

YEAR 6 - Non-Chronological Reports - The Explorer - Learning Journey (Spring)

What I already know:

Identify audience and purpose, selecting appropriate form and use other similar writing as a model.
 Note and develop initial ideas, drawing on reading and research where necessary.
 Use of technical vocabulary
 How to structure a NC report including layout features
 Use of formal and technical language to engage the reader

Key Vocabulary:

They are unusually, They are rarely, They are never.. They are very... Generally, Be careful if you, Frequently they... I will attempt to... This article will frame... It can be difficult to... Each paragraph... More than half... Less than half...

To develop the use of figurative language, including personification, to improve description.

To identify audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own



To use organisational and presentational devices to structure text and to guide the reader e.g. bullet points, headings.

To vary sentence length and type according to purpose.

Use fronted adverbials use to clarify writers position e.g. As a consequence of their actions...



To use complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.

To use prepositional phrases cleverly e.g. In the event of a fire...

What I need to remember:

Genre

Formal language and present tense verbs.
 Organised into non-chronological paragraphs.
 Headings and sub-headings.
 Conjunctions to join ideas.
 Use of diagrams and captions.
 Third Person.

SPAG

Expanded noun phrases to convey complicated information concisely.
 Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.
 Change tense according to features of the genre.
 Use a wide range of connectives.



YEAR 6: Newspaper Reports - Brightstorm - Learning Journey (Spring)

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 connectives, modal verbs, adverbial phrases.

I am learning to summarise texts and write a newspaper orientation.

I am learning to use dramatization techniques to collect quotations.



I am learning to write quotations using direct and reported speech.

To use appropriate tone and formality when writing a newspaper article.

I am learning to plan and write a newspaper article.



What I need to remember:

Genre

SPAG

Newspaper layout
Use of columns
Subheadings
Formal Tone
Quotations

modal verbs
active and passive voice
Brackets
Dashes
Colons
Semi-colons
Subordinate connectives

I am learning to evaluate my writing



YEAR 6: Poetry: The Dreadful Menace: Learning Journey (Spring)

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.

Discuss and evaluate how authors use language.

Use symbolism, metaphors, similes and hyperbole as methods of figurative language.



Read aloud and perform using intonation, tone and volume.

To select devices to create a narrative opening

To read aloud and perform a poem



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: Ratio- Learning Journey (Spring)

What I already know:

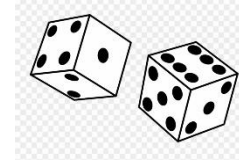
Linked to work on previous knowledge of fractions and decimals.

Key Vocabulary:

additive, multiplicative, inverse, sequence, quantities, integer, value, simplify, common factor, part, whole, scale, factors. scale factors, enlargement, dimensions, proportion.

Use ratio language

Introduction to the ratio symbol.



Ratio and fractions.

Problem solving with Ratio

Scale drawings and using scale factors.

Problem solving with proportion



Recipes involving ratio.

What I need to remember:

- the relationship between two numbers can be expressed additively or multiplicatively.
- Using common factors to express relationships more simply.
- The same ratio can be written in different forms.
- ratio compares one item with another, whereas fractions compare each part with the whole



YEAR 6: Algebra - Learning Journey (Spring)

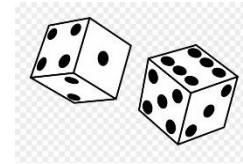
What I already know:

Key Vocabulary:


Function, input, output, expression, substitution, formulae, equation, values, formula.

Function Machines

How to form expressions



.Substitution


$$1+2=3$$

How to form equations

Formulae

1 and 2 step equations



Find pairs of values



What I need to remember:

- to find a rule that works for all the numbers
- recognise the difference between a formula and an expression
- the difference between an algebraic expression and an equation.
- using inverse operations helps to solve equations.
- work backwards using inverse operations to find the original number or input.

YEAR 6: Decimals - Learning Journey (Spring)

What I already know:

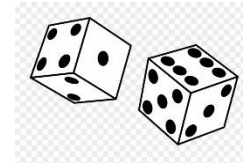
- Read and write decimal numbers as fractions.
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- Round decimals with two decimal places to the nearest whole number and to one decimal place.
- Read, write, order and compare numbers with up to three decimal places.

