

YEAR 6 - Holes - Reading Unit - Diary Entry - Learning Journey (Autumn)

What I already know:

Written in the first person using the past tense
Use of emotive language
Reference to thoughts and feelings
Use of technical language
A range of cohesive devices including fronted adverbials
punctuation for clarity

Key Vocabulary:

hook, tension, suspense, infer, deduce, metaphor, simile, personification, contrast, description, action, dialogue, hyperbole, figurative language, emotive language,

To understand how writers use specific devices to engage readers

To use strategies such as PEE to investigate how the author presents characters.



To infer and deduce information from a text.

To identify the features of a diary entry

To analyse emotions through the use of figurative language.



To write a diary entry using figurative language to convey emotions

I can edit and improve my writing against the writing features

What I need to remember:

Genre

First person, past tense
technical language
chronological order
emotive language
thoughts and feelings
Dates and introduction for separate entries

SPAG

Conjunctions of time
Fronted adverbials
Range of punctuation for clarity



YEAR 6 - Holes - Persuasive Speech - Learning Journey (Autumn)

What I already know:

- I can use emotive language for impact.
- I can identify the audience and purpose for writing.
- I can use fronted adverbials to clarify my position as a writer.
- I can use expanded noun phrases to add detail.
- I can use a wide range of punctuation.

Key Vocabulary:

persuasion, emotive language, active voice, passive voice, subordinating conjunctions, modal verbs, repetition, fronted adverbials, expanded noun phrases, adverbials

Use active and passive voice deliberately to heighten engagement.

Use a wide range of subordinate conjunctions



Use modal verbs to express certainty and necessity.

Plan and draft a persuasive speech



Identify the features of a persuasive speech

What I need to remember:

Genre	SPAG
emotive language	modal verbs
repetition	active and passive voice
facts and opinions	Brackets
powerful adjectives	Dashes
Clear viewpoint	Colons
Rhetorical	Semi-colons
Questions	subordinating
Formal Tone	conjunctions

Evaluate, revise and edit a persuasive speech



YEAR 6 - Letters from the Lighthouse - Newspaper Report - Learning Journey (Autumn)

What I already know:

- I can write a developed introduction and conclusion using all the newspaper's layout features.
- I can use subheadings as an organisational device.
- I can use quotations that are effective/emotive.
- I can vary my sentence length using complex sentence for effect.
- I can use modal verbs and a range of connectives.

Key Vocabulary:

Formal language, quotations, orientation, reorientation, caption, headline, modal verbs, active and passive voice, subordinate conjunctions, semi-colons, adverbial phrases, direct speech, reported speech, skim, scan, summarise.

I can consider different viewpoints and why people may hold these views.

I can summarise information from a given text.

I am learning to use direct and reported speech.

I am learning to identify the features of a newspaper article.

I can skim and scan to identify key ideas from the text.

I am learning to write a newspaper article.

I can revise, evaluate and edit my writing against the writing features.



What I need to remember:

Genre	SPAG
Newspaper layout	modal verbs
Use of columns	active and passive voice
Subheadings	voice
Formal Tone	Brackets
Quotations	Dashes
	Colons
	Semi-colons
	Subordinate connectives

YEAR 6 - Poetry - Learning Journey (Autumn)

What I already know:

I have read and discussed a wide range of poetry.
I have learnt poetry off by heart.
I have prepared poems to perform and read out loud.
I have discussed and evaluated how authors use language, including figurative language, considering the impact on the reader.
I have assessed the effectiveness of my own and others writing.

Key Vocabulary:

Similes, metaphors, personification, figurative language, alliteration, rhyme, rhyming couplets, imagery, nouns, verbs, adjectives, adverbs, performance.

To read and comment on a range of war poetry.

To use video imagery to inspire ideas for poetry.

To prepare poems to read aloud.

To explore thoughts and feelings about war poetry.

To use figurative language to generate imagery for war poetry.

To use figurative language to write a war poem



What I need to remember:

Genre

- Intonation, tone and volume to show meaning to the audience.
- Figurative language: similes, metaphors, personification
- Messages from the poem.
- Identified structures, themes and conventions.

SPAG

Nouns
Verbs
Adverbs
Adjectives
Modal Verbs
Commas
Hyphens
Parenthesis

YEAR 6: PLACE VALUE: Learning Journey Autumn Term

What I already know:

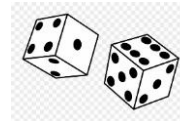
I can read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit
I can count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000
I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0
I can round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000
I can solve number problems and practical problems that involve all of the above
I can read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.

