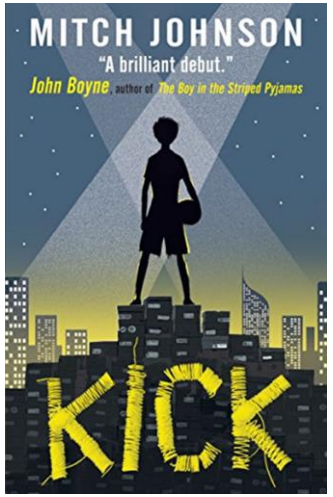
Year 6 English - Kick by Mitch Johnson

Approximately 6 Weeks

Key Vocabulary

surge
grimace
combat
transcript
consequences
attached
controversy
government
exaggerate
opportunity
Sacrifice
recommend



Learning Objectives

Deduce information about a character based on their thoughts, words and actions.
Explore the structure and features of a news report
Recognise and use the passive voice
Recognise and use the subjunctive form.
Recognise and use a variety of cohesive devices
Recognise facts and perspectives and consider their roles in a news report
Plan and write a news report
Deliver a news report in role

Reading

The children will learn to:

- compare and contrast different characters' perspectives presented by the author (building on 'The Tempest' Y5)
- identify and analyse the deliberate choices made by the author to construct stereotypes (building on 'The Boy at the Back of the Class')

Writing

The children will learn to:

- develop initial ideas from wider research
- structure a report using linguistic organisational devices to guide the reader (building from The Boy at the Back of the Class)
- choose appropriate discourse markers to build cohesion across paragraphs (building from The Boy at the Back of the Class)

Oracy

The children will learn to: ·

- speak fluently in Standard English in front of an audience, selecting appropriate body language and tone of voice (building on Henry's Freedom Box Y5)
- construct a complex report adapting style to engage the audience (building on Thieves of Ostia Y5)

Grammar and Punctuation

The children will learn to:

- ·manipulate active and passive voice to maintain journalistic style (builds on subject and object knowledge from KS1)
- chose appropriate indefinite pronouns to reinforce point of view: eg everyone,

would, agree (building on knowledge of pronouns in Y5)
use colons to introduce lists or to give further explanation

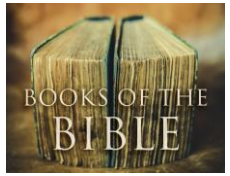
- subjunctive verbs, within an incidenta lpiece of writing as factory owner setting out expectations of the children (building on persuasion in 'Escape from Pompeii'

Year 6 RE - Sources

Approximately 4 Weeks

Lessons

- About the Bible
- The kinds of books in the Bible
- The Old Testament, Hebrew Scriptures
- The New Testament: Gospels
- The New Testament: Acts/Letters/Revelation
- The Bible in daily life



Standard Indicators

I can **make links** to show how feelings and beliefs affect behaviour in relation to commitment.
I can **use religious vocabulary** to **give reasons** for the signs and symbols used in the Sacrament of Holy Orders.
I can **give reasons** why Christians fulfil their baptismal promises by answering Gods call through their chosen vocation.
I can **show** how my and other' commitment to the service and care of others is influenced by beliefs and values.
I can **use religious terms** to **show an understanding** of prayers of consecration and vows made at ordination.
I can **show and understanding** of how religious belief shapes the lives of Christians through vocation.

Vocabulary

poetry	A type of writing that attempts to stir up a reader's imagination or emotions; poetry is created by carefully choosing and arranging language for its sound, meaning and rhythm.
prose	Any writing that expresses the ordinary language people use when they speak and write.
Old Testament	Texts written before Jesus Christ was born and covering God's dealings with the ancient Hebrew world and its people.
New Testament	Tells of the birth, life, passion, death and resurrection of Jesus, and how the Church began and grew.
Pentateuch	The first five books of the Old Testament: Genesis, Exodus, Leviticus, Numbers and Deuteronomy.
Gospels	The texts in the bible that tell the story of Jesus's life.
scripture	Writings that are regarded as holy in a particular religion (writings in the bible)
Celebration of the Word	Part of the Mass where Christians listen to the Word of God, read from the Bible.

