Term: Autumn 1Topic: Getting to Know You/Our Local Area - **What made Scarborough one of the first tourist resorts in the UK and why was it so popular?**

Class Teacher: HS/MC Year group: 6

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| **Week** | **English**  **Class Novel: Granny by Anthony Horowitz** | **Maths**  **Maths - Whiterose**  **BIG MATHS** | **Science**  **Topic:**  **Light** | **TOPIC**  **HIST/GEOG/** | **Art/DT –**  **Portraits (Getting to know you)**  **History of Holiday Posters** | **Computing** | **(SMSC & Health)**  **RE/PSHE/FRENCH**  **/MUSIC/ART/DT** |
| **1** | **Quest Narrative:**  Synonyms and antonyms  I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun  Use full range of punctuation  Use wide range of adjectives and adjectival phrases, adverbs, adverbials and prepositional phrases  **Knowledge Quizzes- Kahoot/ SPaG of the week/ Little and often games and retrieval grids.**    No-nonsense spelling – Testing YR6 statutory words  **Reading  Journey to Jo’burg–**  LO: To participate in discussion about what is read, taking turns and listening and contributing to what others say – visualising focus  LO: To identify language features of a text and discuss how they contribute to the meaning/ to be able to clarify the meaning of new and unfamiliar words  LO: To ask and answer retrieval questions  LO: To ask and answer inference questions and justify with evidence from the text (PEE)  LO: To answer SATs style questions | Block 1 – Place value  Numbers to 10,000  Numbers to 100,000  Numbers to a million  Numbers to ten million | NC/LO: To recognise light sources    Prior Learning: Children will have learnt about light, reflective surfaces and shadows in year 3.    This is a revision session    Knowledge:  To recognise light sources and know that light can be natural, made man, light travels from a source, can be hot or cold, we need light to see    Vocabulary:  Light, source, natural, man made    Task:  Think/Pair/Share – what do we know about light?    <https://www.bbc.co.uk/bitesize/clips/zg6r82p>    Refer to powerpoint wk1  SEN – Identify sources of light from a sheet with pictures    ARE – Sheet with questions    GD – provide greater explanations | L.O: to learn about local landmarks to Scarborough | LO: To draw a portrait  Prior Learning: Year 5 Portraits of Holbein and Picasso  Knowledge:  To be able to draw a face focusing on the accuracy of facial proportions. To use shading to create 3D effect – light and shadow (link to science)  Vocabulary:  proportions, shade, light, shadow  Task:  <https://www.youtube.com/watch?v=uXlO6ocidiY>  How to draw a face.  Remember work on Holbein and Picasso?  <https://www.youtube.com/watch?v=z6xB4DMs1E4>  How to shade to show shadow.  Use a mirror to draw your own face. | **ESafety lesson1:**  To know who to report things to    To know to that bullying can happen anywhere in the world online    To know and be able to implement strategies in the event of bullying    Children to complete Twinkl ESafety lesson 1 this half term. | **French:**  **Unit 19 - Les portraits**  1.Be able to describe themselves  2.Be able to say how other people look  3.Understand descriptions spoken and written by other people  4.Be able to write about themselves or another person using adjectives to describe distinguishing features  **PE: Year 5/6**  **Athletics**  Pupils will apply a refined understanding of running for speed, pacing, throwing and jumping for distance.  Key Success Criteria Pupils will demonstrate an advanced understanding of how to apply the correct technique in each event and why the correct technique is so important.  Pupils will refine their ability to encourage and collaborate with other, communicating developmental feedback and showing respect.  Pupils will constantly apply life skills such as responsibility and self discipline by applying their best effort every time and leading others by example.  **Jigsaw (PSHE)**  **Being me in my world**   1. My Year Ahead 2. Being a Global citizen 1 3. Being a global citizen 2 4. The learning charter 5. Our learning charter 6. Owning our learning charter |
| **2** | **Quest Narrative:**  Synonyms and antonyms  I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun  Use full range of punctuation  Use wide range of adjectives and adjectival phrases, adverbs, adverbials and prepositional phrases  **Knowledge Quizzes- Kahoot/ SPaG of the week/ Little and often games and retrieval grids.**    No-nonsense spelling – Testing YR6 statutory words  **Reading  Journey to Jo’burg–**  LO: To participate in discussion about what is read, taking turns and listening and contributing to what others say – visualising focus  LO: To identify language features of a text and discuss how they contribute to the meaning/ to be able to clarify the meaning of new and unfamiliar words  LO: To ask and answer retrieval questions  LO: To ask and answer inference questions and justify with evidence from the text (PEE)  LO: To answer SATs style questions | Compare and order any number  Round numbers to 10, 100, 1000  Round any number  Negative numbers  Assessment | NC/LO: To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye    Prior Learning: Children will have learnt that we see things because light travels from light sources to objects and then to our  Eyes.    