

# Weekly Curriculum Overview

Year Group: 6

Week beginning: 14.9.2026

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:                                                            | Background knowledge                         |           |           |  |
|---------|------------------------------------------------------------------------------------------|----------------------------------------------|-----------|-----------|--|
|         | SESSION 1                                                                                | SESSION 2                                    | SESSION 3 | SESSION 4 |  |
|         | Ll: To compare texts                                                                     | Ll: To compare texts                         |           |           |  |
|         | Activities: Book to self<br>Book to world<br><br>Similarities and differences in a table | Activities: Book to book<br><br>Venn diagram |           |           |  |

| SPELLING | SESSION 1                                                                                                       | SESSION 2                                                                                                       | SESSION 3                                                                                                       |
|----------|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
|          | Letter Pattern/ Rule:<br><br>Words with the short vowel sound /i/ spelled 'y'                                   | Letter Pattern/ Rule:<br><br>Words with the short vowel sound /i/ spelled 'y'                                   | Letter Pattern/ Rule:<br><br>Words with the short vowel sound /i/ spelled 'y'                                   |
|          | Target Spelling Word Bank:<br><br>rhythm system antonym symbol mystery lyrics<br>oxygen symptom typical crystal | Target Spelling Word Bank:<br><br>rhythm system antonym symbol mystery lyrics<br>oxygen symptom typical crystal | Target Spelling Word Bank:<br><br>rhythm system antonym symbol mystery lyrics<br>oxygen symptom typical crystal |
|          | 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 biography on Michael Rosen

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

- biography
- career
- achievement
- published
- influential
- successful
- legacy

| LEARNING OBJECTIVE                                           | SUCCESS CRITERIA<br>(What will you be assessing through the lesson?)                                                                                                                                                                                                            | LEARNING SEQUENCE<br>(INCLUDE ADULT SUPPORT) |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Day 1:</b><br>To effectively note take and organise ideas | <ul style="list-style-type: none"> <li>• Identify important information about Michael Rosen.</li> <li>• Record key facts using <i>notes rather than copying whole sentences</i>.</li> <li>• Organise information under appropriate headings, e.g. <i>Early Life</i>,</li> </ul> | Think Back Task- (Recap) - You do            | TTYP - What information would we expect to find in a biography?                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                              |                                                                                                                                                                                                                                                                                 | Introduction - I do                          | Think aloud key questions/thought process into why you would want to read about someone <ul style="list-style-type: none"> <li>• Who is Michael Rosen?</li> <li>• What is he famous for?</li> <li>• What might we need to find out about his life?</li> <li>• Why can't we simply copy everything we read?</li> </ul> Model turning a question into a useful research focus:<br>When was Michael Rosen born? → <b>1946 - born in Harrow, London</b> |

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| <div>Education, Career, Books/Poetry, Family, Achievements and Interesting Facts.</div> <div><ul style="list-style-type: none"><li>Use keywords and short phrases to record information.</li></ul></div> |                                                                                                                                                                                                                                                                                                                                                  | Explain that good notes contain the <b>important information</b> , rather than every word.                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                                                          | Modelling and Explanation - I do/We do                                                                                                                                                                                                                                                                                                           | “Michael Rosen was born on 7 May 1946 in Harrow, Middlesex. He grew up in a Jewish family and later attended Watford Grammar School for Boys.”<br>Model identifying the important information:<br><b>Early Life</b> <ul style="list-style-type: none"><li>Born: 7 May 1946</li><li>Born in: Harrow, Middlesex</li><li>Jewish family</li><li>Attended Watford Grammar School</li></ul> Think aloud- purpose of a subheading, organises ideas<br>Bullet points, easy to read when needing to write |                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                                                          | Guided Practice - We do- You do                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                                                          | Adaptations to Independent Writing- You do- We do                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                                                          | SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH<br>What is the expected outcome/ what resources will be needed?<br>(INCLUDE NAMED CHILDREN)                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                                                          | SUPPORT                                                                                                                                                                                                                                                                                                                                          | GDS CHALLENGE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Relevant factual notes about Michael Rosen under at least <b>4-5 headings</b> .<br><br>Record accurate facts.<br>Use keywords/phrases.<br>Avoid copying whole sentences.<br>Organise information appropriately.<br>Have enough information to support later biography writing.<br><br><b>Resources needed:</b><br>Michael Rosen information texts/web resources<br>Biography feature checklist<br>Highlighters |
|                                                                                                                                                                                                          | Simplified information text<br><br>Pre-prepared headings<br><br>Keyword bank<br><br>Adult-supported reading<br><br>CT to discuss information, helping them distinguish <b>key information from unnecessary detail</b> . CT to model.<br><br>What is the important word here?<br>Can we make that shorter?”<br>Which heading does this belong to? | Can you identify information that shows <b>how Michael Rosen’s career developed</b> ?<br><br>Can you find a fact that shows <b>why he is significant</b> ?<br><br>Can you combine information from <b>two different sources</b> ?<br><br><b>Justify choices - Why have you chosen this fact</b> ?<br><br><b>How will this help you when you write his biography?</b>                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                                                          | Hinge Point Question                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Which is the best example of effective note-taking?<br>1. Michael Rosen was born on 7 May 1946 in Harrow, Middlesex, and he grew up in a Jewish family.<br>2. Michael Rosen was born on 7 May 1946 in Harrow, Middlesex.<br>3. Born - 1946 - Harrow, Middlesex - Jewish family.                                                                                                                                |
|                                                                                                                                                                                                          | Plenary / Next Steps                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Why do we take notes rather than copy information?                                                                                                                                                                                                                                                                                                                                                             |

