WOODLANDS PRIMARY SCHOOL

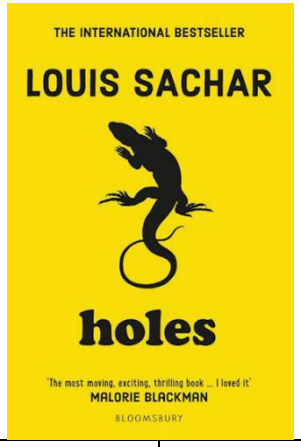


Year 6
Autumn 2 Curriculum

Ready · Respectful · Safe

Autumn Term 2
Year 6 - Holes by louis Sachar







Your Mastery Targets for this term are...

- Write for a range of audiences and purposes
- In Narratives, describe settings, characters and atmosphere using expanded noun phrases
- In narrative, integrate dialogue to convey character and advance the action
- Use a range of devices to build cohesion (conjunctions, adverbials, pronouns and synonyms)
- Use verb tenses correctly and consistently
- Spell most Year 5/6 words correctly
- Maintain legibility in joined handwriting when writing at speed.

Text types;

1. Inform: create a non-chronological report about real lizards. The yellow-spotted lizard in Holes is fictional.

2. Entertain: write an original narrative inspired by the setting, atmosphere and themes of Camp Green Lake.

3. Optional persuade: write a formal letter of complaint about the camp's conditions and treatment of the boys.

Vocabulary we will use this term...

Key vocabulary

according
aggressive
amateur
appreciate
communicate
community
conscious
criticise
desperate
determined
environment
especially
excellent
existence
environment
mischievous
sincerely
suggest
variety

Topic words

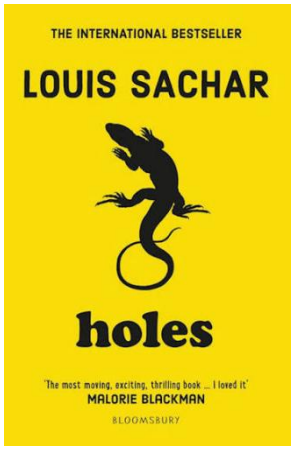
adaptation
habitat
camouflage
predator
nocturnal
survive
relentless
desolate
suspense
consequence
Camp Green Lake
Stanley
Zero
yellow-spotted
lizard
desert
drought
holes
canteen
warden
shovel

Sentence help

A key feature of... is...
Furthermore, ...
As a result, ...
Without warning, ...
The character realised that...

Autumn Term 2
Year 6 - Holes by Louis Sachar







Your Mastery Targets for this term are...

- Write for a range of purposes
- Use paragraphs to organise ideas
- In narratives, describe settings and characters using noun phrases
- Use simple devices to structure the writing (headings, sub-headings, bullet points)
- Using most punctuation correctly (capital letters, full stops, question marks, commas for lists and apostrophes for contraction)
- Spelling most of Year 3/4 words correctly and some of Year 5/6 words
- Write legibly

Text types:

1. Inform: create a non-chronological report about real lizards. The yellow-spotted lizard in Holes is fictional.

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Topic words

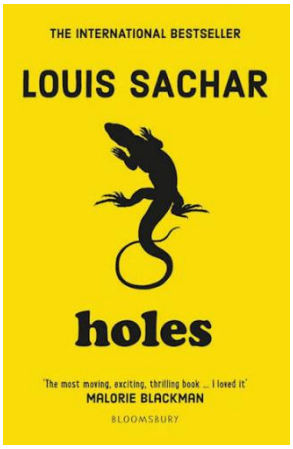
adaptation
habitat
camouflage
predator
diet
survive
scorching
barren
suddenly
nervous
Camp Green Lake
Stanley
Zero
lizard
desert
dry
holes
water
warden
shovel

Sentence help

Lizards can...
This helps them to...
At Camp Green Lake,
Suddenly,
I think... because...

Autumn Term 2
Year 5/6 - Holes by Louis Sachar





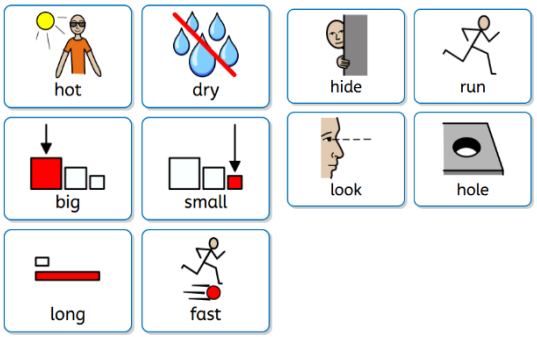


Your Mastery Targets for this term are...