Knowledge:  Mirrors reflect light, changing the direction of rays of light  The angle of incidence is equal to the angle of reflection  The normal line is perpendicular to the reflector    Vocabulary:  Reflection, angle, incidence, normal,  Periscope.    <https://www.bbc.co.uk/bitesize/clips/zyntsbk>    <https://www.bbc.com/bitesize/articles/z2s4xfr> (light)    Use a torch and mirror to shine and demo straight lines    Task:  Children to investigate with mirrors and to write explanation of light travelling in straight lines    Make a periscope (worksheet and template provided – need small mirrors). | L.O: to understand what an OS map is and why they are used.  Vocabulary: route, ordinance survey, tourist and abbreviations.  Knowledge: to know the purpose of an OS map and be able to identify symbols.  Useful links:  [Mapping tools - OS map skills - KS3 Geography Revision - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/z6j6fg8/revision/1)  [Education | Free resources for teachers (ordnancesurvey.co.uk)](https://www.ordnancesurvey.co.uk/education/teacher-resources)  Using: [Tourist and Leisure symbols on OS 25K maps :: Geograph Britain and Ireland](https://www.geograph.org.uk/article/Tourist-and-Leisure-symbols-on-OS-25K-maps) | LO: To draw a peer portrait  Evaluate work from last week, aiming to improve artistic skills  Prior Learning: See week 1  Knowledge:  To be able to draw a face focusing on the accuracy of facial proportions. To use shading to create 3D effect – light and shadow (link to science)  Vocabulary:  proportions, shade, light, shadow  Task:  Look at the portrait from last week.  What went well? What were you unhappy about?  Try again, but with a different face.  <https://www.youtube.com/watch?v=uXlO6ocidiY>  How to draw a face.  Use a photo to support you in drawing a portrait of someone in our team. | **5.1: Systems and Searching**    L.O: To explain that computers can be connected together to form systems  Knowledge:  Explain that systems are built using a number of parts  Describe the input, process and output of a digital system  Explain that computer systems communicate with other devices.  Outcome:  Complete activity sheets which explains computers in a system. |
| **3** | **Balanced Argument - does tourism in Scarborough benefit the town?**  Linking ideas across paragraphs using a wide range of cohesive devices e.g. repetition of a word or phrase, adverbials,)  Use of semi-colon, colon and dash to link independent clauses  Modals and adverbs to give degrees of possibility  Subjunctive form  **Knowledge Quizzes- Kahoot/ SPaG of the week/ Little and often games and retrieval grids.**    No-nonsense spelling – Testing YR6 statutory words  **Reading  Journey to Jo’burg–**  LO: To participate in discussion about what is read, taking turns and listening and contributing to what others say – visualising focus  LO: To identify language features of a text and discuss how they contribute to the meaning/ to be able to clarify the meaning of new and unfamiliar words  LO: To ask and answer retrieval questions  LO: To ask and answer inference questions and justify with evidence from the text (PEE)  LO: To answer SATs style questions | Block 2 – Four Operations  Add whole numbers with more than 4 digits  Subtract whole numbers with more than 4 digits  Inverser operations (+ and -)  mulit-step + and – problems  Add and subtract integers | NC/ LO: To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes    Prior Learning: children will have learnt how light travels and how we see    Knowledge:  To understand how we see things – basic biology of the eye    Vocabulary:  Eye, pupil, iris,    <https://www.bbc.com/bitesize/articles/zp7f8mn> (how we see)    Task:  Children complete diagram of eye with labels    Prompt diagram to show how light bounces off things so we can see them. Discuss | Field trip bespoke route to revise key tourist destinations.   L.O: to follow a short route on a map    Knowledge: to be able to follow a short route on a map, referring to local landmarks as a reference point.  To understand why people first started to visit Scarborough.  To know OS symbols  Vocabulary: Ordinance Survey map, route, scale and attraction  Task: local learning walk: <https://scarboroughcivicsociety.org.uk/Old_Town_Trail.php> | LO: To explore history of holiday posters  Prior Learning:  Link to propaganda posters in Y5  Knowledge:  To know the history behind poster art, the art of chromolithography and Jules Chéret  To understand the purpose of holiday poster art – to persuade people to visit  Vocabulary:  chromolithography (**a method for making multi-colour prints),** scapes, texts, fonts, sillouettes, landmarks, persuade, advertise  Task: Share the history of poster art – chromolithography by French artist Jules Chéret  Watch <https://www.youtube.com/watch?v=VFRyTxcy79k&t=1s> The History of the Poster  Choose a favourite travel poster to evaluate and answer qu | L.O: To recognise the role of computer systems in our lives  Knowledge:  Identify tasks that are managed by computer systems  Explain the benefits of a given computer system  Vocab:  System, connection, digital, input, process, output  Outcome: Explore how stages in a system will be affected by each scenario |