Key Vocabulary:

Value, digit, number, numeral, represent, column, exchange, read, write, order, compare, ones, tens, hundreds, thousands, ten thousands, hundred thousands, millions, powers of 10.

To read, write and understand numbers to 10,000,00.

To understand and use powers of 10.



To understand number lines up to 10,000,000.

Compare and order any integer.



Round any integer.

What I need to remember:

To read, write and order numbers to 10,000,000.
To count forwards and backwards in powers of 10.
To determine the value of each digit in numbers with up to 8 digits.
To count forwards and backwards through zero when interpreting negative numbers.

Negative Numbers




$$1+2=3$$

YEAR 6: Four Operations: Learning Journey Autumn Term

What I already know:

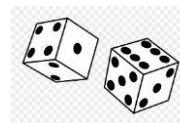
Add and subtract whole numbers with more than 4 digits.
Add and subtract numbers mentally with increasingly large numbers.
Identify multiples and factors.
Know and use the vocabulary of prime numbers, prime factors and composite (non prime) numbers.
Recognise and use square numbers and cube numbers.
Multiply a four digit number by a 1 and 2 digit number.
Divide a 4 digit number by a 1 digit number.

Key Vocabulary:

Add, subtract, divide, multiply, integer, factors, multiples, divisibility, prime, composite, square, cube, remainder, product, multiplicand, multiplier, quotient, dividend, divisor, total, sum, difference.

Add & subtract integers.

Find common factors and common multiples.



Prime, square and cube numbers.

Multiplying a four digit number by a two digit number - Long Multiplication.



Dividing a four digit number by a two digit number - Long Division.

Long Division with remainders.

What I need to remember:

Line up digits in the correct place value columns.
That a prime number has only 2 factors: itself and 1.
How to find common factors and multiples.
The written method for long multiplication.
The written method for long division.
Presenting remainders as fractions and decimals.




$$1+2=3$$

YEAR 6: Fractions: Learning Journey Autumn Term

What I already know:

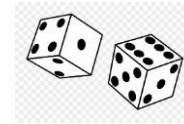
identify, name and write equivalent fractions of a given fraction
recognise mixed numbers and improper fractions and convert from one form to the other
compare and order fractions whose denominators are all multiples of the same number
add and subtract fractions with the same denominator

Key Vocabulary:

Factor, common factor, highest common factor, product, factor pairs, multiply, numerator, denominator, simplify, equivalent, lowest common multiple, lowest term, compare, order, mixed number, improper

Find equivalent fractions and simplify.

Compare and Order fractions.



Add and subtract fractions.

Add and subtract mixed numbers.



Multiply fractions

Divide fractions

What I need to remember:

When comparing and ordering or adding and subtracting, if the denominators are different, make them the same.
How to convert between mixed numbers and improper fractions and vice versa.
When multiplying a fraction by an integer only multiply the numerator by the integer.
When multiplying fractions, multiply the numerators together and multiply the denominators together.
Simplify a fraction where possible by finding the HCF of the numerator and denominator.



YEAR 6 - SCIENCE- Light – Learning Journey (Autumn)

What I already know (Year 3):

Recognise that they need light in order to see things and that dark is the absence of light.

Notice that light is reflected from surfaces.

Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object.

Find patterns in the way that the sizes of shadows change.

Key Vocabulary:

Simple comparisons: dark, dull, bright, very bright
Comparative vocabulary: brighter, duller, and darker
Superlative vocabulary: brightest, dullest, and darkest

Opaque, translucent, transparent

Shadow – block, absence of light

Reflect – bounce, mirror, reflection

Refraction

See – light source

Sun – sunset, sunrise, position

How do we see?

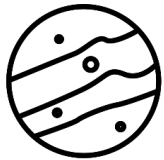


Reflection of Light



Design a Periscope

Refraction



Prisms and the spectrum



How do we see colour?

What I need to remember:

Light sources – Places from which light is emitted: e.g. Sun, candles, torches, fire, etc
Light travels in straight lines.

When light reaches an object, it can be absorbed, or it can pass through the object or it can be reflected.

Light passes through some materials and not others

Light is reflected of an object. The area that the light is therefore unable to reach is called a shadow.

Refraction happens when objects slow down the light beam, slightly changing its direction.

