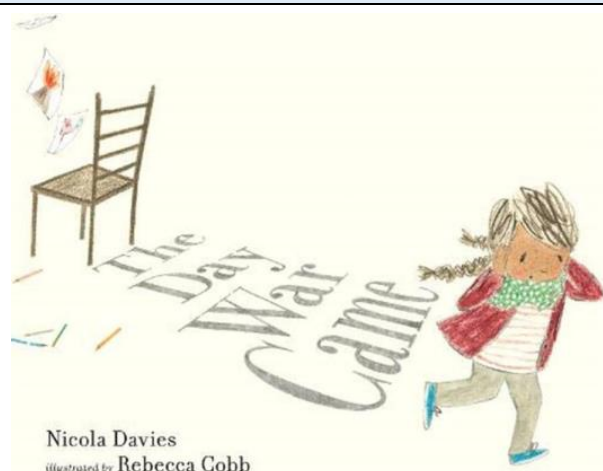


# WOODLANDS PRIMARY SCHOOL



## Year 6 Autumn 2 Curriculum

Ready · Respectful · Safe



My mastery targets for this term are...

- To use a variety of verb forms correctly and consistently including the progressive and the present perfect forms
- Use a wider range of devices to build cohesion
- Use organisational and presentational devices to structure text
- Use brackets, dashes or commas to indicate parenthesis

My feature keys for this term are...

- Select the appropriate style to engage the audience and directly appeal to the reader
- Use direct and reported speech to express a range of viewpoints
- Use emotive language including use of modals and adverbs for possibility (e.g. surely, every right-thinking person would)
- Support points using persuasive examples and provide evidence
- Create authority through some use of a formal style where appropriate (e.g. in role as expert)

Vocabulary I will use this term...

## Year 5/6 vocabulary

accompany	familiar
appreciate	foreign
committee	identity
communicate	individual
community	necessary
conscience	neighbour
curiosity	persuade
desperate	prejudice
determined	recognise
disastrous	vehicle

## Developing vocabulary:

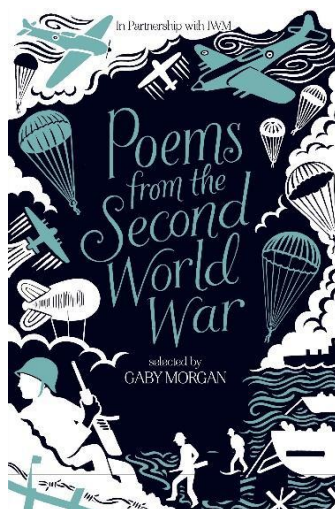
acceptance	refugee
apprehension	shambling
approval	situation
benevolence	solidarity
displaced	spattering
empowering	unaccompanied
flee	wailing
optimism	
possession	
ragged	

By the end of this unit, I will have produced:

A letter to raise awareness of the plight of refugees.

GD

A piece of writing about refugees where the form and audience have been chosen independently.



## My Mastery Targets for this term are...

- Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence.
- Evaluate authors' language choice, including figurative language.
- Make comparisons within and across books

## Poems from the Second World War

*Poems from the Second World War* is a moving and powerful collection of poems written by soldiers, nurses, mothers, sweethearts and family and friends who experienced WWII from different standpoints.

## Vocabulary I will use this term...

at bay  
contented  
menace  
plummy  
quivers  
shuddering  
strain

artistry  
assertion  
hesitation  
modulation  
undoubted  
utter

callow  
hollow  
officials  
wayside  
undetected

## Year 6

## Maths - Four Operations

Our mastery targets for this unit are:

1. Multiply up to 4-digit numbers by a 2-digit number using the formal written method
2. Divide numbers up to 4-digits by a 2-digit number using the formal written method of long division and interpret remainders
3. Divide numbers up to 4-digits by a 2-digit number using the short division method where appropriate
4. Perform mental calculations, including with mixed operations
5. Identify common factors, common multiples and prime numbers
6. Use knowledge of the order of operations to carry out calculations involving the four operations
7. Solve addition and subtraction multi step problems in context, deciding which methods to use and why

### Vocabulary:

add, more, plus, increase, total, sum, altogether

subtract, minus, less, take away, decrease, fewer, difference

multiply, lots of, times, groups of, multiplied by, repeated addition, product

divide, remainder, share, equally, groups of, repeated subtraction

### Key Knowledge

#### Add and subtract whole numbers using the column method

	4	5	8	6	4
+	2	3	4	9	7
	6	9	3	6	1
		1	1	1	

Starting with the ones, add each column in turn. Regroup tens, hundreds, thousands, ten thousands as required.