| **4** | **Balanced Argument - does tourism in Scarborough benefit the town?**  Linking ideas across paragraphs using a wide range of cohesive devices e.g. repetition of a word or phrase, adverbials,)  Use of semi-colon, colon and dash to link independent clauses  Modals and adverbs to give degrees of possibility  Subjunctive form  **Knowledge Quizzes- Kahoot/ SPaG of the week/ Little and often games and retrieval grids.**    No-nonsense spelling – Testing YR6 statutory words  **Reading  Journey to Jo’burg–**  LO: To participate in discussion about what is read, taking turns and listening and contributing to what others say – visualising focus  LO: To identify language features of a text and discuss how they contribute to the meaning/ to be able to clarify the meaning of new and unfamiliar words  LO: To ask and answer retrieval questions  LO: To ask and answer inference questions and justify with evidence from the text (PEE)  LO: To answer SATs style questions | Multiply 4 digits by 1 digits  Multiply 2 digits  Multiply 2 digits by 2 digits  Multiply 3 digits by 2 digits  Multiply up to 4 digit number by 2 digit number | NC/ LO: To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them    Prior Learning: Link to shadows work from Y5 and remind about when we draw around our shadows in the playground and looked at the direction and size of shadows    AT1 investigation – let children design own way to run investigation if possible    Vocabulary:  Light, shadows, opaque    Task:  [Hand Shadow - Raymond Crowe at Royal Variety Show - YouTube](https://www.youtube.com/watch?app=desktop&v=EAQxNVQF_I0)  (Hand shadow puppets)    Look at picture and spot shadow mistakes    Observation AT1:  Compare the shape of shadows to the object – be able to explain why they have the same shape  Investigation AT1:  Do shadows have the same size as the object?  Plan investigation , Focus on:   * Predictions * Method * Diagram * Conclusions     Complete shadow AT1 sheets (same as used in Y5) | LO: To know how and why Scarborough became a tourist destination | LO: To explore letter techniques  Knowledge:  To understand why and how effects are created  Vocabulary:  font, letters, text, bubble, graffiti,  Task:  Look at the different styles of lettering on the posters.  <https://www.youtube.com/watch?v=rfW62hgKYTw>  How to draw bubble letters.  Explore different alphabets. Try to write your name, places, months, etc to see which you prefer.  Experiment with colour too, what works best? | L.O: To experiment with search engines  Knowledge: Know how to use a web search to find specific information  Refine my web search  Compare results from different search engines  Vocab:  Search, search engine, refine  Outcome:  Exploring and comparing search engines |
| **5** | **Balanced Argument - does tourism in Scarborough benefit the town?**  Linking ideas across paragraphs using a wide range of cohesive devices e.g. repetition of a word or phrase, adverbials,)  Use of semi-colon, colon and dash to link independent clauses  Modals and adverbs to give degrees of possibility  Subjunctive form  **Knowledge Quizzes- Kahoot/ SPaG of the week/ Little and often games and retrieval grids.**    No-nonsense spelling – Testing YR6 statutory words  **Reading**: Non-friction Scarborough (web page)  LO: To participate in discussion about what is read, taking turns and listening and contributing to what others say – visualising focus  LO: To identify language features of a text and discuss how they contribute to the meaning/ to be able to clarify the meaning of new and unfamiliar words  LO: To ask and answer retrieval questions  LO: To ask and answer inference questions and justify with evidence from the text (PEE)  LO: To answer SATs style questions | divide 4 digits by 1 digit  divide with remainders  short division  division using factors  long division 1 | NC From non-statutory guidance:  extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water, and coloured filters (they do not need to explain why these phenomena occur).    