

# YEAR 6 - Emotive Speech - Wonder - Learning Journey (Summer)

## What I already know:

Arguments are well constructed that answer the reader's questions.  
The writer understands the impact or the emotive language and thinks about the response.  
Information is prioritised according to the writer's point of view.

## Key Vocabulary:

It strikes me that, There is no doubt that, I am convinced that, It appears, In my opinion, Surely only a fool would consider, In addition, Furthermore, Moreover, My evidence to support this is, On balance.. Just think how... Now you can... For the rest of your life... Unbelievable, Outrageous, Incredible

To use dictionaries and thesauruses to build a bank of vocabulary to describe August.

To describe August from several perspectives.



To consider what makes a speech emotive.

To use rhetorical questions and stylistic devices.

To plan August's speech to be read at Daisy's funeral.



## What I need to remember:

Genre

SPAG

Emotive Language  
Figurative Language  
Hyperbole  
Powerful Adjectives  
Rhetorical Questions

Expanded noun phrases.  
Use modal verbs. Prefixes for verbs. Convert adjectives in verbs using suffixes.  
Wide range of connectives.  
Change tense according to features of the genre.  
Fronted adverbials

To write August's speech to be read at Daisy's funeral.



# YEAR 6: Informal Letter - Wonder - Learning Journey (Summer)

## What I already know:

Developed introduction and conclusion using all the letter layout features.  
 Paragraphs developed with prioritized information.  
 Purpose of letter clear and transparent for reader.  
 Formal language used throughout to engage the reader.

## Key Vocabulary:

Please do not hesitate to contact me...  
 An early response would be greatly appreciated...  
 Please accept my...  
 I wish to express...  
 The impact of...  
 Despite continued efforts...  
 Subsequently...

To use prepositional language for effect.

To use fronted adverbials to clarify the writer's position



To consider the purpose for writing.

I am learning to plan an informal letter to Eddie from August



I can write an informal letter to Eddie from August

## What I need to remember:

Genre

SPAG

Wide range of punctuation.  
 Letter well constructed that supports the reader.  
 Information is prioritized according to importance and a frame of response set up for the reply..

Expanded noun phrases  
 Use modal verbs.  
 Choose appropriate adjectives.  
 Use a wide range of connectives.  
 Change tense according to features of the genre  
 Adverbials.

I am learning to evaluate my writing



# YEAR 6: Poetry: Refugees: Learning Journey (Summer)

## What I already know:

I have assessed the effectiveness of my own and others writing.  
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.

## Key Vocabulary:

Adjectives, couplets, prose, assonance, onomatopoeia, repetition, syllables, rhyme, verb, synonym, alliteration, chorus, stanza, oxymoron, simile, consonance, hyperbole, rhymed verse, verse.

To write a freeform poem using stylistic devices.

Read aloud and perform using intonation, tone and volume.

To perform and edit a poem for impact.



To create a poem using writing as a model for their own.

To assess the effectiveness of my own and others writing

## What I need to remember:

### Genre

I can write using figurative language.  
I can select structural features of poems.  
I can read and write narrative poems.

### SPAG

I can use active and passive voice.  
I can use alliteration.  
I can locate and identify personification.



# YEAR 6: Shape - Learning Journey (Summer)

## What I already know:

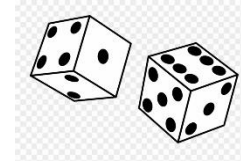
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees
- identify:  
angles at a point and one whole turn (total  $360^\circ$ )  
angles at a point on a straight line and half turn (total  $180^\circ$ )  
other multiples of  $90^\circ$

## Key Vocabulary:

Triangles, polygons, quadrilaterals, angle, obtuse, acute, reflex, protractor, degrees, right angle, intersect, bisect, interior, exterior, equilateral, isosceles, scalene.

Measure and classify angles.

Calculate angles.



Angles in a triangle.

Angles in a quadrilateral.

Circles.

Draw shapes accurately.



Nets of 3D Shapes.

## What I need to remember:

- Use known facts to work out missing angles.
- To understand the difference between radius and diameter.
- To know the difference between a regular and irregular polygon.
- The angles in a triangle add up to 180 degrees.
- To know the sum of the interior angles in a quadrilateral.

$$1+2=3$$



# YEAR 6: Geometry - Learning Journey (Spring)

## What I already know:

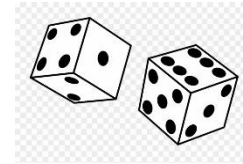
identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed

## Key Vocabulary:

Coordinate, grid, horizontal, vertical, axis, x-value, y-value, quadrant, plot, vertex, vertices, translate, translation, reflection,

The first quadrant

Read and plot points in the first quadrant



Solve problems with coordinates

$$1+2=3$$

Reflections



Translations



## What I need to remember:

To read the x-axis first and then the y-axis.