| LEARNING OBJECTIVE                    | SUCCESS CRITERIA<br>(What will you be assessing through the lesson?)                                                                                                                                                                                                                                                                                                                                                                                               | LEARNING SEQUENCE<br>(INCLUDE ADULT SUPPORT)                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Day 2:</b><br>To write a biography | <ul style="list-style-type: none"> <li>Write in the <b>third person</b> using he/his/him.</li> <li>Use the <b>past tense</b> when describing events in Michael Rosen's life.</li> <li>Include key facts about his <b>birth, childhood, education, career and achievements</b>.</li> <li>Organise events in <b>chronological order</b>.</li> <li>Use <b>time connectives/fronted adverbials</b>, e.g. In 1946, As a child, Later in his career, In 1980.</li> </ul> | Think Back Task- (Recap) - You do                                                                                                                                        | Cops and robbers - key features of a biography - extra points for AP/grammar from last week                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Introduction - I do                                                                                                                                                      | Recap biography features by using WAGOLL and thinking aloud                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Modelling and Explanation - I do/We do                                                                                                                                   | Model writing the <b>opening paragraph</b> of Michael Rosen's biography.<br>Use the research notes: <ul style="list-style-type: none"> <li>Michael Rosen</li> <li>born 1946</li> <li>Harrow, London</li> <li>became an author, poet and performer</li> <li>wrote books for children</li> </ul> Think aloud:<br>"I need to write in third person, so I must use 'he' or 'Michael', not 'I'. I also need to use the past tense because I am describing events that happened in his life."<br>Model:<br>Michael Rosen was born in Harrow, London, in 1946. From an early age, he developed a love of language and literature. He went on to become a successful author, poet and performer, writing many books and poems for children. |
|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Guided Practice - We do- You do                                                                                                                                          | Why have we used <b>was born</b> rather than is born?<br>Why have we used <b>he/Michael</b> rather than I?<br>Which words show the order of events?<br>Which words make the writing more interesting?<br>What facts have we included?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Adaptations to Independent Writing- You do- We do                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH<br>What is the expected outcome/ what resources will be needed?<br>(INCLUDE NAMED CHILDREN)                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | SUPPORT                                                                                                                                                                  | Core Task                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Michael Rosen was born...<br>As a child, he...<br>When he was older...<br>Later in his career...<br>One of his achievements was...<br>Michael Rosen is well known for... | Children will write a structured biography of Michael Rosen containing several paragraphs and factual information about his life and career. Children should demonstrate:<br>Third person.<br>Past tense.<br>Chronological order.<br>Time connectives.<br>Accurate punctuation.                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | GDS CHALLENGE                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Use varied sentence structures.<br>Use ambitious and precise vocabulary.<br>Include expanded noun phrases.<br>Use a range of fronted adverbials.                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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|  |  | <p>TA works with the group to orally rehearse each sentence. Use questions such as:</p> <p>"When was he born?"</p> <p>"What happened next?"</p> <p>"Can you tell me that in a full sentence?"</p> <p>"Are you writing about Michael as 'he' or 'I'?"</p> | <p>CT to challenge children to explain and justify their vocabulary choices and encourages them to improve basic sentences.</p>                                                                                                                                                                   | <p>Appropriate biographical vocabulary.</p> <p>AP De:De and 2A</p> <p><b>Resources needed:</b></p> <p>Michael Rosen research</p> <p>Notes taken</p> <p>Word bank.</p> <p>Biography checklist.</p> <p>Sentence starters.</p> <p>Dictionaries/thesauruses.</p> <p>CT supports children to sequence information and orally rehearse sentences. Prompt children to use their own words rather than copying research.</p> |
|  |  | Hinge Point Question                                                                                                                                                                                                                                     | <p><b>Which sentence is most appropriate for a biography of Michael Rosen?</b></p> <p>1: I was born in 1946 and I loved writing poems.</p> <p>2: Michael Rosen was born in 1946 and developed a love of language from an early age.</p> <p>3: You were born in 1946 and became a famous poet.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                      |
|  |  | Plenary / Next Steps                                                                                                                                                                                                                                     | Peer - one star and a wish for next lessons steps                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                      |