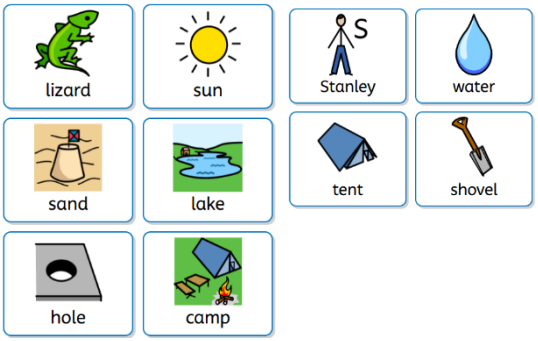
- To create sentences using capital letters and full stops and with the use of question marks
- To use or/and/but to join sentences
- Using spacing between words
- To spell some KS1 common exception words

Vocabulary we will use this term...

Key vocabulary



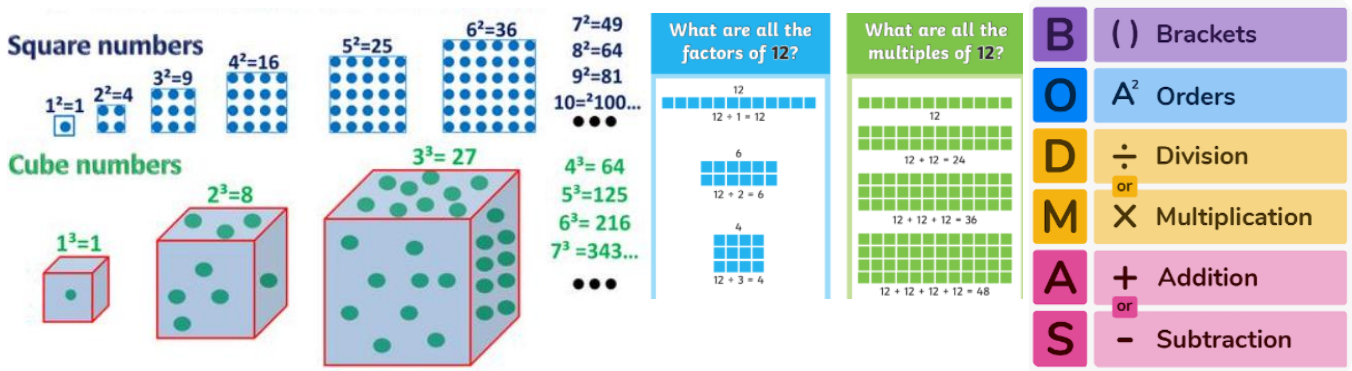
Topic words



Sentence help

A lizard is...
It can...
It lives...
The ground is...
I see...

MATHS: Multiplication and Division



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 identify common factors, highest common factors, common multiples and prime numbers.
- I will recognise and calculate square and cube numbers.
- I will choose efficient mental methods, including partitioning, reordering, doubling and halving, and using known facts.
- I will estimate products by rounding and use estimates to check whether answers are reasonable.
- I will multiply numbers up to four digits by two-digit numbers using formal long multiplication.
- I will divide numbers up to four digits by two-digit numbers using written methods, including long division and short division where appropriate.
- I will interpret remainders as whole-number remainders, fractions or rounded answers to suit the problem.
- I will use inverse operations and number relationships to complete related calculations.
- I will use BODMAS to calculate in the correct order, including brackets, squares and cubes.
- I will solve multi-step problems using all four operations and explain my reasoning.

What **mathematical sentences** will I use?

- "___ is a factor of ___ because ___ × ___ = ___."
- "The common multiples of ___ and ___ include ___."
- "___ is prime because it has exactly two factors: ___ and ___."
- "___ squared/cubed means ___, so the answer is ___."
- "I can partition ___ into ___ and ___ to make the multiplication easier."
- "I can double ___ and halve ___ because the product stays the same."
- "I estimate ___ × ___ is about ___, so my answer is reasonable because ___."
- "The inverse of multiplication is division, so I can check ___ by ___."
- "The remainder should be written as ___ because the question asks ___."
- "Using BODMAS, I calculate ___ first because ___."
- "I know ___ because ___."