Year 6 RE - Unity

Approximately 4 Weeks

Lessons

- What nourishes and what spoils friendship and unity?
- Jesus' prayer for unity
- In communion with Jesus
- The Eucharist challenges Christians to live in communion
- The Our Father
- Prayer for peace and unity and sign of peace
- Holy Communion

Standard Indicators

To show understanding of how their own and others' decisions are informed by beliefs and values.
To **make links between scripture and the Eucharist.**
To use developing religious vocabulary to give reasons for the actions and symbols of the Communion Rite.
To give reasons why Christians gather together in 'communion' and receive Holy Communion.
To show understanding of the links between a range of scripture texts and some parts of the Mass.
To **show understanding** of how belief in Jesus Christ shapes the life of Christians.

Vocabulary

Eucharist	The sacrament commemorating the Last Supper, in which bread and wine are consecrated and consumed (also known as Holy Communion).
communion	An act or instance of sharing.
community	A group of people living in the same place or having shared interests and/or attitudes.
unity	The state of being united or joined.
friendship	A state of enduring affection, esteem and trust between people.
nourish	To sustain with nutriment, or to support and promote (or provide spiritual nourishment.

Year 6 Art -Architecture

Approximately 6 Weeks

Key Questions

Ho can I draw 3D shapes?
What is perspective?
What is architecture?
Who has influenced the field?
What makes local architecture distinctive?
Who is Jim Edwards?
How can I create the same blended effect using strong colours?

Vocabulary

perspective
foreground
background
middle ground
vanishing point
architecture
design
Purpose
Composition

Key Figures

Gaudi
Mackintosh
Zaha Hadid
Frank Gehry
Christopher Wren
Jim Edwards

Year 6 Music - A New Year Carol

Approximately 6 Weeks

About This Unit

Themes: Benjamin Britten's music and cover versions

Facts & Information: Listen to other songs by Britten and cover versions of them:

- I Mun Be Married on Sunday
- Fishing Song

Reflection:

What did you like best about this unit?

Was there anything you didn't enjoy? Why?

Do you have any strong feelings you would like to share about it?

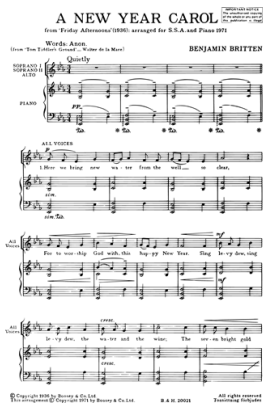
What cover versions are there?

Vocabulary

melody
compose
improvise
cover
pulse
rhythm
texture
structure
dimensions of music
ostinato
phrases
unison
urban gospel

Listen & Appraise

What style indicators can you hear?
Describe the structure?
What instruments/voices can you hear?
Describe the musical dimensions.
What mood and story are told?



Year 6 RHE -Keeping Safe, Understanding the Law Approximately

Approximately 6 Weeks

Girls' Bodies/Boys' Bodies

Learning Objectives

Children will learn:

- That human beings are different to other animals
- About the unique growth and development of humans, and the changes that girls will experience during puberty
- About the need to respect their bodies as a gift from God to be looked after well, and dressed appropriately
- The need for modesty and appropriate boundaries

Peculiar Feelings

Learning Objectives

Pupils will:

- Deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action
- Learn that some behaviour is wrong, unacceptable, unhealthy or risky

Spots and Sleep

Learning Objectives

Children will learn:

- How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.

Emotional Changes

Learning Objectives

Pupils will learn:

- That emotions change as they grow up (including hormonal effects)
- To deepen their understanding of the range and intensity of their feelings; that feelings are not good guides for action
- That openness with trusted parents/carers/teachers when worried helps with healthy emotional well-being.
- That beauty, art, etc. can lift the spirit and also contribute to our sense of well-being.

Body Image

Learning Objectives

Children will learn:

- To recognise that images in the media do not always reflect reality and can affect how people feel about themselves
- That thankfulness builds resilience against feelings of envy, inadequacy etc, and against pressure from peers or the media

Seeing Stuff Online

Learning Objectives

Pupils will learn:

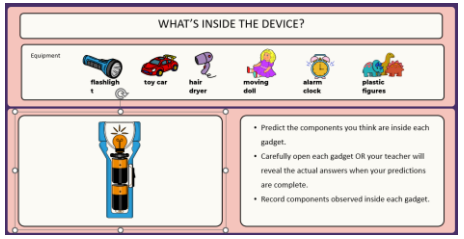
- The difference between harmful and harmless videos and images
- The impact that harmful videos and images can have on young minds
- Ways to combat and deal with viewing harmful videos and images