	3	5	<del>6</del>	<del>13</del>	<del>12</del>
-		3	4	7	6
	3	2	2	6	6

Starting with the ones, subtract each column in turn. Exchange tens, hundreds, thousands and/or ten thousands as required.

#### Long multiplication

1	<del>4</del>	<del>4</del>	
	1	5	4
×		2	6
	9	2	4
3	0	8	0
4	0	0	4
1	1		

Start with the ones.

$$154 \times 6 = 924$$

$$154 \times 20 = 3080$$

$$3080 + 924 = 4004$$

#### Long division

		1	2	0	r	3
14	1	6	8	3		
-	1	4				
		2	8			
		2	8			
				3		

#### Common factors

Factors of 48

1	2	3	4	6	8	12	16	24	48
---	---	---	---	---	---	----	----	----	----

Factors of 30

1	2	3	5	6	10	15	30
---	---	---	---	---	----	----	----

Common factors: 1, 2, 3, 6

#### Common multiples

Multiples of 3

3	...	18	21	24	...	39	42
---	-----	----	----	----	-----	----	----

Multiples of 7

7	14	21	28	35	42
---	----	----	----	----	----

Common multiples: 21, 42...

#### Prime numbers

A prime number has only 1 and itself as factors: 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43

A composite number has factors other than 1 and itself.

#### Square and cube numbers

Square numbers result from a number being multiplied by itself (e.g.  $5 \times 5 = 25$ ): 1, 4, 9, 16, 25, 36, 49, 64, 81, 100

Cube numbers result from a number being multiplied by itself twice ( $2 \times 2 \times 2 = 8$ ): 1, 8, 27, 64, 125

#### Order of operations

<b>B</b>	<b>Brackets</b>	$10 \times (4 + 2) = 10 \times 6 = 60$
<b>O</b>	<b>Order</b>	$5 + 2^2 = 5 + 4 = 9$
<b>D</b>	<b>Division</b>	$10 + 6 \div 2 = 10 + 3 = 13$
<b>M</b>	<b>Multiplication</b>	$10 - 4 \times 2 = 10 - 8 = 2$
<b>A</b>	<b>Addition</b>	$10 \times 4 + 7 = 40 + 7 = 47$
<b>S</b>	<b>Subtraction</b>	$10 \div 2 - 3 = 5 - 3 = 2$

# Year 6

Our mastery targets for this unit are:

1. Recognise equivalent fractions.
2. Use common factors to simplify fractions.
3. Compare and order fractions less than one.
4. Compare and order fractions greater than one.
5. Convert mixed and improper fractions.
6. Add and subtract fractions with different denominations (including mixed number fractions).
7. Multiply pairs of fractions.
8. Divide fractions by whole numbers.
9. Find a fraction of an amount.

## Vocabulary:

numerator  
denominator  
proper fraction  
improper fraction  
factor  
highest common multiple  
lowest common multiple  
equivalent  
common numerator  
common denominator  
decimal equivalent  
simplify  
simplest form  
mixed number  
whole number

# Maths - Fractions

## Key Knowledge

### Simplify Fractions

$$\frac{9}{12}$$

Factors of 9:

1, 3, 9

Factors of 12:

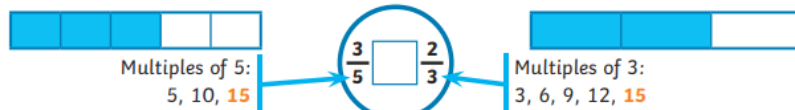
1, 2, 3, 4, 6, 12

$$\frac{9}{12} = \frac{3}{4}$$



### Compare and Order Fractions

#### Use the Common Denominator



Multiples of 5: 5, 10, 15

Multiples of 3: 3, 6, 9, 12, 15

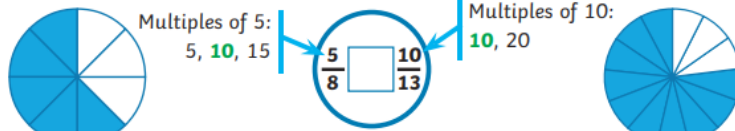
$$\frac{3}{5} = \frac{9}{15}$$

$$\frac{9}{15} < \frac{10}{15}$$

$$\frac{2}{3} = \frac{10}{15}$$



#### Use the Common Numerator



Multiples of 5: 5, 10, 15

Multiples of 10: 10, 20

$$\frac{3}{5} = \frac{10}{15}$$

$$\frac{10}{16} < \frac{10}{13}$$

$$\frac{10}{13} = \frac{10}{13}$$



$$\frac{5}{8} = \frac{10}{16}$$

$$\frac{10}{16} < \frac{10}{13}$$

$$\frac{10}{13} = \frac{10}{13}$$



### Dividing Fractions by Whole Numbers

$$\frac{2}{5} \div 2 = \frac{1}{5}$$

Multiplication and division are the inverse of one another so:

$\div 2$  is the same as  $\times \frac{1}{2}$

$$\frac{2}{5} \times \frac{1}{2} = \frac{2}{10}$$

### 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

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

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

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

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

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

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

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

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

### Adding and Subtracting Mixed Numbers

#### Add or subtract the whole numbers and fractions separately.

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

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

$$2 + 1 = 3$$

$$2 - 1 = 1$$

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

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

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

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

#### Convert the mixed numbers to improper fractions.

$$2\frac{2}{5} = \frac{12}{5}$$

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

$$2\frac{2}{5} = \frac{12}{5}$$

$$1\frac{3}{10} = \frac{13}{10}$$

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

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

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

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

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

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

### Multiplying Proper Fractions

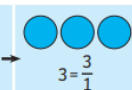
#### Multiplying Fractions by Fractions

$$\frac{1}{2} \times \frac{1}{3} = \frac{1 \times 1}{2 \times 3} = \frac{1}{6}$$

#### Multiplying Fractions by Whole Numbers

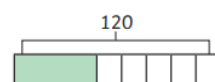


$$\frac{2}{5} \times 3$$



$$\frac{2}{5} \times \frac{3}{1} = \frac{6}{5} = 1\frac{1}{5}$$

### Fractions of Amounts



Find  $\frac{3}{8}$  of 120:

$$\frac{1}{8} \text{ of } 120 = 120 \div 8 = 15$$

$$\frac{3}{8} \text{ of } 120 = 3 \times 15 = 45$$

Find the whole:

$$\frac{4}{9} \text{ of the whole} = 24$$

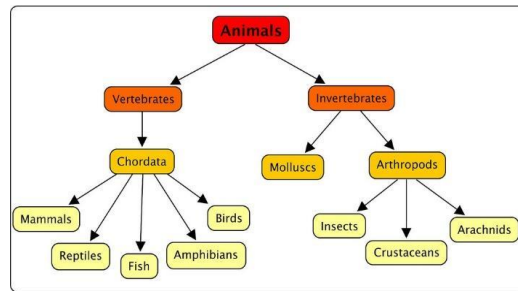
$$\frac{1}{9} \text{ of the whole} = 24 \div 4 = 6$$

$$\text{The whole is } 9 \times 6 = 54$$





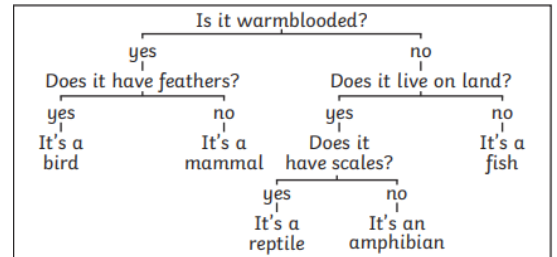
# Science: Living things and their habitats