Key Vocabulary:

integer, whole, decimal, multiply, divide, tenths, hundredths, thousandths, placeholder, partition.

Place value within 1

Place value -
integers and
decimals



Round decimals

$$1+2=3$$

Multiply and
divide decimals by
10, 100 and 1000

Add and subtract
decimals

Multiply decimals
by integers



Divide decimals by
integers



What I need to remember:

- The value of each digit in a decimal number
- Decimal place value columns.
- There are 10 tenths in a whole, 10 hundredths in a tenth and 10 thousandths in a hundredth.
- Not to confuse 'tens' with 'tenths', hundreds with 'hundredths' and 'thousands' with 'thousandths'.
- Use the correct number of placeholders.

YEAR 6: Fractions, Decimals & Percentages - Learning Journey (Spring)

What I already know:

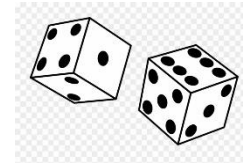
- recognise the percent symbol (%) and understand that 'per cent' relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25

Key Vocabulary:

fractions, decimals, percentages, whole, equivalent, part, convert, numerator, denominator, division, exchange, simplify,

Decimal & Fraction
Equivalents

Fractions as
Decimals



Understand
Percentages

Equivalent
Fractions,
Decimals and
Percentages

Fractions to
Percentages

Order Fractions,
Decimals and
Percentages



Percentage of
Amounts

What I need to remember:

- 'per cent' means out of 100.
- How to find equivalent fractions.
- 100% is equivalent to 1 whole.
- That fractions can be seen as division.
- to use division to convert fractions to decimals.
- When ordering and comparing FDP convert to the same form.

$$1+2=3$$



YEAR 6 GEOGRAPHY: Global Ecosystems - Learning Journey (Spring)

What I already know:

- name and locate the world's seven continents and five oceans name.
- locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Use basic geographical language to refer to key physical and human features.

Key Vocabulary:

ecosystems, biomes, food chains, food webs, rainforests, deserts, polar regions, canopy, consumer, decomposer, producer

I can describe the features of some global ecosystems.



I can describe the features of an ecosystem (food chains and food webs).



I can describe the physical features of rainforests.

I can describe how different groups of people might use the rainforest.



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



What I need to remember:

- the features of some global ecosystems.
- the features of an ecosystem (food chains and food webs).
- the physical features of rainforests.
- how different groups of people might use the rainforest.
- things that are being done to protect rainforests.