Year 6 - Science - Electricity – Learning Journey (Autumn)

What I already know (Year 4):

I can explain what circuit components are and what they do.
I can draw and label scientific diagrams of circuits.
I can build series circuits with support.
I can explain what electrical conductors and insulators are and give examples.

Key Vocabulary:

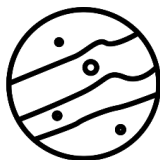
voltage, electricity, brightness, volume, switches, danger, series circuit, switch, bulb, buzzer, motor, symbols, diagram, investigation.

Series Circuits



Making Traffic Lights

Investigating Cells Part 1



Investigating Cells Part 2.



Formative assessment

What I need to remember:

What a series circuit is.
Name and describe the components of a series circuit.
Draw symbols for the components of a series circuit.
Explain why a circuit may not be complete and working.
Design a series circuit for a given purpose.
Set up a scientific experiment.

YEAR 6: HISTORY - Learning Journey: Autumn: WWII

What I already know:

I can put artefacts or information in chronological order.
I can answer and sometimes devise my own historically valid questions.
I can present information in a variety of ways using specialist terms.
I can think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Key Vocabulary:

Invade, occupy, Nazi, Adolf Hitler, Neville Chamberlain, Munich Agreement, evacuation, rationing, Holocaust, gas mask, anitsematism, D-Day, The Blitz, Battle of Britain, allies, axis.

I can explain why WWII began and order the events on a timeline.

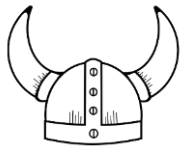


I can write a letter in role as an evacuee during WWII.



I can describe how people's diets were different during WWII and answer questions on rationing.

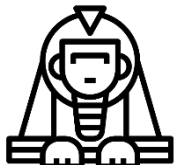
I can say what type of jobs women did during WWII.



I understand what the Holocaust was and how it impacted the lives of Jewish people across Europe.



I can describe what happened during the key events of WWII



What I need to remember:

When WWII started and ended.
Why WWII began.
Key dates and leaders involved in WWII.
Chronological knowledge of the events of WWII.
The different roles women undertook during the war.
What type of experience children had as evacuees.

YEAR 6: COMPUTING: Computer Systems & Networks/Creating Media: Learning Journey (Autumn)

What I already know:

That computers can be connected together to form systems.
Input, process, and output in larger computer systems.
How information is transferred across the internet.
That data is transferred in packets
That connections between computers allow us to access shared stored files.
That the internet lets people in different places work together

Key Vocabulary:

systems, networks, media, search engine, ranking, adverts, targeting, three-dimensional, two-dimensional, scale.

To recognise that there are a number of search engines and explain why search engines exist.

To explain that search results are ordered, and this is known as ranking.



To identify that results from search engines can include adverts, and that the adverts can be targeted.

To recognise the differences when working in 3D compared with 2D.

To recognise that 3D objects comprise length, width, and height (depth).

To recognise the similarities and differences between real-life 3D and virtual 3D.

What I need to remember:
That there are multiple search engines available.
That search engines allow us to find what we are looking for on the internet.
That search engine results are ranked.
The differences between 2D and 3D when creating media.

To recognise the role of scale in design.



YEAR 6 GEOGRAPHY Fieldwork: Coasts Learning Journey (Autumn 1)

What I already know:

I can describe where places are using longitude and latitude
I can locate climate zones around the world (hot and cold places)
describe the physical geography of different climate zones around the world.

I can describe the link between temperature and the equator.

Key Vocabulary:

grid references, coastline, flood, tide, port,
environmental, weathering, erosion, crack, cave, arch,
stack, stump, fieldwork, survey,
interview, questionnaire strategy, observe, measure.

Using 6 figure grid references and identify height on OS Map



Famous coastlines



Erosion at the coastline



Fieldwork at the coast planning

Fieldwork at Alnmouth



Assessment: write up fieldwork



What I need to remember:

Erosion causes change to the physical features of coastlines.
Humans are impacted by the effects of erosion.

fieldwork can be carried out using various strategic approaches including, observation and measurement, surveys, questionnaires and interviews.

YEAR 6 ART AND DESIGN - Learning Journey: Autumn: World War II

What I already know:

I can make detailed observations about the work of other artists.
I can create and arrange accurate patterns and add decoration for effect.
I can create a colour palette, demonstrating mixing techniques.
I can think critically about my art and design work.