What **vocabulary** will I use?

multiplication, division, multiply, divide, product, quotient, factor, factor pair, common factor, highest common factor (HCF), multiple, common multiple, prime number, composite number, square number, cube number, squared, cubed, mental method, known facts, partition, reorder, double, halve, rounding, estimate, approximate, place value, formal written method, short multiplication, long multiplication, short division, long division, chunking, dividend, divisor, remainder, fraction, inverse, BODMAS, brackets, order of operations, multi-step, calculation, reasoning

MATHS: Addition and subtraction



Use the inverse to check:

To check 53 476 – 32 732 = 20 744
use 32 732 + 20 744 = 53 476

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

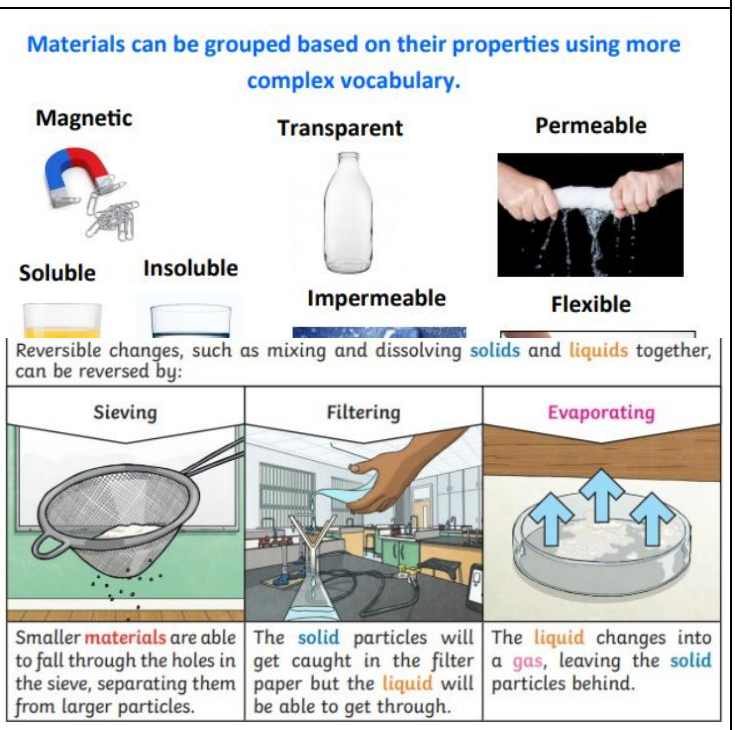
Science - Properties of Materials

During this unit of work, I will:

- Compare materials according to their properties
- Identify materials that are thermal conductors and insulators
- Identify electrical conductors and insulators
- Learn that some materials are better conductors than others
- Learn when to use which processes to separate mixtures
- Identify and explain irreversible chemical changes

I will (outcomes):

- Explain the uses of different materials based on their properties
- Sort and compare materials according to their properties
- Investigate thermal conductors and insulators
- Investigate which electrical conductors make a bulb shine brightest
- Carry out an investigation to find the best electrical conductor
- Explain the difference between melting and dissolving
- Investigate materials which will dissolve
- Use different processes to separate mixtures of materials
- Identify different ways materials can be mixed together
- Use sieving, filtering, evaporating and other processes to separate mixtures of materials
- Describe the new materials created in irreversible chemical changes



Vocabulary I will use this term:

Solid - having a firm shape or form that can be measured in length, width, and height; not like a liquid or a gas.
Transparent - if an object is transparent, you can see through it soluble able to be dissolved.
Dissolves - when a substance is mixed with a liquid.
Conductor - a substance that heat or electricity can pass through or along.
Thermal - relating to or caused by heat or by changes in temperature
Filtering - a device used to remove dirt or other solids from liquids or gases. A filter can be made of paper, charcoal, or other material with tiny holes in it.
Evaporation - to turn from liquid into gas; pass away in the form of vapour.
Condensation small drops of water which form when water vapour or steam touches a cold surface, such as a window.
Irreversible - impossible to reverse, turn back, or change.

HISTORY - How has crime and punishment changed since 1066?

What should I already know?

