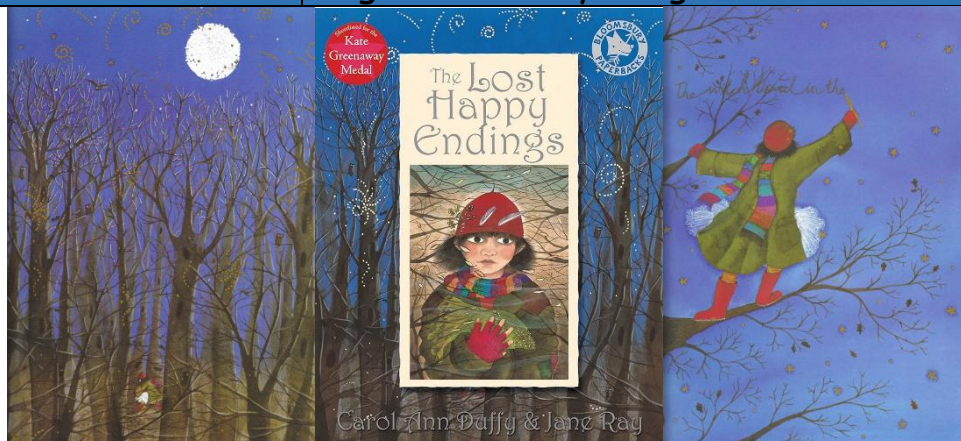


WOODLANDS PRIMARY SCHOOL



Year 6 Autumn 1 Curriculum

Ready · Respectful · Safe



Your mastery targets for this term are...

- Use expanded noun phrases to convey complicated information concisely
- Describe settings, characters and atmosphere
- Integrate dialogue to convey character and advance the action
- Use of inverted commas and other punctuation to punctuate direct speech
- Use brackets, dashes or commas to indicate parenthesis

Feature Keys:

- Develop and keep characters consistent through description
- Develop settings through description and link this with the characters or plot
- Engage reader through selecting effective grammar and vocabulary e.g. manipulating sentence length, figurative language
- Vary story opening: start with dialogue, action or description
- Use paragraphs to vary pace and emphasis
- Use dialogue to move action forward

Vocabulary I will use this term...

Year 3/4 words:

answer	early
appear	earth
arrive	favourite
breath	fruit
breathe	heart
caught	natural
certain	peculiar
consider	possession
different	promise
disappear	special

Year 5/6 words:

achieve	lightning
ancient	muscle
aggressive	opportunity
cemetery	queue
convenience	persuade
desperate	prejudice
immediately	rhythm
necessary	recognise
neighbour	sacrifice
occupy	symbol

Developing vocabulary:

drifted	hideously
skywards	sullen
villainous	remains
vicious	kindling
hobbled	spittle
hysterical	oak tree
wailing	silver birch
sorrow	walnut
seized	(face)
thorniest	cinders

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

A traditional tale focusing on describing settings, characters and including an alternative ending.

MATHS: PLACE VALUE

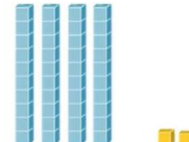
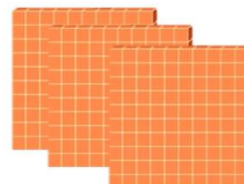
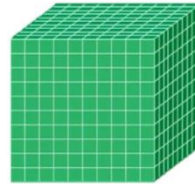
Numbers to ten million (10,000,000)

3,926,471

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
3	9	2	6	4	7	1

3 926 471
3 926 000 471

three million, nine hundred and twenty-six thousand,
four hundred and seventy-one



Millions			Thousands			Ones		
100s	10s	1s	100s	10s	1s	100s	10s	1s
		●	●	●	●	●		●
		●	●	●		●		●
		●		●		●		●
		●						●

What new **knowledge** will I learn?

- I will read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.
- I will represent numbers up to 10,000,000 using place value charts and other representations.
- I will partition numbers in standard and non-standard forms.
- I will read and write numbers up to 10,000,000 in numerals and words.
- I will understand and use powers of 10 to multiply and divide numbers.
- I will place numbers accurately on number lines up to 10,000,000.
- I will compare and order any integers up to 10,000,000.
- I will round any whole number to a required degree of accuracy (nearest 10, 100, 1,000, 10,000, 100,000, or million).