Key Vocabulary:

Background, foreground, midground, mood, atmosphere, compare, different, alike, pattern, realism, abstract, create, compose, form, relief, sculpture, wet/ dry media, war artist, perspective, single point perspective.

To observe the layered and single point perspective recorded in war photography and create it in charcoal sketches.

To experience digital tools to create blended colours and silhouettes in war themed nightscapes.



To imagine and explore creating integrated collage that merge two contrasting images.

To create carefully blended backgrounds that showcase outlines and composition based on the work of Ravilious.



To refine layered and single point perspective compositions to create atmospheric images with appropriate colour choices.



To reflect on designs and skills to complete and evaluate my final piece.

What I need to remember:

To work confidently and with variation using primary, secondary and tertiary colours.
To know how to adjust the thickness and directions of brush strokes for different effects.
To know how to create layered and single point perspective.

YEAR 6: DESIGN TECHNOLOGY - Learning Journey: Autumn: WWII

What I already know:

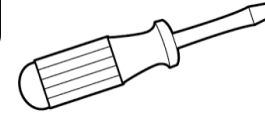
I can identify the design features of their products that will appeal to intended user.
I can design innovative and appealing products that have a clear purpose and are aimed at a specific user.
I can begin to select and use different and appropriate finishing techniques to improve the appearance of a product.

Key Vocabulary:

Plan, make, cut, model, stick, glue, saw, sew, knit, weave, material, cook, ingredient, textile, build, construct, tool, design, develop, function, product, template, mock-up, finish, create, evaluate, compare, equipment, practical, join, hinge, joint, structure, mechanism, World War II, home front, matchbox toys, handmade, mass produced; war effort.

To observe toys from WW2 and make toy models using paper and card; confidently working with 3D shapes and joins for accuracy.

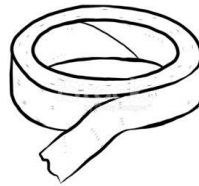
To experience aspects of life in WW2 developing knowledge of modelling skills to create matchbox models.



To imagine the design process to create a ration book with historically accurate details

To create a handmade fabric toy for an evacuee using sewing skills.

To refine understanding of handmade products by creating an evacuee suitcase.



To evaluate a design against set criteria and offer feedback within a set criteria: purpose and appearance.

What I need to remember:
To work confidently with 3D shapes and joins for accuracy.
To use lettering, paper folding and printing to create books.
To consider the ways products were developed and designed by users.
To select from a range of appropriate materials considering their suitability for the design.

YEAR 6 MUSIC - Performing - Learning Journey (Autumn)

What I already know:

Sing and use their understanding of meaning to add expression.
Perform 'by ear' and from simple notations.
Improvise within a group using melodic and rhythmic phrases.
Recognise and use basic structural forms e.g. rounds, variations, rondo form.
Maintain their part whilst others are performing their part.

Key Vocabulary:

Rhythm, dance, performance, pattern, pitch, movement, notation, sequence, coordination, percussion, beat, syncopation, harmony.

Exploring beat and syncopation through a song and body percussion

Developing coordination and rhythm skills



Developing the idea of pitch shape and relating it to movement

Arranging different musical sections to build a larger scale performance

Creating rhythm patterns



Exploring rhythm through dance



Exploring ways of combining and structuring rhythms through dance

What I need to remember:

Understand different musical notations
How to perform in solo and ensemble contexts.
Recognise key musical terms such as beat, pitch and harmony.

YEAR 6 - FRENCH - Learning Journey (Autumn)

What I already know:

Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary.
Understand the main points of a short spoken passage.
Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.
Children can write words, phrases and short simple sentences from memory.
Read short passages and pull answer questions on what they have read.

Key Vocabulary:

J'adore, j'aime, je n'aime pas, je déteste.
Je voudrais
Voici = Here is/are
Voilà = There is/are
que désirez-vous

Explore the patterns and sounds of language through songs and rhymes when learning about food..

Engage in conversations; ask and answer questions; express opinions about food in a bakery



Broaden vocabulary and develop ability to understand new words when talking about food likes and dislikes, including through using a dictionary

Appreciate stories, songs, poems and rhymes when learning about food.



Write phrases from memory, and adapt these to create an All Saints Day card

What I need to remember:

Words and phrases that show what I like and dislike about food.
To recognise French vocabulary on food, the bakery and All Saints Day. .
Simple French phrases to create simple sentences about food interests.
How to ask the question 'What would you like...'