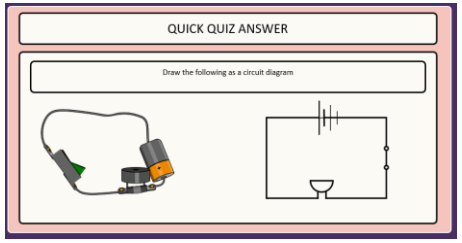
Year 6 Science -Electricity

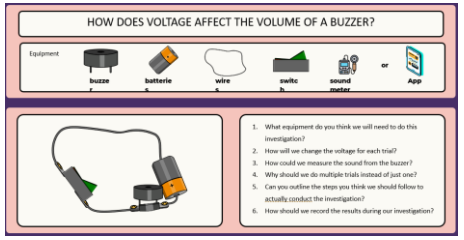
Approximately 6 Weeks

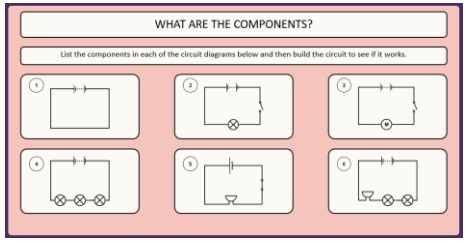
What Will We Learn?

- How do electrical appliances work?
- Why do batteries have voltage?
- What are the parts of a circuit?
- What are circuit diagrams?
- How can we use electricity safely?
- Wha is the history of electricity?









Vocabulary

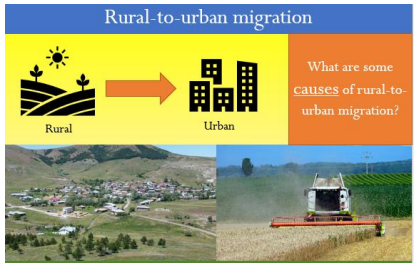
circuit	A path that an electrical current can flow around.
component	A part of something - in this case, a circuit.
insulator	A material that does not allow electricity to pass through it.
switch	A device that controls the flow of electricity in a circuit
voltage	The force that makes the electric current move through wires.
electric shock	When electric passes through the body, causing a feeling of shock or pain.
lithium	The lightest metal. It is used in batteries.
Surge protector	An appliance designed to protect devices from power surges and voltage spikes.

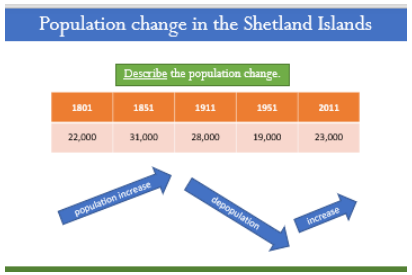
Year 6 Geography - Migration

Approximately 6 Weeks

What Will We Learn About?

- Danielle's migration story
- Why do people migrate?
- Semra's migration story
- Refugees
- How does migration change places?
- Does it matter where we live?





Vocabulary

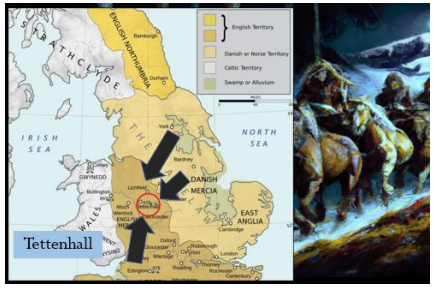
migrant	Someone who moves from one place to another.
Internal migratiom	When people move from one part of a country to another.
International migration	When people move from one country to another
passport control	A mandatory process for international travellers which verifies a traveller's identity and eligibility to eave or enter a country.
Immigrant	Someone who moves to a country to live
Emigrate	Someone who leaves a country to live elsewhere.
Immigrate	To leave a country to live elsewhere
refugee	A person who has been forced to lave their country in order to escape war, persecution or natural disaster.
asylum seeker	A person who has left their country to seek safety elsewhere.

Year 6 History - Lady of the Mercians

Approximately 6 Weeks

What Will We Learn About?

- Strange oars on the Trent: Mercia falls
- Early Viking raids
- Wessex alone
- Three surprises and a wedding: Mercia and Wessex unite
- Rebuilding Mercia
- Colder and bolder



Vocabulary

Vikings	Scandinavian warriors known for their sailing skills and exploration.
Anglo Saxon	A people made up of Angle, Saxons and Jutes, who invaded from Europe.
martyrdom	A person who dies for their religious beliefs.
occupied	A place that control has been taken of after battle.
ancestral	Belonging to or inherited from an ancestor or ancestors.
ransack	To go through a pace stealing things and causing damage.
fortifications	Military buildings and structures designed for defence during battle.
priory	A small monastery or nunnery.
prosperous	Bringing wealth and success.
wilderness	An uncultivated, uninhabited and inhospitable region.

