

Project Summary:	Project Launch:	Essential Question:	SOLE Questions:
Explore the journey of electricity (from past to now). Make a Christmas card using electricity to have a novelty function. The card will be delivered to each class in the School.	Tuesday 3rd November - introduce the project and big picture for the project. Research a country and how they celebrate Christmas.	How can we light up the world this Christmas?	What would life be like without electricity?
Industry Experts:	Outdoor Learning Links:	Culture & Diversity:	Career/ Entrepreneurial Opportunities:
Card design companies. Mrs Cooke.	Weather and seasons from around the World.	Different cultures around the world Religious beliefs from around the world.	Science, Engineering, Design, Marketing

Mini Outcome 1: Weeks 1 - 2: Computing**Curriculum Areas:**

Computing

Peer Critique & Multiple Drafting:

N/A

Produce a keynote about weather around the world.

Mini Outcome 2: Weeks 2 – 3 for Science explicit teaching**Weeks 5 - 6 Design Technology****Curriculum Area:**

Design Technology/science

Peer Critique & Multiple Drafting:

Design for the Christmas card

A Christmas card with an electricity novelty function based on Christmas around the world.

Final Outcome: Weeks: 1-2 Computing**Weeks 2 - 4: Science****Weeks 5 - 6: Design Technology.****Week 7 RE****Curriculum Areas:**

Information Technology, Science, History and D&T

Peer Critique & Multiple Drafting:

N/A

Project books presenting our learning journey.

Literacy

<p>Genre: Story - conquering the monster Weeks: 1 - 3 TO COMPLETE FROM AUTUMN 1</p>	<p>Starting Piece stimulus/purpose: Lion King Independent Piece stimulus/purpose: A Mayan story WAGOLL(s) theme/topic: The battle with the hydra</p>
<p><u>Key vocabulary for the unit</u> Vocabulary to be explicitly taught throughout the unit in Literacy/basic skills time. Lighthouse words: fundamentally; a tendency to; essentially; similarly; whereas; Project/unit/theme specific:</p>	<p><u>Key texts to be used</u> Middleworld</p>
<p><u>Reading Skills to focus on during the unit:</u> Whole school focus skill: Connections and Comparing</p> <p>Additional skills identified from assessments (PIRAs, formative assessment etc): Inference (based on SATs sample paper)</p> <p>Reading strategies to focus on: Background Knowledge Breakdown and Repair Inference I wonder</p>	<p><u>Guided Reading</u> Week number, genre and text to be used: Week 1 - narrative - Middleworld extract Week 2 - narrative - Middleworld extract Week 3 - narrative - Middleworld extract</p> <p><u>Spelling rules/patterns taught during the unit</u> Week 1 - common exception words Week 2 - common exception words Week 3 - common exception words</p>

Literacy - Impact Grid (this could be a photograph)

Skills/Grammar/Success Criteria to create impact (including specific vocabulary):

Paragraphs - cohesive devices

Setting description

Impact on the reader:

- Phrases
- expansion noun
 - adverbial
 - prepositional

Uplifting/positive ending

Reader to like/show empathy for main character.

Character description

Champion main character to defeat monster.

Relief/happiness when monster defeated.

Purpose/Audience: Adult/Peers.
 Short story where hero defeats a monster.

Emotional response to bad character/monster

Emotive language

- Change of formality
- formal/informal

Thought provoking - changes in emotions linked to different situations

Selective vocabulary

Figurative language.

- Dialogue
- use & effectiveness

- Punctuation
- semi-colons
 - dashes
 - parenthesis

- Varied sentences to engage reader
- short/snappy
 - multi-clausal
 - extended
- Different sentence openers.