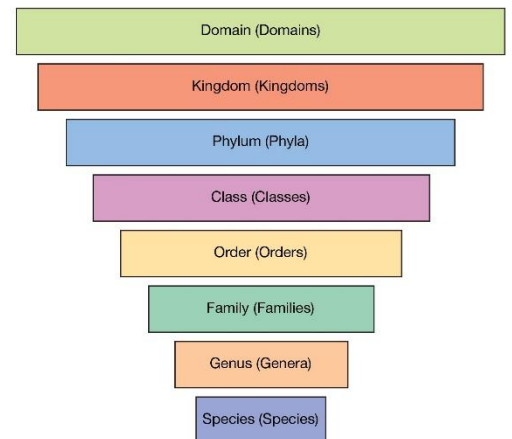
## During this unit of work, I will learn:

- How to sort and group animals based on their features.
- How to give reasons for the classification of animals.
- How to classify living things using the Linnaean system.
- How to design a creature that has a specific set of characteristics.
- How to explain predictions and conclusions in an investigation into harmful microorganisms.
- Describe the characteristics of different microorganisms.
- Describe the characteristics of groups or organisms.

Scientists, called Taxonomists, sort and group living things according to their similarities and differences.



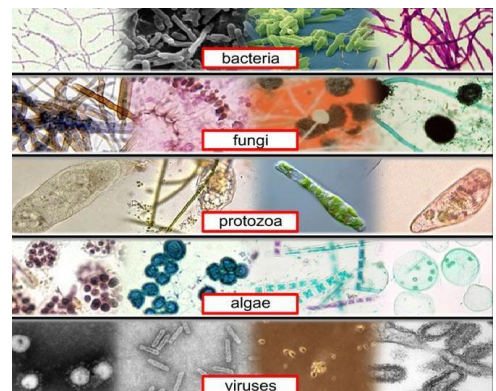
### How animals are classified



## I will (outcomes):

- Classify animals based on their similarities and differences.
- Identify the characteristics of different types of animals.
- Classify creatures based on their characteristics.
- Classify organisms found our local habitat.
- Identify the characteristics of different types of micro-organisms.
- Describe and investigate helpful and harmful micro-organisms.

## Types of micro-organisms:



## Vocabulary I will use:

amphibian	insect	characteristics	reptile
annelid	invertebrate	classification	vertebrate
arachnid	mammal	crustaceans	
bird	micro-organism	habitat	

## History - War Over Time

### To begin with I will:

- Discuss what conflict and war are, and think about what I already know about the subject.
- Learn about some of the key events which led to World War I, which is also referred to as the Great War.
- Learn that World War I began on 29<sup>th</sup> July, 1914 and ended on 11<sup>th</sup> November, 1918.



### Following this, the key knowledge I will learn will be:

- World War I was fought between the Central Powers, which included Germany, Austria-Hungary, Bulgaria and the Ottoman Empire, and the Allies, which included France, Great Britain, Russia, Italy, Japan and later, the United States
- At the time of the First World War, most women were barred from voting or serving in military combat roles. With millions of men away from home, women filled manufacturing and agricultural positions on the home front. Others provided support on the front lines as nurses, doctors, ambulance drivers and translators.
- Propaganda was used in both World War I and World War II as a way of spreading ideas and influencing people. Propaganda posters, leaflets and films were used to shape public opinion.
- After World War I, the Treaty of Versailles (a peace treaty) was signed on 28th June, 1919.
- World War II began on 1st September, 1939 and ended on 2nd September, 1945.
- Some of the main countries that were involved in World War 2 included: Britain, France, the Soviet Union or USSR (now known as Russia), the United States of America (USA), Germany, Italy and Japan and if they were part of either the Allied or Axis Powers.
- Women's roles changed again during WWII when they had to take up many different roles including: being a part of the Women's Land Army in farming roles, or working as an ARP (Air Raid Precautions) warden.
- After the wars, Britain suffered greatly, and the consequences of the wars were long lasting.
- Lessons were learned from WWI and WWII, but there are still conflicts and wars across the world today.