Year 6 PE - Dance

Approximately 6 Weeks

Purpose of the Unit

The unit of work will challenge pupils to explore the concepts of Prejudice and Discrimination through movement. By exploring this challenging topic, pupils will work together to demonstrate the emotions that surround prejudices and the impact of acting on this prejudice. Pupils will explore the power of being united when tackling prejudices

Vocabulary for Learning

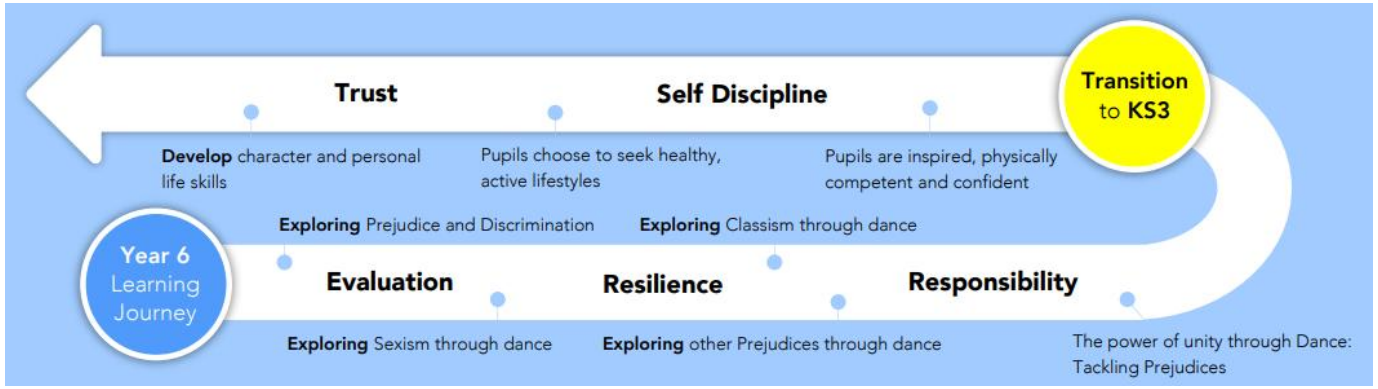
Dancers: Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.
Expression: refers to the actions a dancer uses to make their characters thoughts or feelings known.
Creativity: refers to pupils using their imagination or original ideas when performing their dance actions.
Emotion: refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others

Sport Specific Vovabulary

Prejudice: Someone's opinion that is not based on reason or an actual experience.
Choreography: A set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to performer.

Key Success Criteria

- Pupils will perform with clarity, fluency, accuracy and consistency.
- Pupils will execute movements with accurate expression and conveying the correct emotion.
- Pupils will make effective evaluations of an individual, pairs' or groups strengths and weaknesses. Pupils will reflect on their own performances.
- Pupils will consistently apply a range of life skills as they work successfully with others to execute their sequences and group performances to tell the stories.
- Pupils will demonstrate self motivation and integrity as they take pride in their work, creating sequences that include stage presence, timing, rhythm and emotion.



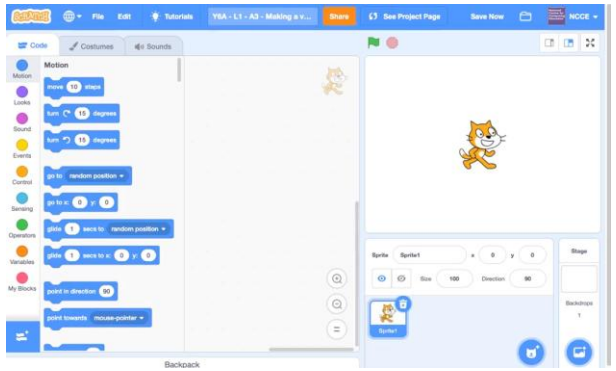
Year 6 - Programming

Approximately 6 Weeks

What Will We Learn?

- Introducing variables
- Variables in programming
- Improving a game
- Becoming a games designer
- Design to code
- Improving and sharing

This unit explores the concept of variables in programming through games in Scratch. First, you will find out what variables are and relate them to real-world examples of values that can be set and changed. Then you will use variables to create a simulation of a scoreboard. In Lessons 2, 3, and 5, which follow the Use-Modify-Create model, you will experiment with variables in an existing project, then modify them, before creating your own project.