- I know that societies in the past had powerful rulers, such as Egyptian pharaohs and Roman emperors, who made decisions that affected people's lives.
- I know that people in past societies had different roles and levels of power, such as kings, landowners, warriors and ordinary people.
- I know that invasions, such as the Roman invasion of Britain in AD 43, could change who ruled a country and how people lived.
- I know that societies have changed over time, from the Stone Age to the present, and that some changes have had a lasting impact on people's lives.
- I know how to use historical sources, such as artefacts, buildings and written records, to investigate the past and understand how people lived.

What vocabulary will I use this term:

Hue and cry	A call for local people to chase and catch a suspected criminal.
Trial by combat	A fight used to settle some legal disputes.
Magna Carta	A charter agreed in 1215 that limited some of the king's powers.
Deterrent	A punishment intended to stop people committing crimes.
Execution	Putting someone to death as a punishment.
Transportation	Sending convicted people overseas as punishment.
Reform	Changing a system to make it better.
Rehabilitation	Helping offenders change their behaviour.

What new knowledge will I learn?

- I know that in Norman times people used the hue and cry and neighbours were expected to help catch suspects.
- I know that the Normans introduced trial by combat in some disputes. [INVASION AND WARFARE]
- I know that Magna Carta (1215) helped establish limits on royal power and protections for free men, but these did not apply equally to everyone. [MONARCHY AND POWER]
- I know that Tudor towns and villages had no modern police force and local people helped keep order.
- I know that between the 15th and 18th centuries people accused of witchcraft, especially women, could face trials and execution.
- I know that in 1829 Sir Robert Peel helped establish the Metropolitan Police in London.
- I know that Chester Castle was used as a prison, showing how crime and punishment affected our local area. [LOCAL AREA]
- I know that fingerprinting and DNA evidence have changed how police investigate crimes. [INVENTIONS]
- I know that prisons gradually became a more common punishment, replacing many public and physical punishments.

What skills will I use?

- I can place key changes in crime and punishment on a timeline from 1066 to today.
- I can ask and answer historical questions about why punishments changed.
- I can use laws, court records, artefacts and historians' accounts as evidence.
- I can compare the experiences of rich and poor people, and men and women, in different periods.
- I can use historical vocabulary to explain change and continuity.



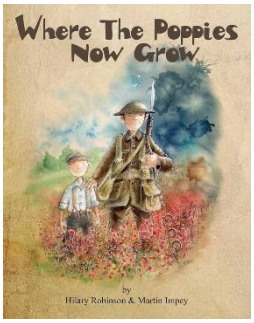




SMSC, French and Music

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

Knowledge organiser: Homes and houses

Noun Bank: Rooms in the house

une maison- a house
une chambre- a bedroom
une cuisine – the kitchen
une salle de bains- a bathroom
une salle à manger- a dining room
un salon- a lounge
un jardin- a garden

Noun Bank : Objects in the house

une table – a table
un fauteuil– an armchair
une porte – a door
une fenêtre – a window
un lit – a bed
un tapis – a rug

Phonics

"on" (mais**on**, sal**on**)
"euil" (faut**euil**)
"a" (s**a**lle, s**a**lon, t**a**ble, t**a**pis)

Grammar

In French, when we use **'la' or 'le'**, we're referring to something specific.
For example, **'la cuisine'** means 'the kitchen' (we know *exactly* which one we're talking about).

When we want to talk about something nonspecific, we use **'une' or 'un'.** For instance, **'une cuisine'** means 'a kitchen' (it could be *any* kitchen).

To switch between **'une/un'** and **'le/la'**, follow this rule:

•Change **'une'** to **'la'**.
•Change **'un'** to **'le'**.

Grammar

We use **"il y a ...."** in French to mean both "There is...." and "There are ...."

Grammar

Adjectives (masculine/feminine)

petit/petite - small
grand/grande – big
beau/belle – beautiful
vieux/vieille – old
lumineux/ lumiseuse – bright
utile - useful
moderne – modern
confortable - comfortable

Grammar

Some adjectives change the spelling to match the noun:
La cuisine est **petite.**
La chambre est **moderne.**
Le salon est **beau.**
Le lit est **comfortable.**

Music

Knowledge Organiser – Classroom Jazz 2 – Year 6, Unit 2

cherango MUSICAL SCHOOL

1 – Listen & Appraise: Bacharach Anorak and Meet The Blues

What style indicators can you hear?