The reflection is the same distance from the mirror line as the object. Each vertex of the shape should be translated to correctly translate the whole shape.

# YEAR 6 GEOGRAPHY: Hazardous Worlds - Learning Journey (Summer)

## What I already know:

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.

Describe and understand key aspects of physical geography. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

## Key Vocabulary:

Convection currents, core, crust, earthquake, lava magma, mantle, plate boundary, tectonic plate, volcano.

I can describe the differences between the layers.



I can describe the features and processes at each boundary.



I can describe what causes an earthquake.

I can identify the features of a volcano.

I can describe some things that are being done to protect against hazards.



Assessment

## What I need to remember:

The different layers of the earth.  
The types of plate boundaries and their impact on the earth.  
How an earthquake is caused.  
The different features of a volcano.

# YEAR 6 - HISTORY - Early Islamic Civilisation - Learning Journey (Summer)

## What I already know:

That people have and follow different faiths and religions  
The key principles of the Islamic faith.

## Key Vocabulary:

Islam, Muhammad, Muslim, caliphate, caliph,  
civilization, empire, Allah, caravan, mosque, scholar,  
siege, significant, trading

I know when the  
Early Islamic  
Civilisation began.

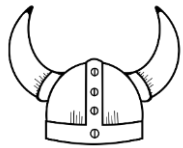


I know why  
Muhammad is  
important.



I understand the  
significance of  
Baghdad.

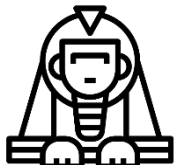
I know what  
happened to the  
House of Wisdom.



I know who led the  
civilisation after  
Muhammad's death.



I know how powerful  
the Early Islamic  
Civilisation was.



## What I need to remember:

Where the Early Islamic Civilisation fits on the timeline of history.  
Who Muhammad was and why he was/is so significant.  
The significance of Baghdad in this era.  
The importance of the House of Wisdom.  
Recognising the four caliphs

# YEAR 6: SCIENCE - Living Things and their Habitats - Learning Journey (Summer)

## What I already know:

Ask relevant questions and use different types of scientific enquiry.  
Gather, record, classify and present data in a variety of ways to help in answering questions.  
Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.  
Recognise that living things can be grouped in a variety of ways

## Key Vocabulary:

Microorganism, microbe, classification, vertebrate, invertebrate, Carl Linnaeus, microscope, bacteria, viruses, fungi, yeast, colonies, excrete, taxonomy, binomial name, amoeba, mollusk, arthropod, segmented worm

Microbes

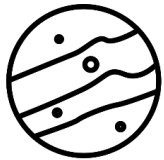


Classification & Linnaeus system



Classification Keys

Classifying vertebrates



Classifying invertebrates



## What I need to remember:

Identify 3 types of microorganism.  
Identify the 3 main groups of living things.  
Produce a classification key to identify animals.  
Recall the vertebrate subgroups.  
Recall the invertebrate subgroups.



# YEAR 6: SCIENCE - Animals Including Humans - Learning Journey (Summer)

## What I already know:

Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

## Key Vocabulary:

Dissection, circulatory system, atria, ventricles, vena cava, pulmonary vein, aorta, valves, pulmonary artery, arteries, veins, platelets, plasma, red blood cells, white blood cells, carbohydrate, lipids, vitamins, minerals, protein, fibre, tobacco, sidestream smoke, mainstream smoke, filter, tar, nicotine, carbon monoxide.

The Heart

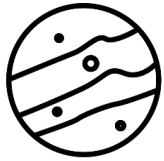


Heart dissection



Diet

Blood and what transports it.



Exercise



Smoking

## What I need to remember:

Describe the structure of the heart.  
Identify the structure of the heart during a heart dissection.  
Identify the parts of blood.  
Identify the nutrients of a balanced diet.  
Describe different types of exercise.  
Identify the harmful chemicals found in cigarette smoke.

# YEAR 6: COMPUTING - Creating Media - Web Page Creation - Learning Journey (Summer)

## What I already know:

This unit progresses students' knowledge and understanding of the following: digital writing, digital painting, desktop publishing, digital photography, photo editing, and vector drawing.

## Key Vocabulary:

Website, layout, webpage, copyright, preview, navigation path, content, media, code, source, fair-use, hyperlinks.

I know what makes a good website.

