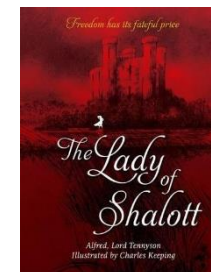# Theme: Wonderful Wantage

Year 6 Term 6

Lesson Breadth:

As writers:

- Identify the audience for writing.
- Choose the appropriate form of writing using the main features identified in reading.
- Plan, draft, write, edit and improve.
- Create vivid images by using alliteration, similes, metaphors and personification.
- Use the techniques that authors use to create characters, setting and plots.
- Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
- Choose effective grammar and punctuation.
- Ensure correct use of tenses throughout a piece of writing.
- Use commas to clarify meaning or avoid ambiguity in writing.
- Write sentences that include: relative clauses, modal verbs, relative pronouns, brackets, parenthesis, a mixture of active and passive voice, a clear subject and object, hyphens, colons and semi colons.

Texts:
Key Texts: The Lady of Shalott
Play script- School Daze
Non-Fiction: Texts about Wantage

As historians

Wonderful Wantage

- Use sources of evidence to deduce information about the past.
- Select suitable sources of evidence, giving reasons for choices.
- Identify continuity and change in the history of the locality of the school.
- Describe the social, ethnic, cultural or religious diversity of post society.
- Be able to describe how Wantage has changed over time- both in their living memory and beyond this.
- Be able to describe some key historical facts about Wantage.

As mathematicians:

Apply the maths we have learnt across the year through a themed project, consolidation and problem solving.

Whiterose Bakery
- Ratio and proportion
- Money
- Efficient strategies for the four operations
- Profit and loss
- Percentages
- Nets of 3D shapes
- Real-life problems
- Measuring / converting

Whiterose Tours
- Interpreting line graphs and bar charts
- Interpreting temperature scales
- Creating line and bar graphs
- Converting units (Km and Miles)
- Time
- Fractions
- Four operations – including money
- Real-life problems
- Percentages
- Time

As scientists:

- Ask relevant questions.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Identify differences, similarities or changes related to simple, scientific ideas and processes.

Electricity
- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
- Use recognised symbols when representing a simple circuit in a diagram.

As readers:	As computer experts:	As musicians:	As citizens (PSHCE):
• Read age-appropriate books with confidence and fluency (including whole novels). • Understand and explore the meaning of words in context. • Ask questions to improve understanding. • Draw inferences. • Make predictions from what is stated and implied. • Make comparisons within and across books. • Summarise and justify ideas. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Discuss and evaluate how writers use language, including figurative language, considering the impact on the reader. • Compare and contrast ideas accurately. • Identify how language, structure and presentation contribute to meaning.	**Programming A- Variables in Games** • Define a 'variable' as something that is changeable. • Explain why a variable is used in a program. • Choose how to improve a game by using variables. • Design a project that builds on a given example. • Use my design to create a project. • Evaluate my project.	• Identify and move to the pulse with ease. • Think about the message of songs. • Identify how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music. • Identify different ways of writing music down – e.g. staff notation, symbols. • Recognise that composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.	**Changing Me** • I am aware of my own self-image and how my body fits into that. • I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally. • I can express how I feel about the changes that will happen to me during puberty. • I can describe how a baby develops from conception through the nine months of pregnancy and how it is born. • I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a boyfriend or girlfriend. • I know myself well enough to maintain positive relationships with others whilst still keeping my own identity. • I can identify what I am looking forward to and what worries me about the transition to secondary school.
Being physically active: **Athletics** • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take-off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement.	**As design technologists:** **Sewing- Foundation Softie Project** • Cut materials with precision and refine the finish. • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). • Create objects (a soft toy for a Foundation buddy) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Follow a plan carefully.	**Religious education:** **Theme:** Beliefs and Practices **Key Question:** What is the best way for a Muslim to show commitment to God? **Religion:** Islam • show an understanding of why people show commitment in different ways. • Describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. • Think of some ways of showing commitment to God that would be better than others for Muslims.	**As artists:** **Local art- sketching and printmaking** • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use a variety of techniques to add interesting effects. • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Build up layers of colour in printmaking. • Create an accurate pattern showing fine detail. • Use a range of visual elements to reflect the purpose of the work.

Key Vocabulary:	Local, historian, comparison, mapping, topographical map, population, population growth, voltage, buzzer, bulb, circuit, circuit diagram, switches, components, changes, puberty, gestation, birth, transition, running stitch, seam, back stitch, attach, printmaking, resist, rubbing, collagraph.

Curriculum Drivers:	Curiosity:	Knowledge of the wider world:	Aspirations:
	Explore the local area- both in terms of history and geography of the area. How has Wantage changed over time? What is the population of Wantage? How has the population changed over time? How have housing developments changed the local area? What might change in the future? How does a baby develop from conception to birth? How does a boys' and girls' body change as they move through puberty?	Understand where in England Wantage is and compare Wantage to other places in the world. Understand how the population of Wantage has changed over time and how this affects where we live. Be able to apply what they have learnt in maths lessons to real-life scenarios.	Explore jobs which use key skills we are learning about – historians, scientists, designers etc… Introduction of STEM opportunities. Aspire to make products which others can use. Aspire to make a 'softie' toy for a younger child in school to enjoy. Discuss the aspirations the children have for their future-both short term and long term. Aspire to challenge themselves when at PGL to try things out of their comfort zone. Challenge ourselves with the language from an archaic text- The Lady of Shalott.