| LEARNING OBJECTIVE                                      | SUCCESS CRITERIA<br>(What will you be assessing through the lesson?) | LEARNING SEQUENCE<br>(INCLUDE ADULT SUPPORT) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p><b>Day 3:</b></p> <p>To write / edit a biography</p> | <ul style="list-style-type: none"> <li></li> </ul>                   | Think Back Task- (Recap) - You do            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                         |                                                                      | Introduction - I do                          | <p>Michael Rosen was born in 1946. He was a writer. He wrote poems and books. He became famous. He wrote books for children.</p> <p>Explain that the facts are correct, but the writing could be improved.</p> <p>Model editing:</p> <p>Michael Rosen was born in Harrow, London, in 1946. <b>He was a curious and creative child: Michael developed a passion for language and literature from an early age.</b> Later in his career, he became a successful author, poet and performer, writing humorous and engaging books and poems for children.</p> <p>Think aloud - explain what was done to upscale - colon used to add detail to the description.</p> |
|                                                         |                                                                      | Modelling and Explanation - I do/We do       | <p>Michael Rosen was born in harrow london in 1946 he became a author poet and performer. when he was younger he enjoyed language and reading. later in his career he wrote many funny and interesting books for childrens.</p> <p>As a class, identify the errors and UPSCALE using AP sentence structures.</p>                                                                                                                                                                                                                                                                                                                                               |

|  |  |                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  |                                                                                                                                                                        | Michael Rosen was born in Harrow, London, in 1946. He became an author, poet and performer. When he was younger, he developed a passion for language and reading. Later in his career, he wrote many humorous and engaging books for children.                                                                                                                                                                                                                                                                                                                         |
|  |  | Guided Practice - We do- You do                                                                                                                                        | <p>Michael rosen was born in harrow london in 1946 he became a author poet and performer. when he was younger he enjoyed language and reading. later in his career he wrote many funny and interesting books for childrens.</p> <p>As a class, identify the errors and UPSCALE using AP sentence structures.</p> <p>Michael Rosen was born in Harrow, London, in 1946. He became an author, poet and performer. When he was younger, he developed a passion for language and reading. Later in his career, he wrote many humorous and engaging books for children.</p> |
|  |  | Adaptations to Independent Writing- You do- We do                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|  |  | <b>SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH</b><br><i>What is the expected outcome/ what resources will be needed?</i><br><b>(INCLUDE NAMED CHILDREN)</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|  |  | <b>SUPPORT</b>                                                                                                                                                         | <b>Core Task</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|  |  | Children to focus on editing their introduction paragraph.<br><br>CT to model.                                                                                         | Children produce a detailed, well-organised biography and make deliberate improvements to their writing.<br><br>Appropriate, grammar edits made.                                                                                                                                                                                                                                                                                                                                                                                                                       |
|  |  | <b>GDS CHALLENGE</b>                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|  |  | Children produce a detailed, well-organised biography and make deliberate improvements to their writing.<br><br>Appropriate, grammar edits made.                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|  |  | Hinge Point Question                                                                                                                                                   | Michael rosen was born in harrow london in 1946 he later became a famous poet and author<br><b>What needs to be edited?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|  |  | Plenary / Next Steps                                                                                                                                                   | Why is editing as important as writing?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