Literacy

<p>Genre: Information Text Weeks: 4</p>	<p>Starting Piece stimulus/purpose: Information about country from project launch Independent Piece stimulus/purpose: Information text about the history of electricity. WAGOLL(s) theme/topic: Badgers</p>
<p><u>Key vocabulary for the unit</u> Vocabulary to be explicitly taught throughout the unit in Literacy/basic skills time. Lighthouse words: similarly; whereas; in contrast; closely related; the impact Project/unit/theme specific: Electricity; appliances; battery; bulb; buzzer; cell circuit; component; conductor; current; electricity; insulator; mains; motor; resistance; source; switch; voltage; wires.</p>	<p><u>Key texts to be used</u> Non-fiction texts linked to electricity, Benjamin Franklin and Thomas Edison.</p>
<p><u>Reading Skills to focus on during the unit:</u> Whole school focus skill: Inference Additional skills identified from assessments (PIRAs, formative assessment etc): Inference and 3 mark questions. Reading strategies to focus on: Inference I wonder Background Knowledge Break down and Repair Visualise</p>	<p><u>Guided Reading</u> Week number, genre and text to be used: Week 4 - information text - history of electricity text</p> <p><u>Spelling rules/patterns taught during the unit</u> Week 4 - words with the short vowel /i/ spelt with a y.</p>

Literacy - Impact Grid (this could be a photograph)

INFORMATION TEXT

Skills/Grammar/Success Criteria to create impact (including specific vocabulary):

Impact on the reader:

Inform and explain

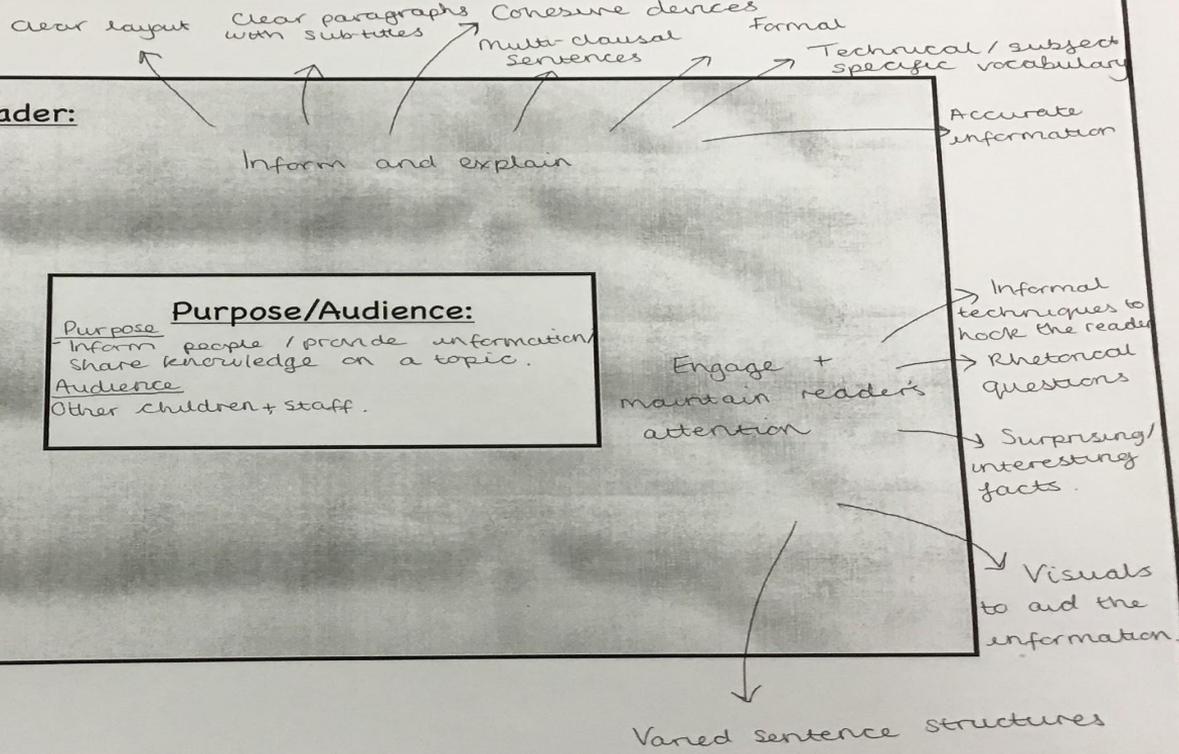
Purpose/Audience:

Purpose

Inform people / provide information
Share knowledge on a topic.

