I can use clues to make predictions about what might happen next.</td><td>Guided Practice - We do- You do</td><td colspan="2">Teacher reads the opening chapter aloud, modelling fluent reading, expression and appropriate pace.
Pause at key moments to model thinking aloud and demonstrate how readers make inferences.
Identify important information about Ted's character, his family and his perspective on the world.
Model how to select evidence from the text to support an inference.</td></tr>
<tr><td colspan="4">Adaptations to Independent Writing- You do- We do</td></tr>
<tr><td colspan="3">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 colspan="2">GDS CHALLENGE</td><td rowspan="2">Answer these questions:
Who is telling the story?
What do we learn about Ted's personality?
How does Ted view the world differently from other people?
What can we infer about the relationship between Ted and Kat?
Which details suggest that Ted is particularly observant?</td></tr>
<tr><td>I think Ted is...
I know this because...
The text suggests...
This makes me think...

Allow verbal rehearsal before writing.</td><td colspan="2">Explore how Siobhan Dowd presents Ted as an unusual narrator.

Explain how the author's choice of first-person narration influences the reader.

Identify details that suggest Ted's differences could become important later in the story.</td></tr>
<tr><td colspan="2">Hinge Point Question</td><td colspan="2">What do you already know about the London Eye?
What might happen if someone disappeared during a visit?
What qualities would make someone a good detective?
What clues might help us solve a mystery?</td></tr>
<tr><td colspan="2">Plenary / Next Steps</td><td colspan="2">Ask children to write down one thing they have learnt about Ted and one question they still have.</td></tr>
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LEARNING OBJECTIVE	SUCCESS CRITERIA *(What will you be assessing through the lesson?)*	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 2: To identify key things about the main characters	*I can identify key personality traits of Ted and Kat.*	**Think Back Task- (Recap) - You do**	*Recap the opening chapter of The London Eye Mystery. Display a selection of adjectives on the board. Children independently decide which adjectives could describe Ted and which could describe Kat. Why?*

	I can describe similarities and differences between the two characters. *I can identify how their actions, thoughts and dialogue reveal their personalities.* *I can select evidence from the text to support my ideas.*	**Introduction - I do**	*Reintroduce Ted and Kat and discuss their relationship as brother and sister. Explain that authors develop characters by showing their thoughts, actions, dialogue and interactions with others.* *Discuss how two characters can experience the same situation but respond differently.* *Introduce the idea of comparing and contrasting characters.*
		Modelling and Explanation - I do/We do	*Revisit key extracts from the opening chapter.* *Model identifying evidence that reveals Ted's personality.* *Point: Ted and Kat have contrasting personalities.* *Evidence: Ted tends to approach situations logically, whereas Kat is more confident in her interactions with other people.* *Explain: This suggests that they have different strengths. Ted's attention to detail and Kat's confidence could complement one another when faced with challenging situations.*
		Guided Practice - We do- You do	*Repeat for Kat*
		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 Provide an adjective bank with definitions. Highlight relevant extracts in the text.	**GDS CHALLENGE** Explore how the author deliberately presents Ted and Kat as contrasting characters. Explain how their differences might complement one another.	Children work in pairs to revisit extracts from the opening chapter. Identify evidence that reveals the personalities of both Ted and Kat. Complete Venn diagram
		Hinge Point Question	*How are Ted and Kat different?* *What do we learn about their personalities?* *How do they interact with one another?* *Which character appears more confident?* *What strengths might each character have?*
		Plenary / Next Steps	Ask pupils to justify their answers using evidence from the opening chapter.

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(What will you be assessing through the lesson?)</th><th colspan="3">LEARNING SEQUENCE
(INCLUDE ADULT SUPPORT)</th></tr>
<tr><td rowspan="8">Day 3: To write a newspaper report (COLD WRITE)</td><td rowspan="8"></td><td>Think Back Task- (Recap) - You do</td><td colspan="2">Introduce cold write of a newspaper report</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>
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<tr><td rowspan="2">Day 4: To use direct and reported speech</td><td rowspan="2">I can identify the difference between direct and reported speech.

I can punctuate direct speech accurately using inverted commas.

I can convert direct speech into reported speech.