Scratch guidelines

- **Stay Safe Online**: Don't share personal info like your full name, address, or phone number. Also, don't share details about where you go to school or your social media accounts.
- **Be Kind and Helpful**: When you comment on someone's project, say something nice about it and offer suggestions in a friendly way. Don't be mean or spammy.
- **Share and Collaborate**: You can use other people's stuff on Scratch to make your own cool projects but remember to give credit. And when you share your work, others can use it too, as long as they give credit and make changes.
- **Be Honest**: Always tell the truth and be yourself when you're on Scratch. Don't pretend to be someone else.
- **Keep Scratch Friendly**: Make sure your creations and chats are friendly for everyone. If you see something mean or inappropriate, you can click the link that says "report" on any project, comment, discussion post, studio, or profile page. If you're unsure or it's a bit complicated, you can ask your teacher or a trusted adult to get in touch with us. The Scratch team will take care of it.

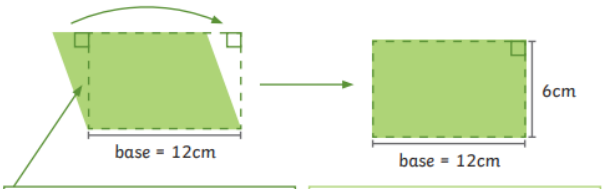
Year 6 Maths - Area & Perimeter

Approximately 2 Weeks

Area of Parallelograms

base × perpendicular height = area of a parallelogram

A parallelogram can be transformed into a rectangle.

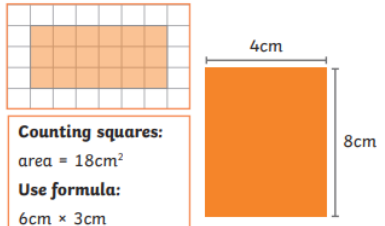


perpendicular height = 6cm

12cm × 6cm = 72cm²

Area of Rectangles

length × width = area of a rectangle

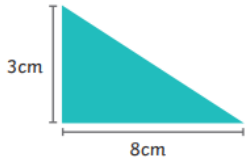


Counting squares:
area = 18cm²
Use formula:
6cm × 3cm
area = 18cm²

8cm × 4cm area = 32cm²

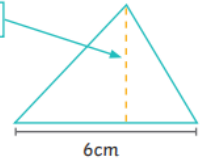
Area of Triangles

base × perpendicular height ÷ 2 = area of a triangle

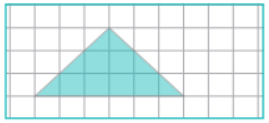


8cm × 3cm ÷ 2
area = 12cm²

perpendicular height = 5cm



6cm × 5cm ÷ 2
area = 15cm²

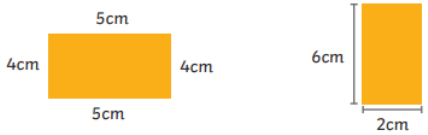


Counting squares:
6 whole squares = 6cm²
6 half squares = 3cm²
6cm² + 3cm² = 9cm²
area = 9cm²

Using formula:
6cm × 3cm
÷ 2 = 9cm²

Perimeter of Rectangles

perimeter = length + width + length + width or (length + width) × 2

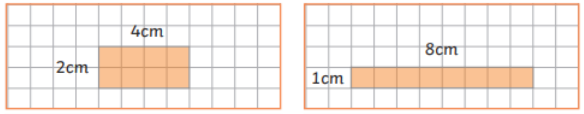


5cm + 4cm + 5cm + 4cm
area = 18cm²

(6 + 2) × 2
area = 16cm²

Perimeter and Area

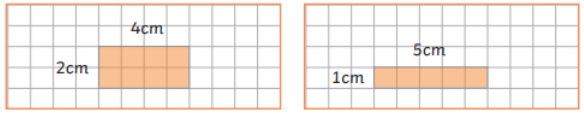
Shapes with the same area can have different perimeters.



area = 8cm² perimeter = 12cm

area = 8cm² perimeter = 18cm

Shapes with the same perimeter can have different areas.

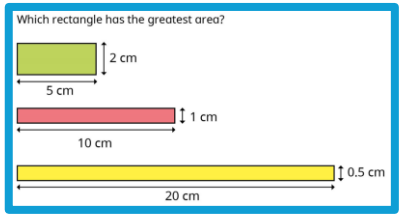


area = 8cm² perimeter = 12cm

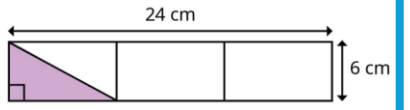
area = 5cm² perimeter = 12cm

Vocabulary

perimeter
area
width
length
rectangle
recilinear
parallelogram
perpendicular height



Calculate the area of the shaded triangle.



