



# New City Primary School

Please send completed work to: [year6@newcity.boleyntrust.org](mailto:year6@newcity.boleyntrust.org)

Week beginning 07.03.2022

Year 6	Monday	Tuesday	Wednesday	Thursday	Friday
08:30 – 9:15	Independent reading	Handwriting	Independent Reading	Handwriting	Independent reading
9:15 – 10:30	English – Reading	English – Short write	English – Long write	English – Edit and improve	English – Comprehension
<b>Learning Objective/Component</b>  Visual narrative/character perspective (The Girl and the Fox)	To make well-reasoned inferences from a visual narrative.	To plan a narrative in role as a character	To create a narrative in role as a character	To edit and improve my narrative	To apply my reading skills to answer questions about a non-fiction text
<b>Success Criteria</b>	I understand what happens in the narrative. I understand how to make inferences about a story without using language. I identify how the characters in the narrative feel. I consider how the narrative would change if it was told from an alternative perspective.	I recall the main events of the narrative I plan each paragraph in first person (fox/girl's pov) I plan each paragraph in third person (retelling story) I empathise with the characters to create a narrative	I used first person (fox/girl's POV) I included the key events of the story I used varied punctuation I have used a variety of sentence types (simple, compound, complex)	I review my use of descriptive vocabulary I review and edit my use of syntax and grammar I edit my punctuation to include a wider variety	I <b>scan</b> the text carefully and <b>retrieve</b> the required information  I <b>summarise</b> the content of a given section  I use context to deduce the meaning of an unknown word.
<b>Education for Change – Social justice/ Anti-racism:</b>	<i>How could you make your product inclusive? How can you ensure your advert caters for a diverse audience?</i>				
<b>Break Time</b>					
10:15 – 11:45	Maths	Maths	Maths	Maths	Maths
<b>Learning Objective/Component:</b>	To find missing angles on a straight line.	To find angles around a point.	To describe coordinates on a full coordinate grid.	To draw shapes on a coordinate grid.	To describe the translation of shapes on a coordinate grid.
<b>Success Criteria:</b>	I know what the sum of angles are on a straight line.  I use subtraction to find a missing angle.  I explain how I found my angle.	I know what the sum of angles is around a point.  I use subtraction to find a missing angle.  I explain how I found my angle.	I know that (0,0) is where I start measuring coordinates from.  I describe the positions of coordinates on a full grid including negative numbers.  I know the order of coordinates is (x,y).	Pupils can place points on a grid to create shapes.  Pupils can determine the different coordinates on a grid that the points could be.  Pupils can identify points on a grid.	I can describe how an object has moved on a grid.  I can translate a shape across a grid.  I explain how I solved the problem.
11:45 – 12:30	Art	RE	Mandarin	PSHE	Science
<b>Learning Objective/Component:</b>	To design a seascape in the style of Hokusai	To analyse images of Jesus in art	To analyse Chinese dances	To understand how stereotypes, prejudices and behaviours such as	To explain how objects are seen



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				bullying/peer-pressure can be damaging to health	
<b>Success Criteria:</b>	I can comment on an artwork  I can borrow ideas from other artworks  I can use my own ideas	I review knowledge of the Easter story.  I consider why there are so many representations of Jesus in art.  I analyse how Christians use Jesus in art.	I watch and appreciate Chinese dance  I form an honest opinion  I compare dances to others I have seen	I understand the terms stereotypes  I begin to understand how stereotypes can lead to prejudice  I consider how bullying/peer-pressure can impact physical as well as mental health	I know that we need light to see objects I explain that light reflects off of objects I investigate the angle of reflection
<b>Education for Change - Social justice/ Anti-racism:</b>	Links to artists from diverse cultures and backgrounds	Know that people have always been discriminated against religion and representations of deities are not always accurate	Discover music and dance from a different culture and form an appreciation	Understand that discrimination can lead to mental or physical health issues and they should stand up against it	
<b>Lunch Time</b>					
<b>1:30 - 2.40</b>	<b>PE</b>	<b>Music</b>	<b>Geography</b>	<b>DT</b>	<b>Computing</b>
<b>Learning Objective/ Component:</b>	To create a narrative through movement - Haka	To explore characteristics of accompaniment	To research flooding. <i>Should we prevent flooding?</i>	To make a shock-proof building	To construct a digital 3D model of a physical object
<b>Success Criteria:</b>	I design and perform movements to tell a story. I link movements together. I use different techniques such as unison, canon, repetition and dynamics.	I understand the role of accompaniment within music.  I can identify what parts I am playing within my band.  I can explain what characteristics each accompaniment has.	I can define flooding  I can explain the reasons why flooding occurs  I can describe possible flood defences	I consider my design criteria I follow my plan I use suitable construction techniques	I can rotate a 3D object  I can position 3D objects in relation to each other  I can select and duplicate multiple 3D objects
<b>Education for Change - Social justice/ Anti-racism:</b>	The haka is a type of ceremonial Māori dance or challenge performed by both males and females			Discussion of needs for shelter and accessibility to these basic requirements all over the world.	
<b>2:40 - 2:50</b>	<b>Story Time</b>				