Describe the structure?

What instruments/voices you can hear?

Describe the musical dimensions?

2 – Musical Activities using glocks and/or recorders

Play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C.

And C, Bb, G, F + C (Meet The Blues).

Improvise in Bacharach Anorak using the notes C, D, E, F, G, A, B + C.

Improvise in a Blues style using the notes C, Bb, G, F + C.

Did you do both? Which notes did you use?



3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography?
Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:
Improvisations • Instrumental performances • Compositions

About this Unit

Themes: Jazz, improvisation and composition.

Facts/info:

- Bacharach Anorakl has a Latin American groove.
- Blues is a style of music originating in the deep south of America and is considered an ancestor of Jazz.

Listen to 4 other pieces of music:

- Take The 'A' Train by Duke Ellington
- Speaking My Peace by H. Parlan
- Back 'O'Town Blues by Earl Hines
- One 'O' Clock Jump by Count Basie

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

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Do you have any strong thoughts or feelings you would to share about it?

Can you find out more about these styles of music?

P.E

Knowledge Organiser
Football Year 6

Unit Purpose
Pupils will learn to consistently apply effective attacking skills, applying decision making to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively.

← Pupils are inspired, physically competent and confident
← Develop character and personal life skills
Transition to KS3
Reflection **Self Discipline**
← Pupils choose to seek healthy, active lifestyles

Learning Journey Year 6
Develop officiating →
Organise formations and manage teams →
Trust **Integrity** **Resourcefulness**
Consolidate keeping possession →
Consolidate defending →
Create, apply, adapt tactics →

Inspire Me
Did you know the first women's football match in England took place in 1895 where the North beat the South 7-1. The FA banned women's football in 1921 until the Women's Football Association was formed in 1969.



Complete P.E.

Key Success Criteria
Physical, Cognitive, Social and Emotional Unit Success

P Pupils will apply a refined understanding of passing and moving and dribbling to score points against another team.

C Pupils will demonstrate resourcefulness and problem solving skills by creating a range of attacking and defending tactics, applying these to their games.

S Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated.

E Pupils will constantly apply life skills such as integrity and self discipline by playing by the rules and leading others by example.

Vocabulary for Learning
Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.
Transition: is defined as the process of recognising and responding after losing or regaining possession.
Counter-Attack: A counter-attack is a tactic employed by the team gaining possession who immediately attack after regaining the ball from defending the opponent's attack.
Through Ball: is a pass made to create a shooting opportunity. The attacker in possession of the ball, passes it between opposing defenders, into open space that a team member can run onto.
One-on-One Marking: is a defensive tactic used where each player is assigned to defend and follow the movements of a particular player on the opposite team.

Knowledge Organiser
Matching and Mirroring Year 6

Unit Purpose
The unit of work will focus on applying "excellent gymnastics" through matching and mirroring movements. Pupils will create a sequence of movements, bringing together a combination of both matching and mirroring movements, to create a sequence.

← Pupils are inspired, physically competent and confident
← Develop character and personal life skills
Transition to KS3
Cooperation **Reflection**
← Pupils choose to seek healthy, active lifestyles

Learning Journey Year 6
Apply matching on apparatus →
Apply mirroring on apparatus →
Trust **Decision Making** **Evaluation**
Introduce Matching →
Introduce Mirroring →
Sequence Development →

Inspire Me
Vitaly Scherbo is a former Belarusian gymnast and one of the most successful gymnasts of all time. Vitaly is the only male gymnast to have ever won a world title in all eight gymnastic exercises.



Complete P.E.

Key Success Criteria
Physical, Cognitive, Social and Emotional Unit Success

P Pupils will create a sequence containing both matching and mirroring movements, executed with accuracy and fluidity using a range of apparatus.

C Pupils will effectively apply life skills such as evaluation and decision making as they identify strengths and weaknesses in their sequences and find ways to improve.

S Pupils will demonstrate respect and trust as they give and receive constructive feedback to improve their sequences and performances.

E Pupils will consistently apply integrity and self discipline as they perform their sequences and receive feedback. Pupils will strive to improve their sequences.