I know how to layout a webpage.



I understand copyright.

I know the importance of previewing a webpage.

I understand the need for a navigation path.

To understand the implications of linking other people's content.

## What I need to remember:

What is required to create a good webpage.  
The importance of copyright and fair use of media.  
How to make a website look aesthetically pleasing.  
The importance of navigation paths.



# YEAR 6 ART AND DESIGN - Learning Journey: Summer: Islamic Art

## What I already know:

I can explore colour and pattern to create controlled effects to influence atmosphere.  
I know how to use a range of strategies and skills to create perspective.  
I can use developing brush skills for detail and accuracy.

## Key Vocabulary:

Background, foreground, midground, mood, atmosphere, compare, different, alike, pattern, realism, abstract, create, compose, form, relief, sculpture, wet/ dry media, Islamic Art, tessellation, shape, tile, clay, design.

To observe the repeated lines and shapes of Islamic Art and recreate these patterns using line and colour

To experience block printing complex, repeating patterns; exploring the effect of different colour choices.



To imagine and explore creating composite shape patterns to produce complex geometrical designs.

To create carefully composed clay tiles using shape, line and colour.



To refine geometrical compositions to create tessellating images with distinct colour choices.



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

## What I need to remember:

To use tools and materials to carve, shape and add texture and pattern to clay.  
To use a range of paint to create visually interesting pieces.  
To create and arrange accurate patterns.

# YEAR 6: DESIGN TECHNOLOGY - Camera Obscura - Learning Journey (Summer)

## What I already know:

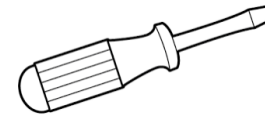
To use research and develop design criteria to inform the design of products.  
Generate and develop ideas through discussion, sketches, diagrams and prototypes.  
Select from a wider range of tools and equipment to perform practical tasks.  
Evaluate their own designs against their design criteria.

## Key Vocabulary:

Plan, make, cut, model, stick, glue, build, construct, tool, design, develop, function, product, template, mock-up, finish, create, evaluate, compare, equipment, practical, shadow puppets, observe, thaumatropes, phenakistoscopes, pinhole camera.

To observe the innovations in still and moving image design and technology; beginning with shadow puppets.

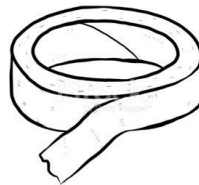
To experience constructing shadow puppets to create increasingly complex designs.



To imagine and explore creating apparently moving images using thaumatropes.

To create carefully composed flip books and phenakistoscopes to defined client specifications.

To refine designs for image capture technology by creating a pinhole camera.



### What I need to remember:

To understand innovations in still and moving images.  
How to construct accurate shadow puppets.  
How to use thaumatropes to create moving images.  
To evaluate and refine designs and products against a given set of criteria.

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



# YEAR 6: MUSIC - Moving On - Performing - Learning Journey (Summer)

## What I already know:

Prepare for a performance by considering narration, performance space, setting up and other logistics.

Develop techniques of performing rap using texture and rhythm.

Sing and play scales and chromatic melodies accurately.

Sing and play percussion in a group piece with changes in tempo and dynamics.

Sing a song in unison and three-part harmony.

with attention to accuracy in rhythm, pitch and dynamics

## Key Vocabulary:

Performance, voice, pitch, harmony, melody, rhythm, timbre, dynamics, instrumental, accompaniment, bridge, modulation.

Singing a song with expression and sustained notes

Performing complex song rhythms confidently.



Learning to play a melody with chordal accompaniment



Singing in two- or three- part harmony

## What I need to remember:

How to sing and play music from a range of styles and cultures.

When using my voice to experiment with sounds, pitch, melody and rhythm.

To express my ideas through musical activities.



Playing instrumental parts to accompany a song

# YEAR 6: FRENCH - - Learning Journey (Summer)

## What I already know:

I can begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary.  
I can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.  
I can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.  
Use some conjunctions to join clauses.

## Key Vocabulary:

Mon anniversaire, c'est le, joyeux anniversaire, Mes animaux préférés sont..., un sanglier, une marmotte, un loup, une vipère, un médecin, un coiffeur, un professeur, un boulanger, est important, est importante

I can say when my birthday is in French.

I can identify household animals.



I can discuss my favourite animals and pets.

I can identify different animals you would find in the wild.



I can identify different types of jobs.

## What I need to remember:

How to say 'Happy Birthday' and when my birthday is.  
The names of household pets and how to say which animals you like the best.  
The French names for various types of jobs and whether they are masculine or feminine.