I will use negative numbers in context and calculate intervals across zero.

What **mathematical sentences** will I use?

- "The value of the ____ in ____ is ____."
- "The column before/after the ____ column is the ____ column."
- "The digit before/after the comma represents ____."
- "The whole number is said/written as ____."
- "____ is 10/100/1,000 times the size of ____, so ____ is one-tenth/one-hundredth/one-thousandth the size of ____."
- "The previous multiple of ____ is _____. The next multiple of ____ is _____. ____ rounded to the nearest ____ is ____."
- "The value of the first digit in the number ____ is ____."
- "____ is greater than/less than ____ because ____."
- "To find the number ____ greater/less than ____, I count ____ on the number line."
- "____ is ____ away from zero."

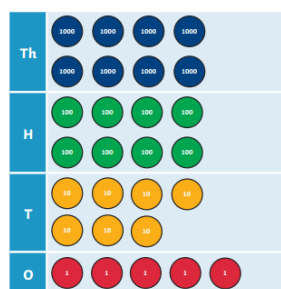
What **vocabulary** will I use?

place value, digit, numeral, integer, ones, tens, hundreds, thousands, ten thousands, hundred thousands, millions, partition, standard partition, non-standard partition, regroup, exchange, power of 10, placeholder, ascending, descending, order, compare, greater than (>), less than (<), equal to (=), rounding, estimate, multiple, interval, negative numbers, zero, context

MATHS: Addition and subtraction

Addition

Place Value Grid: $3274 + 5601 = 8875$

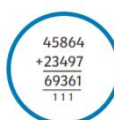
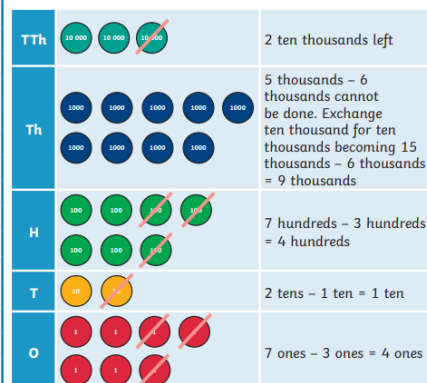


Column Method

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

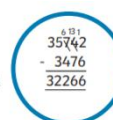
Subtraction

Place Value Grid: $35727 - 6313 = 29414$



Column Method

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



Use the inverse to check:



Start with a number, subtract 409 and double. I end with 6264.

To find the starting number use the inverse: halve, then add 409. Half of 6264 = 3132. $3132 + 409 = 3541$. The starting number was 3541.

What new **knowledge** will I learn?

I will use mental strategies to add and subtract numbers, including using number bonds, partitioning, and adjusting.

- I will add whole numbers with more than four digits using formal written methods.
- I will subtract whole numbers with more than four digits using formal written methods.
- I will round numbers to estimate and check answers.
- I will use inverse operations to check answers and to solve missing number problems.
- I will solve multi-step addition and subtraction problems and decide which operations to use.
- I will compare different calculations and explain how answers change.

I will find missing numbers in equations using my understanding of number relationships.

What **mathematical sentences** will I use?

- "The sum of ____ ones and ____ ones is ____ ones, so the sum of ____ thousands and ____ thousands is ____ thousands."
- "In column addition, we start from the place value column that has the ____ value."
- "In column subtraction, we start from the place value column that has the ____ value."
- "The inverse of ____ is ____, so I can check my answer."
- "If I add/subtract ____ to/from one of the numbers, the answer will change by ____."
- "____ has been added/subtracted to/from the first number, so ____ must be added/subtracted to/from the second number to keep the total/difference the same."
- "I know ____ because ____."

What **vocabulary** will I use?

addition, subtraction, sum, total, difference, inverse, estimate, rounding, approximate, operation, strategy, partition, exchange, regroup, column method, formal method, written method, mental method, multi-step, calculation, comparison, equal to, greater than, less than, missing number, number bonds, adjust, compensation