Vocabulary for Learning
Excellent gymnastics: 'Excellent' refers to when pupils are being silent, extending their fingers and toes and when they make a shape/balance and can hold it still for at least four seconds.
Matching: Matching is where pupils perform the same movements at the same time.
Mirroring: Mirroring is where pupils perform their movements creating a mirror image of each other.
Levels: This refers to when a gymnast is creating movements and balances that are performed using different heights either on the floor or on apparatus.
Flow: This is when a gymnast moves from one action to another without stopping.
Canon: Canon is where pupils perform the same movement one after the other.

D.T and Computing

D.T

This term in D.T, I will be exploring textiles and creating a symbolic patchwork square linked to our Crime and Punishment topic. I will investigate different fabrics, patterns, colours and textures, exploring how materials can be used to communicate meaning and represent important themes, symbols and ideas. I will research existing patchwork designs before developing my own ideas and creating a design that reflects aspects of Crime and Punishment. I will then select appropriate fabrics, tools and techniques, before measuring, marking out, cutting, arranging and joining materials using accurate stitching techniques. Once I have completed my patchwork square, I will evaluate my finished product, identifying its strengths and considering how I could improve my design and craftsmanship.

Key vocabulary I will use in D.T:

textiles, fabric, patchwork, symbolic, symbolism, design, pattern, texture, colour, material, template, measure, mark out, cut, shape, stitch, seam, running stitch, backstitch, embroidery, applique, join, assemble, combine, embellish, evaluate, improve, accuracy, functionality, craftsmanship.

Y5/6 Video Production Autumn 2

What new knowledge will I learn?

- I know what a video and where they can be used
- I know there are different frames and shots that can be used to create a video
- I know that sound quality can be affected depending on the shots taken
- I know different affects can be used to create a final video



What skills will I use?

- I can use a range of angles and frames to create a video
- I can plan and create a video based on a subject
- I can combine video techniques, sounds and different affects to create a final video
- I can save, edit and export my video to produce a final outcome.

What vocabulary will I use?

Audio, camera, clip, close, delete, edit, evaluate, export, filming, high angle, import, lens, long shot, low angle, microphone, mid-range, moving subject, normal angle, pan, panning, reorder, reshoot, share, side by side, split, static camera, talking head, trim, video camera, video, zoom.

Woodlands Primary School

World Views - Year 5/6, Autumn 2

What do religious and non-religious world views believe about equality, justice and fairness?

RE Skills to develop:

I can define the terms equality, justice and fairness and discuss examples from different world views and how these can be demonstrated in the United Nations Declaration of Human Rights and The Equality Act.
I can explain how Humanists and others believe that what we share is greater than that which divides us and how people should be treated equally and compare to other views.
I can discuss our local, wider and global societies and the inequalities which exist. How prejudice, discrimination can be spread on social media *(with reference to racism e.g., Islamophobia, Anti-Semitism or other recent news articles.)*
I can discuss how a range of world views teach about care of the environment including the sacred status of the cow in Hindu Dharma.
I can discuss how people can work together in unity to make the world a better place with reference to the story of The Fingers of One Hand from the Baha'i community.
Give two examples of how changemakers from different world views are making a fairer world.



Our Enquiry Steps:

What does equality, justice and fairness mean?
How can we recognise inequalities being spread on social media?
How do people with a religious and non-religious world view wish to care for the environment?
How can people of different worldviews strive towards unity?
How have two different change makers worked to make a fairer world?



Key Vocabulary	Definition
Belief	An acceptance that something exists or is true.
Equality	Treating everyone the same
Religious view	The beliefs and practices a person has about a higher power or deity, and how that influences their life
Non-religious view	Don't believe in a god or higher power and don't follow a specific religion or religious.
Justice	The fairness, especially in how people are treated and how problems are solved.
Fairness	Treating everyone equally, kindly, and with respect.
WorldView	Refers to their personal perspective and understanding of the world
Unity	Working together and getting along, like a big team, to achieve a common goal.
Change makers	Taking action to make a positive difference in the world, even if it's a small change.

Our End Points:

Emerging:. I can explain what equality, justice and fairness mean.

Expected: I can explain what equality, justice and fairness mean and give examples of these. I can compare 2 religions and explain what they say about equality and caring for the world.

Exceeding: I can explain what equality, justice and fairness mean and give examples of these and discuss how this is demonstrated in the UN Declaration of Human Rights and The Equality Act. I can compare other religions and explain what they say about equality and caring for the world, with reference to key texts/beliefs.