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 valueNumbers to 10,000Numbers to 100,000Numbers to a millionNumbers 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 portraitPrior Learning: Year 5 Portraits of Holbein and PicassoKnowledge: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, shadowTask:<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 themselves2.Be able to say how other people look3.Understand descriptions spoken and written by other people4.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
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| **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 numberRound numbers to 10, 100, 1000Round any numberNegative numbersAssessment | 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 portraitEvaluate work from last week, aiming to improve artistic skillsPrior Learning: See week 1Knowledge: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, shadowTask: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 systemExplain 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 OperationsAdd whole numbers with more than 4 digitsSubtract whole numbers with more than 4 digitsInverser operations (+ and -)mulit-step + and – problemsAdd 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 symbolsVocabulary: Ordinance Survey map, route, scale and attractionTask: local learning walk: <https://scarboroughcivicsociety.org.uk/Old_Town_Trail.php>  | LO: To explore history of holiday postersPrior Learning:Link to propaganda posters in Y5Knowledge:To know the history behind poster art, the art of chromolithography and Jules ChéretTo understand the purpose of holiday poster art – to persuade people to visitVocabulary:chromolithography (**a method for making multi-colour prints),** scapes, texts, fonts, sillouettes, landmarks, persuade, advertiseTask: Share the history of poster art – chromolithography by French artist Jules ChéretWatch <https://www.youtube.com/watch?v=VFRyTxcy79k&t=1s>The History of the PosterChoose 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 systemVocab: System, connection, digital, input, process, outputOutcome: 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 digitsMultiply 2 digitsMultiply 2 digits by 2 digitsMultiply 3 digits by 2 digitsMultiply 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 shapeInvestigation 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 techniquesKnowledge:To understand why and how effects are createdVocabulary: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 digitdivide with remaindersshort divisiondivision using factorslong 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 landmarksVocabulary:scapes, sillouettes, landmarks, persuadeKnowledge: 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 followChildren choose a landmark to create a simplified drawing of | L.O: To describe how search engines select results KnowledgeExplain why we need tools to find things online Recognise the role of web crawlers in creating an indexRelate 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 2long division 3long division 4factorscommon 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 visitorsKnowledge:To understand how posters can persuadeTo think why people visit ScarboroughPrior Knowledge:Reasons why people holiday in Scarborough – past and presentVocabulary:persuade, advertiseTask: 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 rankExplain 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 writeShambles slow writePublishing lessonReading: short stories/ SATs style questions-The Lion’s DenIn The Back Seat | **Y6 York trip**common multiplesprimes to 100York 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 |