| LEARNING OBJECTIVE | SUCCESS CRITERIA<br><i>(What will you be assessing through the lesson?)</i>         | LEARNING SEQUENCE<br><i>(INCLUDE ADULT SUPPORT)</i> |                                                                                          |
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| Day 4:             | D - <b>Description:</b> Describe the child's appearance, feelings and surroundings. | Think Back Task- (Recap) - You do                   | Display picture of children evacuating, partner tennis emotion words                     |
|                    |                                                                                     | Introduction - I do                                 | DADWAVERS recap, variation for sentence starters to ensure out writing is more engaging. |

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| To understand the perspective on a British child | <p><b>A - Action:</b> Begin with an <b>-ing action</b> to show what the child is doing.</p> <p><b>D - Dialogue:</b> Use dialogue to reveal the child's <b>thoughts or feelings</b>.</p> |                                                                                                                                                         | <p>The frightened children stood beside the train, clutching their belongings tightly.</p> <p>Model thinking aloud on upscaling</p> <p>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.</p> |                                                                                                               |
|                                                  | <p><b>Where:</b> Start with a <b>where phrase</b> to describe the setting.</p>                                                                                                          | Modelling and Explanation - I do/We do                                                                                                                  | <p>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.</p>                                                                                                             |                                                                                                               |
|                                                  | <p><b>Adverb:</b> Use an appropriate adverb to show <b>how the child feels or acts</b>.</p>                                                                                             |                                                                                                                                                         | <p>Clutching their suitcases, the children waited nervously for what would happen next.</p>                                                                                                                                                                                                                          |                                                                                                               |
|                                                  | <p><b>Verb:</b> Begin with a powerful verb to make the scene vivid.</p>                                                                                                                 | Guided Practice - We do- You do                                                                                                                         | <p>Clutching their suitcases, the children waited nervously for what would happen next.</p>                                                                                                                                                                                                                          |                                                                                                               |
|                                                  | <p><b>Estimation of time:</b> Use phrases such as “Moments later” or “After a few minutes”.</p>                                                                                         |                                                                                                                                                         | <p>Upscale together to ensure it is higher level... Why are they nervous? What is their body language? How are they waiting?</p>                                                                                                                                                                                     |                                                                                                               |
|                                                  | <p><b>Rhetorical question:</b> Show the child's worries through a question.</p>                                                                                                         | Adaptations to Independent Writing- You do- We do                                                                                                       |                                                                                                                                                                                                                                                                                                                      |                                                                                                               |
|                                                  | <p><b>Simile:</b> Compare something using “like” or “as”.</p>                                                                                                                           | SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH<br>What is the expected outcome/ what resources will be needed?<br>(INCLUDE NAMED CHILDREN)       |                                                                                                                                                                                                                                                                                                                      |                                                                                                               |
|                                                  | <p><b>Metaphor:</b> Describe something as though it is something else.</p>                                                                                                              | SUPPORT                                                                                                                                                 | GDS CHALLENGE                                                                                                                                                                                                                                                                                                        | Completed DADWAVERS for photo stimuli.<br><br>CT to use X example to model upscaling with group.              |
|                                                  |                                                                                                                                                                                         | Completed DADWAVERS for photo stimuli<br><br>Given examples to select most appropriate/effective.<br><br>Given examples to match to the correct opener. | Completed DADWAVERS for photo stimuli<br><br>Different variation for each letter.                                                                                                                                                                                                                                    |                                                                                                               |
|                                                  |                                                                                                                                                                                         | 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.                                                                                                                                                                                                                                                   |                                                                                                               |