### Vocabulary I will use this term:

Conflict	A serious argument or disagreement which typically lasts a long time.
Chronology	The arrangement of events or dates in the order of their occurrence in time.
Evacuation	Moving people from dangerous areas to safer places to avoid bombing.
Invasion	When an army or country uses force to enter and take over a country or area.
Propaganda	Information of a biased or misleading nature used to promote a political cause.
Treaty	A formal, legally binding agreement between countries.
War	A state of armed conflict between different nations or states, or different groups within a nation or state.

**Outcome:** I will know when World War 1 and World War 2 began and ended and some of the main countries involved in the wars. I will know some of the main reasons why the wars began and the impact the wars had on the people of Britain. I will know how women's roles changed before, during and after the wars. I will make comparisons between WWI and WWII, and I will understand the consequences of the First and Second World War, and the ways in which Britain had to rebuild post war. I will have considered what has been learned from WW1 and WW2 and make connections to modern day wars and conflicts.

## SMSC, French and Music

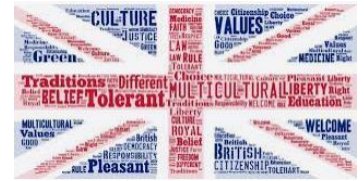
### SMSC

In SMSC lessons this term, I will be focusing on discrimination. I will read a story called 'The Whisperer' and will then take part in a game where one person has to hide that they have a certain playing card. We will consider questions such as: How did the person with the Queen of Hearts feel about having to lie to everyone? If people were accused (but weren't) how did that feel? Did anyone hear any rumours during the game about who might have it? Did the person who had the Queen of Hearts spread any rumours and if so, why did they do that? We will then think about circumstances in real life which lead to people being discriminated against or people having to hide their identity.



### Key vocabulary I will use in SMSC:

discrimination, prejudice, inequality, identity, protected characteristics, race, sex, gender, disability, age, pregnancy, marital status, religion or belief, sexual orientation.



### French

#### Asking for and giving an opinion bank

J'aime- I like....

Je n'aime pas- I do not like...

J'adore - I love...

Tu aimes.....?- Do you like.....?

Tu préfères.....? -Do you prefer

Je préfère.... I prefer.....

car- because

et- and

mais- but

c'est.... it is .....

facile - easy

ennuyeux - boring

intéressant - interesting

utile - useful



AUTUMN  
KNOWLEDGE  
ORGANISER:  
SCHOOL  
SUBJECTS AND  
OPINIONS.



#### School Subject Nouns Bank

la géographie- geography

l'EPS- PE

la lecture- reading

l'anglais- English

le dessin- art

les maths- maths

les sciences- science

le français - French

la musique- music

l'histoire- history

la religion - RE

la technologie - ICT

#### Grammar Bank

School subject nouns are either feminine, masculine or plural – Watch out for the 'le/la/les' in front of the nouns

### Music

This term in music, I will begin by listening and appraising two Jazz songs: Bacharach Anorak and Meet The Blues. I will describe the style and identify the instruments and voices I can hear. I will play instrumental parts with the music by ear using a range of notes. I will improvise in Bacharach Anorak using the notes: C, D, C, D, E, C, D, E, F, G, C, D, E, F, G, A, B + C. I will also improvise in a Blues style using the notes: C, C, Bb, G, C, Bb, G, F + C. I will contribute to a performance by singing, playing an instrumental part, or by improvising.



**Vocabulary I will use in Music:** Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo



## D.T, Art and Computing

### Art

#### Drawing

This half-term in art, I will research artwork by Henry Moore and understand how this has made him the success he is today. I will take inspiration from his artwork to create my own piece of WW2 art in the style of Henry Moore. I will practise sketching simple lines and outlines to show perspective and use light and dark to show shadows. I aim to show emotions and provoke thoughts through my artwork.