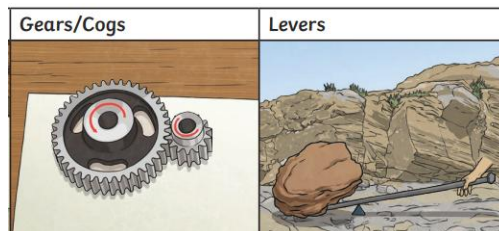
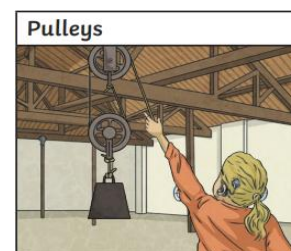
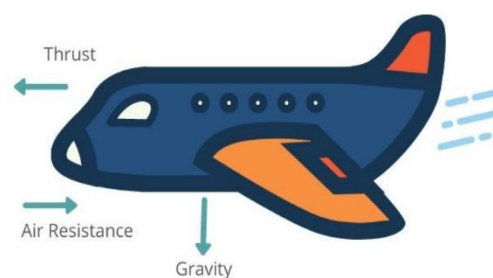
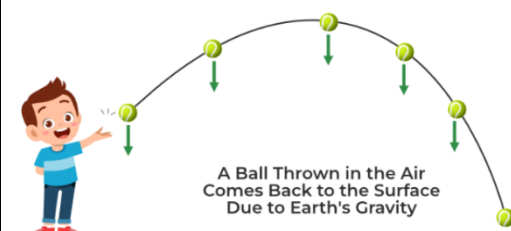
Science: Forces



During this unit of work I will learn:

- How to recognise and label range of different forces
- The effects of air resistance
- The effects of water resistance
- Friction
- The force of gravity
- Mechanisms with forces- levers, pulleys and gears

Images:



I will (outcomes)

- Measure the force of gravity pulling on objects.
- Explore the effect gravity has on objects and how gravity was discovered.
- Identify the effects of air resistance by investigating the best parachute to slow a person down.
- Identify the effects of water resistance by creating and racing streamlined boats.
- Identify the effects of friction by investigating brakes.
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
- Exploring and design a simple mechanism.

Vocabulary I will use:

Force	Streamline	Levers
Push	Newton	Pulleys
Pull	Newton meter	Mechanisms
Air resistance	Weight	Cog
Water resistance	Mass	Gear
Friction	Gravity	

GEOGRAPHY – Why are mountains important to people and the planet?

What should I already know?

Mountains are natural physical features found in different parts of the world.
 The Earth's crust is divided into tectonic plates, which move slowly.
 Volcanoes and earthquakes often occur where tectonic plates meet.
 A volcano is a type of mountain, but not all mountains are volcanoes.
 Rivers usually begin at a source in hills or mountains and flow downhill.
 Climate and vegetation vary between different environments.
 Human activity can affect and damage natural environments.
 How to use maps, atlases, globes and digital maps to locate places.
 How to use the eight points of a compass, map symbols, keys and four-figure grid references.

What vocabulary will I use this term?

Tectonic plate – A large section of the Earth's crust that moves very slowly.

Mountain range – A connected group or line of mountains.

Summit – The highest point of a mountain.

Ridge – A long, narrow line of high ground, often connecting mountain peaks.

Altitude – The height of a place above sea level.

Contour line – A line on a map joining places that are the same height above sea level.

What new knowledge will I learn?

Mountains can form when tectonic plates push together, causing layers of rock to fold and rise.
 Many major mountain ranges, including the Himalayas and the Alps, are found near tectonic plate boundaries.
 The main features of a mountain include the summit, slope, ridge, valley and foothills.
 Major mountain ranges and peaks are located across the world, including the Himalayas, Andes, Alps and Rockies.
 Contour lines show the height and steepness of land on a map.
 Temperature usually decreases as altitude increases, so higher parts of mountains have different plants and animals.
 Mountains are important because they provide water, habitats, tourism, farming and sources of energy.
 Human activities, including tourism and development, can damage mountain landscapes and habitats.
 Climate change is causing mountain glaciers and snow to melt, affecting wildlife and water supplies.
 Mountain environments can be protected through conservation and sustainable tourism.



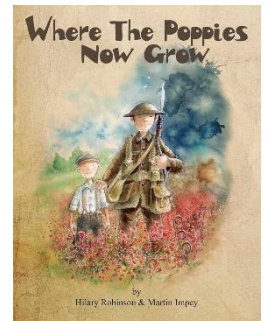
What skills will I use?