| UNIT FOCUS:                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                             |
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| 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                                                                                                                                                                                                                                                                                                                           | Day 4                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                             |
| Learning Objective                                                                                                                                                            | Read and write numbers to 10,000,000                                                                                                                                                                                                                                                                                            | Powers of 10                                                                                                                                                                                                                                                                                                                                                                          | Number line to 10,000,000                                                                                                                                                                                                                                                                                                       | Compare and order any integers                                                                                                                                                                                                                                               |                                                                                                                                                                                                                             |
| Lesson Overview                                                                                                                                                               | Children develop confidence in reading and writing numbers up to 10,000,000 in words and numerals. They learn to use commas to break large numbers into sections and understand the structure of number names, supported by place value charts and models. They also convert quantities such as “half a million” into numerals. | 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 <b>10,000,000</b> using place value. They use different representations to support their understanding and confidently use <b>&lt;, &gt; and =</b> alongside precise mathematical language such as “greater than” and “less than”. |                                                                                                                                                                                                                             |
| Key Vocabulary                                                                                                                                                                | Part-whole, integers, numerals                                                                                                                                                                                                                                                                                                  | Divide, equivalent, digit, integer, power of 10                                                                                                                                                                                                                                                                                                                                       | Midpoint, interval, equal parts, partition, estimate                                                                                                                                                                                                                                                                            | Compare, ascending, descending, <b>&lt;, &gt;, =</b>                                                                                                                                                                                                                         |                                                                                                                                                                                                                             |
| Hinge Point Question                                                                                                                                                          | When do we use “and” when reading or writing a number?                                                                                                                                                                                                                                                                          | 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 read and write numbers up to 10,000,000 in numerals and words, using commas correctly. They can explain the value of each digit and convert numbers such as “half                                                                                                                                                                                                 | 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,                                                                                                                       | Children explore number lines up to <b>10,000,000</b> , identifying intervals, labelling divisions and locating given numbers. They use <b>millions, half millions and smaller intervals</b> to estimate and position numbers                                                | Children compare and order integers up to <b>10,000,000</b> using place value. They compare numbers, use <b>&lt;, &gt; and =</b> , order numbers in ascending order, and use different representations (numerals, words and |

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|                                                                                                                                     |                      | a million” between words and numerals.                                                                                                                                                                                                                              | including repeated multiplication or division by 10.                                                                                                                                                                       | accurately, recognising that number lines can be divided into equal parts.                                                                                                                                                                                                                       | calculations) to determine which values are greater or smaller.                                                                                                                                                                                                                                                                                                                   |
| <b>SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH</b><br><i>What is the expected outcome/ what resources will be needed?</i> | <b>SUPPORT</b>       | Children can read and write numbers up to 10,000 using a place value chart or other visual support. They can match numbers to their word forms and identify the value of each digit, with guidance where needed.                                                    | Children can multiply and divide numbers by 10, 100 and 1,000 using a place value chart or other visual support. They can identify how the value of each digit changes and complete calculations with increasing accuracy. | Children can <b>read and write numbers up to 10,000,000</b> using place value charts and part-whole models. They can identify the value of each digit and <b>represent numbers in both numerals and words</b> , with visual or adult support where needed.                                       | Children can <b>compare numbers using place value charts and visual representations</b> . They 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 <b>half a million = 500,000</b> .                                                                  |
|                                                                                                                                     | <b>GDS CHALLENGE</b> | Children confidently read, write and represent numbers up to 10,000,000 in words and numerals. They explain the value and position of digits, identify and correct errors in number names, and apply their understanding to solve problems involving large numbers. | 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 <b>reason, justify and solve problems involving numbers up to 10,000,000</b> . They can <b>identify and explain errors</b> , calculate differences between values, and use their understanding of intervals and midpoints to solve unfamiliar problems. | Children can <b>find and order the six missing 6-digit numbers</b> using the given digit-sum and repeated-digit constraints, explaining how they know their answers are correct. They can also <b>identify possible, impossible and required values</b> in the inequality involving half a million, and <b>spot and explain the error</b> in Tiny’s comparison using place value. |

| Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Computing                                                                                                                                                                                                                                                                                                                                                              | PSHE                                                                                                                                                                                                                                                                                                   |
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| <b>LI: Explore voltage and its effect on an electrical circuit</b><br><b>Scientific enquiry: Conducting a test that controls all but one variable to answer a scientific question.</b><br><b>Scientific knowledge: Using prior knowledge to make informed suggestions on what may happen in a scientific enquiry.</b><br><br><b>Assessment focus: Associate the brightness of a bulb or the volume of a buzzer with the number and voltage of cells used in the circuit</b> | <b>LI: To understand the difference between the internet and the World Wide Web and explore the services they provide.</b><br><br><b>Assessment focus: I can explain what the internet is and how it works.</b><br><b>I know the World Wide Web is a service on the internet.</b><br><b>I can explain how the internet helps people communicate and work together.</b> | <b>LI: Bring me in my world</b><br><br><b>Assessment focus: identify my goals for this year, understand my fears and worries about the future and know how to express them</b><br><b>Know how to use my Jigsaw Journal</b><br><b>Feel welcome and valued and know how to make others feel the same</b> |

| <p><b>Recap:</b> In Year 4, children will have learnt that electricity must be able to flow in a complete loop around a circuit for the components to work.</p> <p><b>Introduction:</b> Display 2 series circuit diagrams. Ask the children to explain which circuit will work and why. The children discover how a battery produces electricity and that the rate of electricity following through a circuit is the current. They learn about voltage (V) and that connecting cells in a battery adds their voltages together. Voltage can be measured using a voltmeter.<br/>Note: a voltmeter can only be used in a parallel circuit. They can investigate the effect of changing the number of cells in a circuit on the voltage reading. The children should be made aware that too much voltage can 'blow' a bulb and too little voltage won't enable the bulb to light.</p> <p><b>Activity:</b> Investigate the effect voltage has on the components within a circuit. Ask them to create several electrical circuits with different numbers of cells and predict whether the bulb will be brighter/dimmer depending on the voltage. To calculate the voltage, children can add together the voltage on each cell. They then link the voltage to the number of cells and the brightness of the bulb in the circuit. Children can record their findings on the handout provided or into their exercise books.</p> | <p><b>Recap: What is the difference between a LAN and WAN? What is a smart device?</b></p> <p><b>Introduction:</b> Teach difference between Internet and World Wide Web, communication before the Internet on teaching slides.</p> <p><b>Activity: Next five slides show scenarios of online activity.</b> On whiteboards, decide if activity:<br/> <b>A) Uses internet and WWW</b><br/> <b>B) Uses internet but not WWW</b></p>                                                           | <p><b>Key Vocabulary: Goals</b><br/> Worries<br/> Fears<br/> Value<br/> Welcome<br/> Resilience</p> <p><b>Introduction:</b> Using the slides to enable children to learn about Malorie Blackman's journey to becoming a successful author, focusing on her resilience and determination despite facing rejection and challenges. They will reflect on their own achievements, hopes and goals, and consider any worries they may have about starting secondary school. Children will explore how resilience, friendships, hobbies and support from others can help them manage change and overcome difficulties.</p> <p><b>Activity: On the spiral template they write any worries they have about the year ahead. Then they cut around the spiral so it opens as a tree hanging/mobile.</b><br/> <b>On the flag template they write or draw a hope or dream for the year ahead.</b></p> |
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| History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | DT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Religious Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>LI: To explore the impact of the Battle of Britain on the Royal Air Force using oral histories.</b></p> <p><b>Assessment focus: I can explain what happened in the Battle of Britain.</b><br/> <b>I can describe the possible feelings of the aircrew.</b><br/> <b>I can record information from oral histories.</b></p> <p><b>Recap: Can you unscramble some of the vocabulary used in the previous lesson?</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>LI: To research and analyse a range of children's toys.</b></p> <p><b>Assessment focus: I can research images and information about existing children's toys.</b><br/> <b>I can analyse a selection of existing children's toys.</b><br/> <b>I can apply my knowledge of form and function.</b></p> <p><b>Recap: Check that children can recall:</b><br/> <b>An electrical system is a group of parts (components) that work together to carry electricity around a circuit.