#### Key vocabulary I will use in art:

line, tone, sketch, hardness, graphite, rubber, light, shadow, shading, mood, perspective, movement.

#### Computing - Web Page Creation

In my computing lessons this term, I will begin by reviewing an existing website and consider its structure. I will then identify features of a web page to plan my own, suggesting media that I could include on my page. I will consider the ownership and use of images (copyright), knowing what is meant by the term 'fair use' and why I should use copyright-free images. Then, I will add content to my own web page, and preview what my page looks like. I will describe what a navigation path is and why navigation paths are useful, and I will make multiple web pages which are linked using hyperlinks. Finally, I will create hyperlinks to other people's web pages, and I will evaluate the user experience of a website.



Key vocabulary I will use in computing: website, web page, browser media, Hypertext Markup Language (HTML), logo, header, purpose, layout, copyright, fair use, homepage, preview, evaluate, device, navigation path, hyperlink, subpage, embed, external link, breadcrumb troll, Google

<b>P.E and COJO's</b>
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P.E



## Gymnastics: Matching & Mirroring

In P.E sessions this term, I will create a sequence containing both matching and mirroring movements, executed with accuracy and fluidity using a range of apparatus. I will apply life skills such as evaluation and decision making as I identify strengths and weaknesses in my sequences and find ways to improve. I will demonstrate respect and trust as I give and receive constructive feedback in order to improve my sequences and performances, and I will strive to improve my sequences throughout this unit.

## Football

In football sessions this term, I will refine dribbling and passing skills learnt in Year 5 and combine these skills to maintain progression. I will consolidate my understanding of defensive strategies and skills, and work with a team to gain possession of the ball. I will continue to improve my tackling skills and add pressure whilst marking an opponent. I will work with my team to show sportsmanship on the field and make a positive contribution towards a Year 6 football tournament.

**Key vocabulary I will use in P.E:**

**Gymnastics** - apparatus, balance, canon, excellent gymnastics, levels, matching, mirroring, performance, routine

**Football-** tackle, defend, dribble, pressure, invade, attack, counter attack, goal, sportsmanship

COJO's



This half term, I will be going on another exciting character learning journey. In my COJO's sessions, I will learn about Nancy Wake, known also as 'The White Mouse', who was a British Special Operations Executive agent that served during World War Two. She was one of the most decorated servicewomen of the British Intelligence Service. Using her intelligence and skill, she was able to evade capture for the whole of her military career.

During this unit, I will learn about the qualities and values of a good friendship, how to show determination and complete challenges. I will discuss the importance of self-discipline when under pressure, and also how to support raising funds for charity. By the end of the unit, I will know what makes a strong friendship and why trust is important, I will use care and creativity to express concern for my environment, I will be able to learn how to take courage from others, and finally be able to support others in a teambuilding activity.



**Key vocabulary I will use in COJO's:** respect, empathy, self-awareness, perseverance, excellence, communication, teamwork, special operations, espionage, Marquis, the French Resistance, Gestapo

**Autumn Term 2**  
**Year 5/6**

**How significant is it that Mary was Jesus' mother?**

**Key Questions:**

Why would you choose someone to do a certain job?

How is Mary portrayed in Art?

How is Mary portrayed in the Bible?

How significant is it that Mary was Jesus' mother?

What does Christmas mean to Christians?

**We will:**

Create spider diagrams of why people are chosen to perform certain tasks.

Re-create depictions of Mary through a variety of media.

Describe Mary's feelings of being chosen.

Ask questions to a Christian Visitor about the birth of Jesus and the character of Mary.

Consider if God was to take human form today how would they appear to us and what we would ask them.

**Learning Check in:**

I can tell you some things Christians believe are important about Jesus' mother being Mary.

I can start to explain the significance of why Mary was chosen as Jesus' mother.

I can make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation).

I can explain why it is significant to Christians that Mary was Jesus' mother.

**Vocabulary we will use:**

Christmas, Jesus, Nativity, Christians, God, Meaning, Advent, Gospels, Incarnation, Emmanuel