I can use a range of reporting clauses and verbs.</td><td>Think Back Task- (Recap) - You do</td><td>Display three sentences describing Ted and Kat.
Children identify whether each sentence is written in the first or third person.</td></tr>
<tr><td>Introduction - I do</td><td>Recap the characteristics of a newspaper report: headline, opening paragraph, main body, quotations and formal language.
Display two examples of speech and model identifying which is direct and which is reported.

"I saw someone getting onto the London Eye," said Kat.

Kat explained that she had seen someone getting onto the London Eye.

Explain that newspaper reporters often interview witnesses to gather information about an incident.</td></tr>
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			Introduce the scenario: A boy has disappeared after boarding the London Eye, and journalists are trying to establish what happened. Discuss how Ted and Kat could provide different accounts of the events. Explain that direct speech allows the reader to hear exactly what someone said, whereas reported speech allows journalists to summarise information.
		Modelling and Explanation - I do/We do	*Model how to punctuate direct speech accurately.* *Recap the rules for inverted commas, capital letters and punctuation.* *Demonstrate how reporting clauses can be positioned before, after or within speech.* *Explain how reported speech retells what someone has said without using their exact words.* *Model how pronouns and verb tenses may change when converting direct speech into reported speech.*
		Guided Practice - We do- You do	*Sort examples into direct and reported, explaining why?*
		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 some examples of direct and reported speech regarding Salim to aid work next week.
		Provide direct and reported speech examples to match. / **Use a range of reporting verbs to convey different viewpoints.** **Incorporate direct and reported speech naturally within a paragraph for their newspaper report.**	
		Hinge Point Question	*Why do newspapers include quotations?* *What is the difference between direct and reported speech?* *Why might a journalist choose to report someone's words rather than quote them directly?* *How can quotations make a newspaper report more engaging?*
		Plenary / Next Steps	

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	**Division using factors**	**Introduction to long division**	**Long division with remainders**	**Solve problems with division**
Lesson Overview	Children develop their understanding of dividing by 2-digit numbers using repeated division. They begin by revisiting familiar strategies, such as halving twice to divide by 4, before progressing to division by multiples of 10 and using factor pairs of 2-digit numbers. Children learn that factors can be divided in any order, allowing them to choose the most efficient strategy.	Children learn to use expanded and formal long division to divide 3- and 4-digit numbers by 2-digit numbers without remainders, applying multiplication and place value knowledge.	Children develop their long division skills by dividing with remainders. They interpret remainders in real-life problems, adjust answers when necessary, and use estimation to check that their answers are reasonable.	Children explore and compare different strategies for solving division problems, including partitioning, counting in multiples, and formal division methods. They select the most efficient strategy based on the numbers involved and apply known division facts to solve calculations.
Key Vocabulary	• Division • Divisor • Dividend • Quotient • Factors • Factor pairs	• Long division • Dividend • Divisor • Quotient • Multiples • Place value	• Long division • Remainder • Divisor • Dividend • Quotient • Estimate	• Division • Divisor • Dividend • Quotient • Multiples • Partitioning

		• Multiples	• Remainder	• Integer • Interpret	• Strategy
Hinge Point Question		Which factor are you going to divide by first/second? Why?	How can you use multiples to divide by a 2-digit number?	Why do we subtract as we go along?	Would you use short division or long division? Why?
Adaptations to Independent Activity- You do- We do					
	Core Task	Children use repeated division and factor pairs to divide numbers by 2-digit divisors. They practise dividing by multiples of 10 and using combinations of single-digit factors to solve division calculations efficiently, recognising that factors can be divided in any order.	Children use expanded and formal long division methods to divide 3- and 4-digit numbers by 2-digit divisors. They apply their skills to problem-solving tasks and check their answers using division by factors.	Children use long division to divide 3- and 4-digit numbers by 2-digit divisors with remainders. They interpret remainders in real-life problems, adjust answers where needed, and use estimation to check their calculations.	Children use partitioning, mental maths, and preferred division strategies to solve calculations involving 1- and 2-digit divisors. They apply division skills to real-life problems and compare methods to identify the most efficient approach.
SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH ***What is the expected outcome/ what resources will be needed?***	**SUPPORT**	Children use familiar division facts and simple factor pairs to divide numbers by 2-digit divisors. They practise repeated division with multiples of 10 and single-digit factors, using step-by-step methods to complete calculations.	Children practise long division using multiples of 2-digit numbers to complete calculations. They use number tracks and multiplication facts to divide accurately and apply their skills to simple area problems.	Children practise long division with remainders using multiples of 2-digit divisors. They complete calculations, identify division challenges, and apply their skills to real-life problems involving grouping and interpreting remainders.	Children use part-whole models and function machines to solve division calculations. They practise partitioning numbers, applying mental and written methods, and identifying patterns in division strategies.
	GDS CHALLENGE	Children explain misconceptions about factor pairs and repeated division, use factor pairs to solve divisions, and identify patterns in answers. They compare different strategies for dividing by 2-digit numbers, justify their methods, and determine the most efficient approach.	Reasoning and Problem Solving Children compare and explain different division methods, use inverse relationships to find missing numbers, solve multi-step problems, and justify their answers using efficient strategies.	Children identify missing digits in long division calculations, explore possible solutions, and explain errors involving remainders. They use their understanding of division to justify answers and recognise that remainders must be smaller than the divisor.	Children identify and explain misconceptions about division strategies, use mental strategies to divide by 5, and justify their reasoning. They apply correct methods to solve calculations and explain why alternative strategies are incorrect.