Audience

Other children + staff.



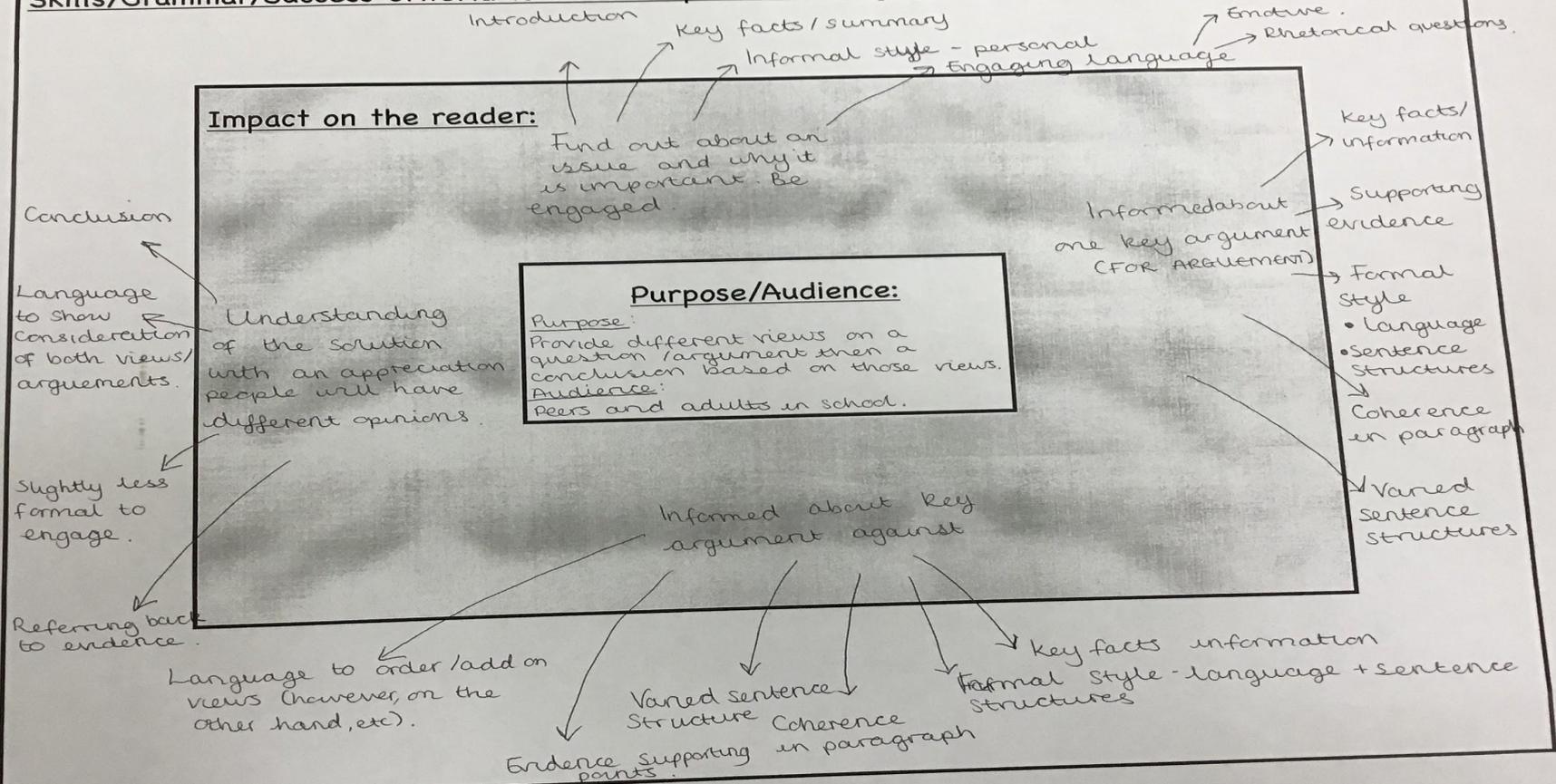
Literacy

<p>Genre: Balanced Argument Weeks: 5-6</p>	<p>Starting Piece stimulus/purpose: Should you have to wear a school uniform? Independent Piece stimulus/purpose: Is it better to have a hot or cold Christmas? WAGOLL(s) theme/topic: Should you be allowed mobile phones in school?</p>
<p><u>Key vocabulary for the unit</u> Vocabulary to be explicitly taught throughout the unit in Literacy/basic skills time. Lighthouse words: similarly; whereas; in contrast; closely related; highly correlated; the impact; may be responsible for; one answer could be; the alternative is; compromise Project/unit/theme specific: weather; climate; beliefs; traditions.</p>	
<p><u>Reading Skills to focus on during the unit:</u> Whole school focus skill: Predicting Additional skills identified from assessments (PIRAs, formative assessment etc): N/A Reading strategies to focus on: I wonder Inference Background Knowledge</p>	<p><u>Guided Reading</u> Week number, genre and text to be used: Week 5 - balanced argument - WAGOLL for unit Week 6 - information text - Christmas</p> <p><u>Spelling rules/patterns taught during the unit</u> Week 5 - words with long vowel sound /i/ spelt with a y. Week 6 - adding prefix 'over' to verbs.</p>

Literacy - Impact Grid (this could be a photograph)

BALANCED ARGUMENT

Skills/Grammar/Success Criteria to create impact (including specific vocabulary):



Maths - S Plans (add a screenshot)

Times tables.

To find $\frac{1}{10}$ of a number, we divide by $\frac{1}{10}$

Quantify additive + multiplicative relationships

Multiplication strategies for larger numbers and long multiplication

\times by 10, 100, 1000

Derive related facts

$$252 = 3 \times 84$$

$$2,520 = 30 \times \square$$

$$2,520 = 30 \times 84$$

Missing numbers.

Recap Multiplying 4 digits by 1 digit