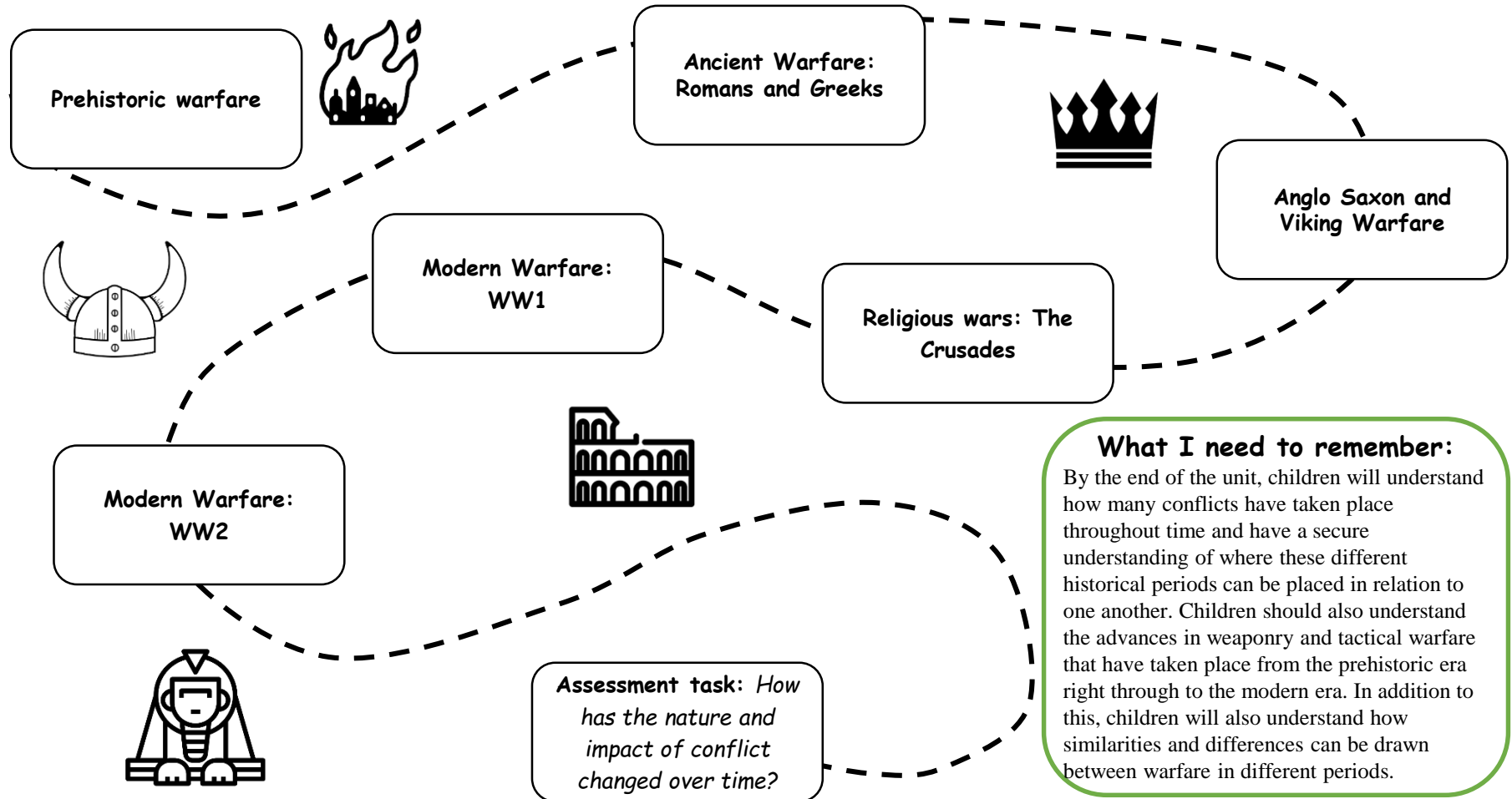
YEAR 6 - HISTORY - Conflict Through Time - Learning Journey (Spring)

What I already know:

- to develop a chronologically secure knowledge and understanding of British, local and world history.
- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain.
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

Key Vocabulary:

hunter-gatherer, Neanderthal, chieftain, hillfort, infantry, phalanx, hoplite, legion, Danelaw, housecarls, fyrd, berserkers, crusade, Saracens, infidel, trench warfare, No Man's Land, Blitz, evacuation, rationing



What I need to remember:

By the end of the unit, children will understand how many conflicts have taken place throughout time and have a secure understanding of where these different historical periods can be placed in relation to one another. Children should also understand the advances in weaponry and tactical warfare that have taken place from the prehistoric era right through to the modern era. In addition to this, children will also understand how similarities and differences can be drawn between warfare in different periods.

YEAR 6: SCIENCE - Evolution & Inheritance - Learning Journey (Spring)

What I already know:

Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
Recognise that soils are made from rocks and organic matter.

Key Vocabulary:

characteristic, inheritance, environment, variation, unique, offspring, predator, prey adaptation, camouflage, carnivore, omnivore, herbivore, mimicry, extinct, fossil, paleontologist, evolution, Charles Darwin, Galapagos Islands.

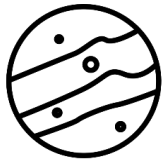
Variation



Adaptations of
Predator and Prey



Adaptations to Hot
and Cold



Fossils & Extinction



Evolution

What I need to remember:

- Why offspring show variation.
- Predator and prey adaptations.
- How species adapt to hot and cold regions.
- How fossils are formed.
- Some examples of evolution.