Year 6 Maths - Fractions

Approximately 3 Weeks

Simplify Fractions

$\frac{9}{12}$

Factors of 9:
1, 3, 9

Factors of 12:
1, 2, 3, 4, 6, 12

$\frac{9}{12} = \frac{3}{4}$ (÷3)

Fractions

Adding and Subtracting Proper Fractions

Same Denominators

$\frac{4}{7}+\frac{2}{7}=\frac{6}{7}$

$\frac{8}{11}-\frac{3}{11}=\frac{5}{11}$

Different Denominators

$\frac{2}{7}+\frac{3}{5}$

Multiples of 7: 7, 14, 21, 28, **35**
Multiples of 5: 5, 10, 15, 20, 25, 30, **35**

$\frac{2}{7}=\frac{10}{35}, \frac{3}{5}=\frac{21}{35}$

$\frac{10}{35}+\frac{21}{35}=\frac{31}{35}$

$\frac{9}{10}-\frac{1}{4}$

Multiples of 10: 10, **20**
Multiples of 4: 4, 8, 12, 16, **20**

$\frac{9}{10}=\frac{18}{20}, \frac{1}{4}=\frac{5}{20}$

$\frac{18}{20}-\frac{5}{20}=\frac{13}{20}$

Adding and Subtracting Mixed Numbers

Add or subtract the whole numbers and fractions separately.

$2\frac{2}{5}+1\frac{3}{10}$

$2+1=3$

$\frac{2}{5}+\frac{3}{10}=\frac{4}{10}+\frac{3}{10}=\frac{7}{10}$

$3+\frac{7}{10}=3\frac{7}{10}$

$2\frac{1}{2}-1\frac{1}{4}$

$2-1=1$

$\frac{1}{2}-\frac{1}{4}=\frac{2}{4}-\frac{1}{4}=\frac{1}{4}$

$1+\frac{1}{4}=1\frac{1}{4}$

Convert the mixed numbers to improper fractions.

$2\frac{2}{5}+1\frac{3}{10}$

$2\frac{2}{5}=\frac{12}{5}$ $\quad 1\frac{3}{10}=\frac{13}{10}$

$\frac{12}{5}+\frac{13}{10}=\frac{24}{10}+\frac{13}{10}=\frac{37}{10}$

$\frac{37}{10}=3\frac{7}{10}$

$2\frac{1}{2}-1\frac{1}{4}$

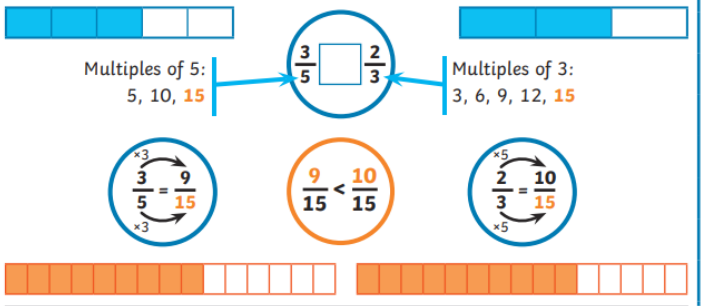
$2\frac{1}{2}=\frac{5}{2}$ $\quad 1\frac{1}{4}=\frac{5}{4}$

$\frac{5}{2}-\frac{5}{4}=\frac{10}{4}-\frac{5}{4}=\frac{5}{4}$

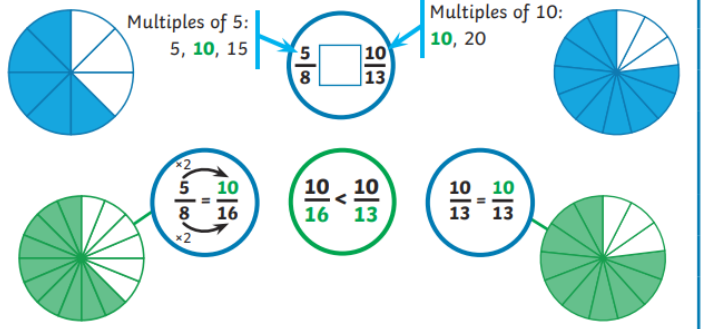
$\frac{5}{4}=1\frac{1}{4}$

Compare and Order Fractions

Use the Common Denominator



Use the Common Numerator



Vocabulary

numerator
denominator
proper fracion
improper fraction
factor
highest common multiple
equivalents
simplify
simplest form
mixed number

Tom and Aisha are simplifying an improper fraction.