Use maps, atlases, globes and digital mapping to locate major mountain ranges and peaks.
 Use the eight points of a compass to describe the location of mountain ranges.
 Read and interpret contour lines to identify the height and steepness of land.
 Use four and six-figure grid references to locate mountain features accurately.
 Use map symbols and keys to identify human and physical features.
 Draw and label diagrams and cross-sections showing the formation and features of mountains.
 Compare mountain regions in the UK and Europe using maps, photographs and geographical data.
 Use evidence to explain how human activity and climate change affect mountain environments.

SMSC, French and Music

SMSC

In our SMSC lessons this term, I will read 'Where the Poppies Now Grow' by Hilary Robinson and Martin Impey. When reading this book, I will begin to understand why people fight in wars, know that Britain fought in two World Wars and learn why we remember those who died in the First World War and Second World War. I will learn about the significance of the poppy and why it is worn as a symbol of remembrance.



Key vocabulary I will use in SMSC:

trenches, soldier, salute, war, veteran, remembrance, battlefield, poppies, empathy, respect

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

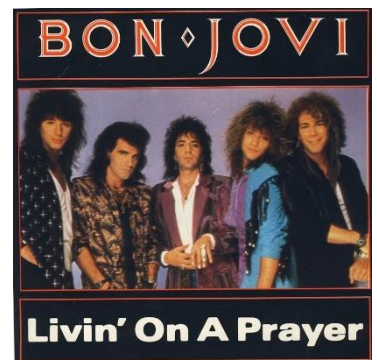
la technologie - ICT

Grammar Bank

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

Music - Livin' On A Prayer

This term, I will be studying rock music focusing on the song 'Livin' on a prayer' by Bon Jovi. Firstly, I will listen and appraise a range of rock anthems. I will play instrumental parts by listening and following notation, and I will work with my peers to compose simple melodies and rhythms using G, A + B or G, A, B, D + E before performing and sharing our compositions.



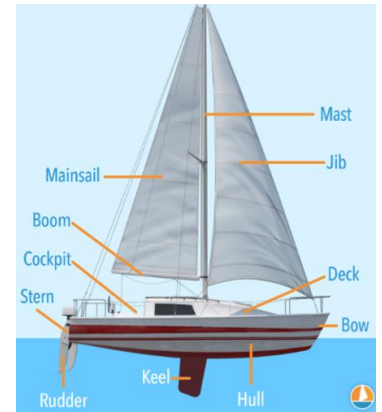
Key vocabulary I will use in music:

Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose

D.T, Art and Computing

D.T

This term in D.T, I will be applying my understanding of forces and making a sail boat. I will select tools, techniques and materials for making my boat, and I will explore the sensory qualities of materials and how to use materials when designing it. I will then measure, mark out, cut and shape a range of materials before assembling, joining and combining components and materials accurately. Once I have created and tested my sail boat, I will reflect on the progress of my design and make, identifying strengths and ways I could further improve it.



Key vocabulary I will use in D.T:

forces, transferable, air resistance, water resistance, buoyancy, mechanism, lever, pulleys, motors, design, make, do, review, materials

Computing – Sharing Information

In computing this term, I will develop my understanding of computer systems and how information is transferred between systems and devices. I will consider small-scale systems as well as large-scale systems. I will explain the input, output, and process aspects of a variety of different real-world systems. I will discover how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, as well as by comparing different search engines.

Key vocabulary I will use in computing:

algorithm, connection, content creator, crawler, digital, index, input, links, ordering, output, process, ranking, refine, search, search engine, search engine optimisation (SEO), selection, system, web crawler



P.E and COJO's

P.E



Health and Related Exercise

In P.E sessions this term, I will perform cardio, flexibility and strength focused circuits to enhance my own fitness. By the end of the term, I aim to have improved my understanding of the impact of exercise on the body and the importance of developing aerobic capacity, strength and flexibility. I will have developed life skills such as communication and respect as will have encouraged my partners through the circuits. I will also have refined life skills such as self-motivation, resilience and self-discipline as I strive to improve my own performance.

Hockey

In hockey lessons, I will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score. I will also learn to apply pressure when defending to regain possession effectively. By the end of the term, I aim to demonstrate a range of attacking and defending tactics, applying these to games. I aim to effectively apply tactics and demonstrate a clearer understanding of the role each team member will perform. I will have developed and applied life skills such as integrity and self-discipline by playing by the rules and leading others by example.