Science	Computing	PSHE
LI: Explore how light works Enquiry Skill - Recording data, results and findings Using tables, a variety of graphs, labelled diagrams and models to record observations, measurements, results and findings. Enquiry Approach - Identifying, grouping & classifying Using observations, data and findings to name, label and organise items in a variety of ways. Assessment focus: Recognise that light appears to travel in straight lines **Recap: Prompt the children to recall their learning from Year 3 to form links between the images on the slide. Some ideas they may have include:** **The moon and mirror are both reflective and non-light sources.** **The sun, stars and firefly are all natural light sources.** **The phone screen, candle, wind-up torch, car headlights and room lamp are all man-made light sources.** **Introduction:** Using the presentation slides, the children will carry out a mini experiment to find out that light travels in straight lines from a light source to our eyes so that we can see. Mini Experiment: Provide children with a kitchen roll tube, a small piece of hosepipe or a piece of paper to roll up. Children make observations of what happens to the light when they bend the tube. Establish that you may see some light that has been reflected off the paper, but the light does not pass out the other side of the tube in the same ways as it did before the tube was bent. **Activity: Ask the children to draw 3 scientific diagrams.**	LI: To create pie charts using graphing software Assessment focus: I can compare the steps needed to produce a pie chart manually and by using software. I can identify common problems with manual creation of pie charts. I can create pie charts from data using graphing software. **Recap: What is a spreadsheet?** **Introduction:** Use teaching slides to teach what pie charts and how to construct one. **Activity: Set 2Do – Set2Graph**	LI: Am I normal? Assessment focus: Understand there are different perceptions about what normal means Empathise with people who are different **Key Vocabulary:** **Normal** **Disability** **Perception** **Prejudice** **Discrimination** **Rights** **Introduction:** Children participate in a circle-time activity to build connection and reflect on how they feel. They explore the meaning of "normal" by sharing their perceptions and recognising that people have different experiences, beliefs and ways of being. **Activity: Activity** **Children play the "Connect Us" circle game by passing a gentle hand squeeze around the circle, first with eyes open and then closed. They discuss how they felt and explore their perceptions of what is considered "normal" through a series of statements.**