Tom	Aisha
$\frac{36}{8}=4\frac{4}{8}=4\frac{1}{2}$	$\frac{36}{8}=\frac{9}{2}=4\frac{1}{2}$

Whose method do you prefer?

Explain your answer.

Find the missing number.

$$\frac{3}{5}+\frac{1}{20}=\frac{3}{4}-\square$$

$\frac{\square}{10}$

Year 6 Maths - Converting Units

Approximately 1 Week

Converting Mass

1 tonne = 1000kg
1000g = 1kg
$\frac{1}{10}$kg = 0.1kg = 100g

$\frac{1}{4}$kg = 0.25kg = 250g
$\frac{1}{2}$kg = 0.5kg = 500g
$\frac{3}{4}$kg = 0.75 = 750g

÷ 1000 | ÷ 1000
grams (g) | kilograms (kg) | tonnes (t)
× 1000 | × 1000

Converting Capacity

1000ml = 1l
$\frac{1}{10}$l = 0.1l = 100ml
$\frac{1}{4}$l = 0.25l = 250ml

$\frac{1}{2}$l = 0.5l = 500ml
$\frac{3}{4}$l = 0.75l = 750ml
$\frac{1}{100}$l = 0.01l = 10ml

÷ 1000
millilitre (ml) | litres (l)
× 1000

Miles to Kilometres

You might measure the length of a road or the distance between two cities in miles or kilometres.

÷ 5 | × 8
miles (m) | kilometres (km)
× 5 | ÷ 8

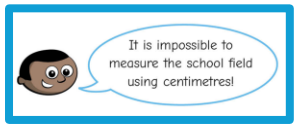
5 miles ≈ 8 kilometres

≈ means approximately equal to

Metric to Imperial Conversions

metric (new)	imperial (old)
2.5 centimetres	1 inch
1 kilogram	2.2 pounds
4.5 litres	1 gallon

÷ 2.5 | ÷ 4.5 | ÷ 2.2
centimetres | inches | litres | gallons | kilograms | pounds
× 2.5 | × 4.5 | × 2.2

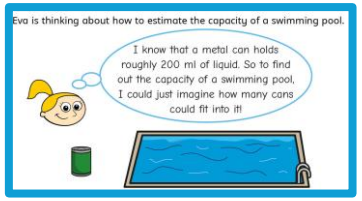


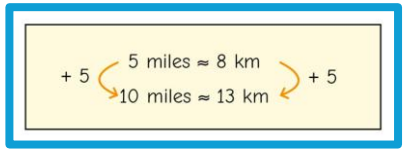
Imperial Measures

Things that could be measured using imperial units:

- Someone's height in feet and inches
- The mass of a bag of sugar in ounces
- The mass of a sack of potatoes in pounds
- A person's mass in stones
- A carton of milk in pints
- The amount of water in a bath in gallons

1 foot = 12 inches
1 pound = 16 ounces
1 stone = 14 pounds
1 gallon = 8 pints





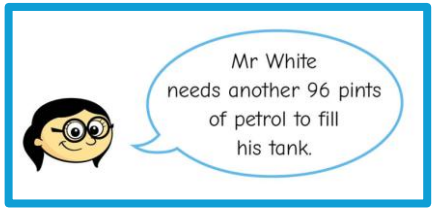
Converting Length

1000m = 1km
100cm = 1m
10mm = 1cm

$\frac{1}{2}$m = 0.5m = 50cm
$\frac{1}{4}$m = 0.25m = 25cm

$\frac{3}{4}$m = 0.75m = 75cm
$\frac{1}{10}$m = 0.1m = 10cm

÷ 10 | ÷ 100 | ÷ 1000
millimetres (mm) | centimetres (cm) | metres (m) | kilometres (km)
× 10 | × 100 | × 1000