Key vocabulary I will use in P.E:

Health and Related Exercise - cardiovascular system, circuits, fitness, fitness assessment/test, flexibility, strength

Hockey - attack, counter-attack, defending, free hit, tactics

COJO's



This half term, I will be going on another exciting character learning journey. In my COJO's sessions, I will learn about Sir Ranulph Fiennes - a British adventurer and novelist that is best known today for his various exploits around the world. He is especially hailed for being the first man to cross the Antarctica from one side to the other [via the South pole] on foot. He holds several Guinness World Records and as an author, he released over a dozen fiction and non-fiction books, most

notably the biography of famous explorer Captain Robert Falcon Scott.

In this unit of work, I will take part in a trans globe adventure! I will first prove I have got what it takes before passing through France and the Sahara Desert en-route to the South and North Poles. I will need strength of character in order to push through the adversities I will face along the way.

Key vocabulary I will use in COJO's: respect, empathy, self-awareness, perseverance, excellence, communication, teamwork, mountainous, explorer, hypothermia, crevasse





Why are the Five Pillars important to Muslims for their daily lives?

RE Skills to develop

I can describe and make connections between different religions and worldwide celebrations.

I can identify differences and similarities between different religions and worldviews.

I can discuss my views about what is right and wrong and what is just and fair and I can respect and understand the views of others.

Our Enquiry Steps:

What are the Five Pillars of Islam?

What is the Shahadah?

How do Muslims prepare for prayer?

Why do Muslims fast? (Sawm)

What is the pattern of prayer for Muslims?

(Salat/Salah)

How do Muslims show care for others?

(Zakah)

Why do Muslims go on Pilgrimage? (Hajj)

Key Stories

<http://www.bbc.co.uk/education/clips/zn6sb9g>

<http://www.bbc.co.uk/education/clips/zgx6vrd>

<http://www.bbc.co.uk/education/clips/zypvcdm>

<https://www.bbc.co.uk/programmes/p02mwhw0>

<http://www.bbc.co.uk/education/clips/z434wm0>

<http://www.bbc.co.uk/education/clips/z7rxn39>

<https://www.bbc.co.uk/programmes/p02mvdxf>

<http://www.bbc.co.uk/education/clips/zvxt87h>

<https://www.bbc.co.uk/programmes/p02a87r8>

<http://www.bbc.co.uk/education/clips/zrsd2hv>

<https://www.bbc.co.uk/programmes/p02mwhk0y>

Key Artefacts and Symbols



Key Vocabulary	Definition
Belief	An acceptance that something exists or is true.
5 Pillars	The five basic rituals or obligations that every Muslim must satisfy in order to live a good and responsible life according to Islam.
Shahadah	A key Islamic statement of faith - 'There is no god but Allah, and Muhammad is his messenger.' This is the first pillar of Islam.
Qur'an	The Islamic sacred book.
Wudu	Is the Islamic procedure for the cleansing parts of the body prior to prayer. Wudu involves washing the hands, mouth, nostrils, arms, head and feet with water.
Sawm	Sawm is the fasting. It's the fourth of the Five Pillars of Islam. Muslims are required to fast during Ramadan.
Ramadan	Ramadan is the ninth month of the Islamic calendar, when Muslims fast during daylight hours.
Salah/Salat	Salah/Salat is the obligatory Muslim prayers, performed 5 times each day by Muslims. It is the second Pillar of Islam.
Zakah/Zakat	Zakat is the compulsory giving of a set of proportion of one's wealth to charity. It is regarded as a type of worship and of self-purification. It is the third Pillar of Islam.
Hajj	Hajj is the Pilgrimage to Mecca. All Muslims who are physically able to must make this journey once in a lifetime.
Pilgrimage	A journey, especially a long one, made to some sacred place as an act of religious devotion.

Our End Points:

Emerging: Be able to tell you that Muslims worship Allah, attend a Mosque, read the Qur'an and about some of the rituals that are associated with preparation and prayer.

Expected: Explain how key beliefs are demonstrated through the Five Pillars of Islam and have made some reflections on their own lives. Discuss different parts of the Hajj and understand how important this is for a Muslim.

Exceeding: Be able to explore the relevance of beliefs for a Muslim and explain similarities and differences to their own views/beliefs. Be able to discuss how belief impacts and influences the day to day life of a Muslim as well as special events throughout the year. Use all key vocab. correctly and with a high level of understanding, explaining the impact of each of the pillars to a Muslim.