</b></p> | <p><b>LI: To identify how some religious practices change over time by exploring Jewish mitzvot.</b></p> <p><b>Assessment focus: I can recognise rules many Jewish people follow during Shabbat.</b><br/> <b>I can identify how someone can fulfil mitzvot in the present day.</b><br/> <b>I can suggest how and why someone may need to adapt their practice.</b></p> <p><b>Recap: High five!</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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| <p>ecnaiall<br/>teesmaneapp<br/>tcilfcon</p> <p><b>Introduction:</b> Using teaching slides, children will explore the Battle of Britain through fictional diary extracts and real oral histories from RAF personnel. They will learn about the role of the RAF, Operation Sea Lion and the experiences of pilots and ground crew, including those from different countries. Through paired activities and discussion, children will consider the dangers, emotions, motivations and shared experiences of those who served during the Battle of Britain.</p> <p><b>Activity:</b> Ask the children to write their responses to the next set of questions on their worksheet:<br/>Where is Neil from? (Jamaica.)<br/>What was Neil's job? (He worked as ground crew to maintain and fix the controls of fighter aircraft in between bombing raids.)<br/>Why did Neil join the RAF? (He was a loyal citizen of the British Empire and joined the RAF because he was needed.)<br/>Which places does Neil suggest supported Britain? (West Indies, Africa and India.)<br/>What do the different experiences tell you about the impact of the Battle of Britain on pilots?</p> | <p>What a bulb, battery, battery holder and crocodile clips are.<br/>A battery contains stored electricity that can be used to power products.<br/>Series circuits only have one direction for the electricity to flow.<br/>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.</p> <p><b>Introduction:</b> 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.</p> <p><b>Activity:</b> Explain to the class that their task today is to research existing children's toys.<br/>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.<br/>Display slide 7 to recap the dos and do nots of online searching.<br/><b>Activity:</b> Analyse<br/>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.<br/>For each toy, they will need to think about the following:<br/>Form.<br/>Function.<br/>Whether the product is fit for purpose.</p> | <p>Think of five things you can remember about the Abrahamic religions from last lesson.<br/>Tell your partner and give them a high five!</p> <p><b>Introduction:</b> Using the teaching slides, children will learn about Shabbat, the Jewish day of rest, and explore how Jewish people observe it through the mitzvot and melachot (forbidden labours). They will consider how these traditional rules are interpreted in modern life and how Jewish communities may practise them differently. Children will also explore the impact of the Jewish diaspora and develop an understanding of the differences between Orthodox and Reform/Liberal approaches to observing Shabbat.</p> <p><b>Activity:</b> Hand out the Resource: Melachot (one between two) and highlighters. Explain that when they read each statement, they should record an 'O' if they think the speaker holds orthodox (traditional) views or an 'L' if they think the speaker holds liberal (modernised or reform) views. The children should make notes on the sheet and highlight words or phrases they think are important to support their choices.<br/>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.</p> |
| <p><b>PE</b></p> <p>Reminder: Earrings and other jewellery are not to be worn in school</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>PE Coach</b></p> <p>Reminder: Earrings and other jewellery are not to be worn in school</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Music</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>LI: To use a variety of attacking skills to lose a defender.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>LI: To use all parts of your foot to control the ball</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>LI:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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| <p>Skills being focused on: Turn your hips to face the direction you want to run in.<br/>Use a change of speed and/or a change of direction to lose a defender.</p> <p>Warm Up: Q. What type of stretches do we use for games?<br/><i>Dynamic to prepare us for explosive movements (jumping, sprinting, changing direction)</i><br/>Pupils suggest stretches to complete and perform in a space.</p> <p>Skill Development: Teach how to use a roll to lose a defender. Practice<br/>In 6s in half a netball 3<sup>rd</sup>. 3 defenders, 2 attackers and 1 free player. Free player can move anywhere around outside space and be passed by attackers at any point. Attackers have to receive 3 passes to win. Defenders can only mark attackers. Rotate and swap.</p> | <p>Skills being focused on: To develop control with all parts of the foot.<br/>Assessing where space is when dribbling</p> <p>Warm Up: Why is it important to stretch? Stretching prepares the body for exercise and helps to prevent injury. Q: What type of stretches do we use for games?<br/>Dynamic to prepare us for explosive movements</p> <p>Skill Development: Being able to confidently dribble at different paces, while assessing areas for space (defenders).</p> | <p><b>Assessment focus:</b></p> <p>Warm Up:</p> <p>Skill Development:</p> |
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