Vocabulary

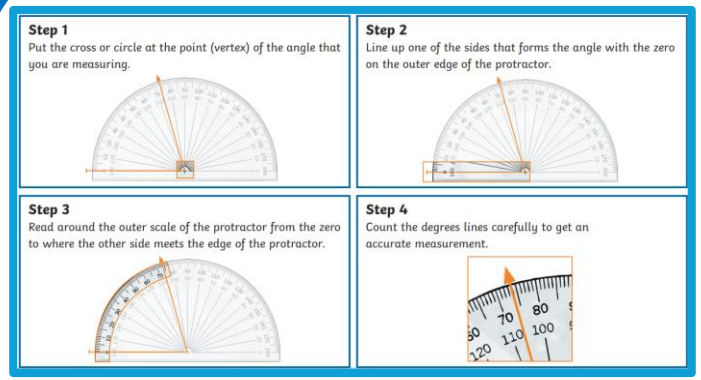
mass
gram
kilogram
capacity
volume
millilitre
centimetre
kilometre
foot
inch
ounce
pound
stone
pint
gallon

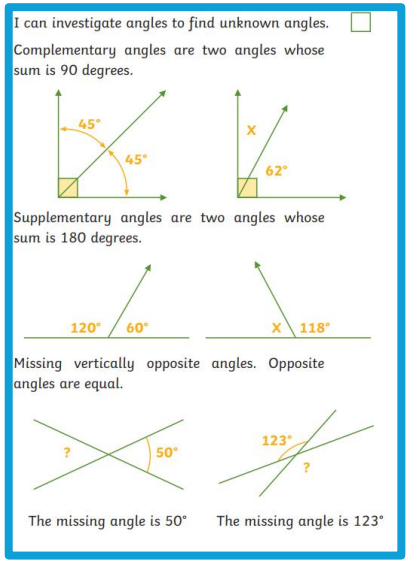
1 pound = 16 ounces

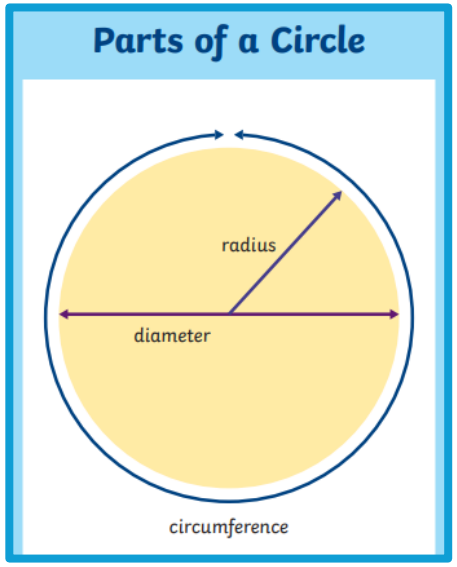
1 stone = 14 pounds

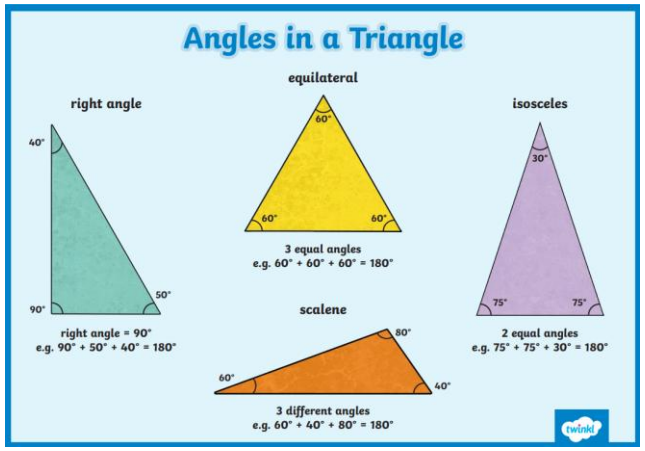
Year 6 Maths - Angles

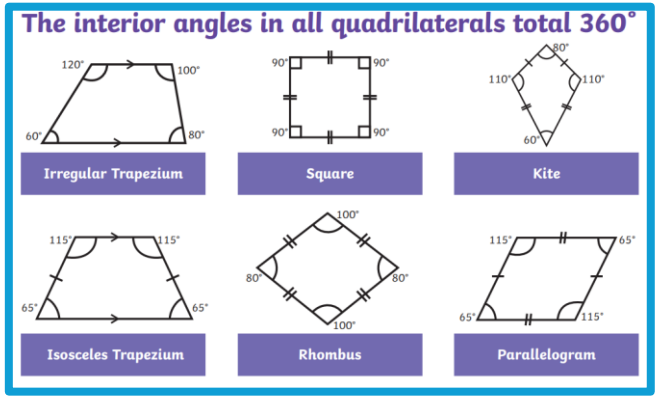
Approximately 1 Week











Vocabulary

angles
acute
obtuse
straight line
reflex
unknown angles
opposite
adjacent
quadrilateral
interior
radius
diameter
Circumference