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Fractions

PROBLEM SOLVING + REASONING

- Multiplying ^{fraction} fractions
• \times by a fraction

fraction
• \times by integers

what is a fraction?
must be equal parts.

- Dividing fractions
 \div fraction by integers.

• Fractions of amounts

• Four rules with fractions

• Finding the whole.

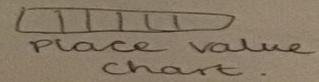
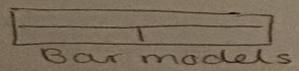
• Decimals - what is a decimal?

• \times and \div by 10, 100 and 1000 (to 3 dec. places)

• Convert fractions to decimals.

• Percentages

• Convert between fractions, decimals and percentages.



Variation
Fractions of different shapes.

Year 6
Autumn Term 2 2020

This term our project is all about using electricity to create a novelty Christmas card representing different countries. The enquiry question we are trying to answer is How can we light up the world this Christmas?

Here are your homework challenges for this term. Each task will help you to develop different skills and learn new knowledge which will help you answer the 'big question'.

Please choose 1 activity per week, be as creative as possible!

Basic Skills Practice:	Spellings; Spelling task; Times tables; Home/School Reading.					
Project - Challenges - To light up our lives						
Challenge 1 Pick a country you would like to visit and tell us why?	Challenge 2 Learn how to say "Merry Christmas and a Happy New Year" in a different language. Record yourselves on Seesaw.	Challenge 3 Draw an electricity circuit showing a bulb/battery/buzzer.	Challenge 4 Imagine what life would be like without electricity - list all the things you would not be able to do and how you could overcome these problems.	Challenge 5 Read your favourite Christmas story	Challenge 6 Design a Christmas card for someone in your family.	Merry Christmas to you all!
Remember to upload your work to Seesaw! 						