LO: To understand light    Prior Learning: Link to Y5 work on UV light (invisible light)    Knowledge:  When white light hits an object, some colours are absorbed and others are reflected    Vocabulary:  Filter, colour, light, reflect, absorb, rainbow, prism    Task:  <https://www.bbc.co.uk/bitesize/topics/zw982hv/articles/zcj73k7>  What are colours?    <https://www.bbc.co.uk/bitesize/topics/zw982hv/articles/zcj73k7>  Light and colour (includes invisible light)  Shine light through prisms and observe/record what happens    2 fun activities:    Investigate colours within felt tips – follow chromatography activity    Investigate how we see colours – colour wheel spinner investigation | L.O: to understand how the town has changed to cater for the changing needs of tourists.  Knowledge: to understand that the human geography of the town has changed to cater for the changing needs of tourists.  Vocabulary: physical and human geography, destinations and attractions.  Task:  Children will create a timeline to show how Scarborough has changed | LO: To draw simplified buildings and landmarks  Vocabulary:  scapes, sillouettes, landmarks, persuade  Knowledge:  To know that in a poster, landmarks need to be simplified for printing purposes and because of the purpose (so the audience can instantly see where the place is and be persuaded to visit)  Tasks:  Draw a simplified version of the Sydney Opera House (Australia) – step-by-step instructions to follow  Children choose a landmark to create a simplified drawing of | L.O: To describe how search engines select results  Knowledge  Explain why we need tools to find things online  Recognise the role of web crawlers in creating an index  Relate search terms to the search engine’s index  Vocab:  Index, crawler, bot, search engine  Outcome:  Use an Index |
| **6** | **Short writing burst: letter planning from Stella- scenarios.**  Playing with levels of formality.  Reading: Non-fiction York (youtube clip - visual)  LO: To participate in discussion about what is read, taking turns and listening and contributing to what others say – visualising focus  LO: To identify language features of a text and discuss how they contribute to the meaning/ to be able to clarify the meaning of new and unfamiliar words  LO: To ask and answer retrieval questions  LO: To ask and answer inference questions and justify with evidence from the text (PEE)  LO: To answer SATs style questions | long division 2  long division 3  long division 4  factors  common factors | LO: To understand we see things differently – focus on colour blindness    Understand practical applications of science in the real world.    Prior Learning:    Knowledge:  When an opaque object is in the path of light travelling from a light source, it will block the light rays that hit it, while the rest of the light can continue travelling. Therefore, the shadow it casts is exactly the same shape.      Vocabulary:  Shadow, light, source, opaque, size, distance, change, tilt, cast    Task 1:  Follow powerpoint on colour blindness    complete activity to devise a test to see if someone is colour blind    GD – explore what things would be difficult and how they could be improved for people who have colour blindness (eg traffic lights) | L.O: to create my own leaflet for tourists, signposting them to different attractions.  Knowledge: to know that the town caters for a variety of needs and interests.  Vocabulary: tourist, cater, attractions, location and leisure.  Task: to design a leaflet catering for the needs of their chosen audience (young family, older couple, young adult). | LO: To design a poster to encourage visitors  Knowledge:  To understand how posters can persuade  To think why people visit Scarborough  Prior Knowledge:  Reasons why people holiday in Scarborough – past and present  Vocabulary:  persuade, advertise  Task: To link all the work from this unit and the theme, to design and create a poster to advertise holidays in Scarborough | L.O: To explain how search engine results are ranked  Knowledge:  Order lists by rank  Explain that a search engine follows rules to rank results  Give examples of criteria used by search engines to rank results  Vocab:  Order, ranking, search engine, links, algorithm, search engine optimisation (SEO)  Outcome:  Create their own webpages (paper based) |
| **7** | **Y6 York trip**  **Writing**: Scarborough slow write  Shambles slow write  Publishing lesson  Reading: short stories/ SATs style questions-  The Lion’s Den  In The Back Seat | **Y6 York trip**  common multiples  primes to 100  York residential | **Y6 York trip** | Finish leaflet and prep for York trip. | **Y6 York trip** | L.O: To recognise why the order of results is important and to whom  Knowledge:  Describe some of the ways that search results can be influenced  Recognise some of the limitations of search engines  Explain how search engines make money  Vocab:  Searching, search engine, web crawler, content creator, selection, ranking  Outcome:  Exploring the limitations of web searches through phrases that are ambiguous |