Diagram 1: A candle and an eye. **Diagram 2: The first part of the mini experiment - a torch, a straight cardboard tube and an eye.** **Diagram 3: The second part of the mini experiment - a torch, a bent cardboard tube and an eye.** **Ask the children to use the diagrams to help explain how light travels in straight lines.** **Challenge Task: Ask the children to create their own scientific diagram.**		
Geography	DT	Religious Education
LI: To know why energy sources are important Assessment focus: I can describe what we use energy for. I can give examples of different sources of energy. I can map significant energy trading routes. **Recap: Before starting this unit, check children can recall:** **Trade is the buying and selling of goods or services.** **That energy is often changed from electricity or gas into light and heat.** **Introduction:** Introduction Children work in pairs to sequence energy source cards from oldest to most recent, using an energy timeline to check their answers. They explore when different energy sources first became widely available and complete an optional knowledge catcher to assess their prior understanding. **Activity: Core Activity** Children explore different energy sources, identifying their uses and whether they are renewable or non-	LI: To research and analyse a range of children's toys. Assessment focus: I can research images and information about existing children's toys. I can analyse a selection of existing children's toys. I can apply my knowledge of form and function. **Recap: Check that children can recall:** **An electrical system is a group of parts (components) that work together to carry electricity around a circuit.** **What a bulb, battery, battery holder and crocodile clips are.** **A battery contains stored electricity that can be used to power products.** **Series circuits only have one direction for the electricity to flow.** **A switch can be used to complete and break an electrical circuit, and if there is a break in a series circuit, all components will turn off.** **Introduction:** Using teaching slides, children will explore the relationship between a product's form and function, using examples such as lemon squeezers to understand the idea of being 'fit for purpose'. They will investigate how toys can support children's development, including fine and gross motor skills, before researching and analysing existing toys. Children will consider the form, function and purpose of different toys and evaluate how effectively they meet their intended use. **Activity: Explain to the class that their task today is to research existing children's toys.**	LI: To explore how places can influence the worship of different Hindu deities. Assessment focus: I can explain how the geography of India can affect some Hindu beliefs. I can discuss why some people from the Hindu worldview worship different deities. I can locate some important religious places in India and discuss their significance. **Recap:** **Children write definitions for key vocabulary on mini whiteboards, share their answers, and check their understanding using the presentation. They explore Jain beliefs, including non-violence, truth and self-discipline.** **Introduction:** Children share and exchange their prior knowledge of Brahman using mini whiteboards. They explore how Brahman is represented through the Trimurti and other Hindu deities, including their forms, characteristics and avatars. **Activity:** **Children explore the diversity of Hindu beliefs across India, discussing how geography, history,**

renewable. They investigate the relationship between energy availability and population growth, discuss why countries trade energy, and examine the global distribution of fossil fuel production.	**They will need to use the internet to complete the task on slide 2 of the Activity: Children's toy research PowerPoint file with pictures of children's toys they like and dislike. Make sure the children collect a minimum of six toy images. Alternatively, provide the children with various toys to look through and photograph.** **Display slide 7 to recap the dos and do nots of online searching.** **Activity: Analyse** **Ask the children to choose two toys from their research and copy them onto slide 3 of the Activity: Children's toy research PowerPoint file.** **For each toy, they will need to think about the following:** **Form.** **Function.** **Whether the product is fit for purpose.**	**language and culture influence religious practices. They research Hindu deities in pairs, investigating their symbolism, origins and regional worship.**
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 copy and repeat a dance phrase showing confidence in movements **Skills being focused on: To help others to remember and perform the phrases** **Warm Up: Children introduce the dance stimulus by watching Stamp, Clap and exploring body percussion rhythms through clap passing, clapping and slapping patterns, jogging and copying the teacher's rhythms. They practise keeping a steady beat and listening carefully.** **Skill Development:** Children develop their ability to create and perform rhythmic dance phrases using stamps, claps and slides. They practise keeping a steady beat, coordinating movements with a partner, linking phrases together and exploring changes in levels, directions, formations and timing.	**LI: To demonstrate attacking skills with control under pressure** **Skills being focused on: To work collaboratively** **To play honestly and within the rules** **To reflect on key learning** **Warm Up: Children revisit invasion games and basketball rules, practise attacking movements by jogging, changing speed and direction, linking movements and dribbling with alternate hands. They finish with dynamic stretches to prepare their bodies for the lesson.** **Skill Development: Children develop their basketball dribbling and ball-protection skills by using their bodies and arms to shield the ball from defenders. They practise changing direction and speed, maintaining**	**LI: To explain how lyrics communicate a message.** **Assessment focus: I can analyse lyrics to identify the message of a song.** **I can name the techniques songwriters use to communicate messages.** **I can identify the techniques within given lyrics.** **Warm Up:** Introduction: Children revisit key vocabulary from the previous lesson, Four chord pop: Playing in a band. They match definitions to musical terms, check their answers and use the vocabulary in sentences to reinforce their understanding. **Skill Development:** Main Activity: Children explore how lyrics communicate a song's message through

	possession and moving into space through activities such as Protect the Ball, Cross the River and End Zone.	Lean on Me and Hall of Fame. They identify songwriting techniques such as repetition, rhyme, metaphors and emotive language, analyse how these reinforce meaning, and learn and perform the chorus of Hall of Fame.