YEAR 6: COMPUTING - Data & information - Spreadsheets - Learning Journey (Spring)

What I already know:

- To use a form to record information
- To compare paper and computer-based databases
- To outline how you can answer questions by grouping and then sorting data
- To explain that tools can be used to select specific data

Key Vocabulary:

Data, formatting, spreadsheets, formula, duplicate, calculate, plan, cell, operation, input, columns, rows, charts, database, information, record, field, sort, order, group.

Collecting Data

Formatting a Spreadsheet



Formula

Calculate & Duplicate

Event Planning

Presenting Data

What I need to remember:

- How to collect and structure data.
- How to build a data set in a spreadsheet.
- To explain that formulas can be used to produce calculated data.
- To apply formulas to data.
- To create a spreadsheet to plan an event
- To choose suitable ways to present data.



YEAR 6 ART AND DESIGN - Learning Journey: Spring: Art of Flight (Spring)

What I already know:

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

Key Vocabulary:

Background, foreground, midground, mood, atmosphere, compare, different, alike, pattern, realism, abstract, create, compose, form, relief, sculpture, wet/ dry media, Pop Art, visual media, Roy Lichtenstein.

To observe the outline and composite shapes of planes and make detailed silhouettes.

To experience transfer printing detailed mechanical drawings of planes onto inked backgrounds.



To imagine and explore creating collages of planes against hypercoloured backgrounds.

To create carefully composed collages using Pop Art prints and detailed subjects.

To refine flight compositions to create screen prints using a range of colours and media.

What I need to remember:

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

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



YEAR 6: DESIGN TECHNOLOGY - Aviation - Learning Journey (Spring)

What I already know:

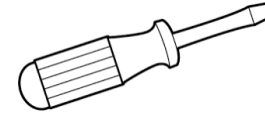
Use research and develop design criteria to inform the design.
Generate, develop, model and communicate their ideas
Select from and use a wider range of tools and equipment to perform practical tasks.
select from and use a wider range of materials and components
understand and use mechanical systems in their products.

Key Vocabulary:

appraise, manipulate, construct, copy, 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

The History and Science of Flight

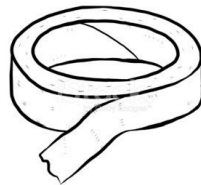
Copy plane designs using card, glue and tape.



Construct paper templates

Create mockups using paper, prints and materials

Produce engine and prototype



Appraise and evaluate final designs



What I need to remember:

- Understand the science behind flight.
- Understand and use electrical systems in their products.
- Investigating, generating, developing, modeling and evaluating design proposals
- Analyse a given problem, considering all aspects in detail.

YEAR 6: MUSIC - Learning Journey (Spring)

What I already know:

Pupils perform and listen to music, including the works of the great composers.
Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.

Key Vocabulary:

Pulse, rhythm, ostinato, beat, texture, melody, tempo, harmony, chords, performance, mime, flash mob, percussion, rehearsal, audience.

Feeling and moving to a three-beat pulse and revising rhythmic ostinato

Performing and improvising rhythmic and melodic ostinati

Singing in harmony and learning about chords

Performing music and dance

Revising, rehearsing and developing music for performance

Understanding the process of a musical performance

What I need to remember:

- play and perform in solo and ensemble contexts
- use their voices and play musical instruments with increasing accuracy, fluency, control and expression.
- improvise and compose music for a range of purposes.



YEAR 6: FRENCH - Around the Town and Easter - Learning Journey (Spring)

What I already know:

Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary

Children can understand the **main points** of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.

Children can **ask and answer questions** on the current topic.

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 his/her repertoire from **memory** with understandable spelling.

Key Vocabulary:

Une carte, Des chocolats, Mon coeur, Des fleurs, Un bisou, L'école, L'église, La gare, La poste, Le musée, Le cinéma, Le stade, La mairie, Le café, Le supermarché, à droite, à gauche, tout droit, à pied, à vélo, en voiture, en bus – by bus, en train, en avion, Des branches de palmier, Du pain, Du vin, La croix, Le tombeau vide.

Valentine's Day

Buildings around town



Directions around town

Transport



Easter

What I need to remember:

- To listen to more complex sentences and identify vocabulary about towns and transport.
- To create my own simple sentences about Valentine's Day and Easter.
- to write short simple text from memory.
- To practice reading longer texts aloud.
- To use high frequency verbs.