

Year 6 Long Term Plan 2020-21

Our Missions: We believe ACE children should have...	Autumn 1 A Sense of Wonder 	Autumn 2 Helping Hands 	Spring 1 Open Heart 	Spring 2 Responsible Steps 	Summer 1 Enquiring Minds 	Summer 2 Resilient Spirits 		
Driver of our learning & big questions to answers and ideas to investigate	Belonging Why is it important to have a sense of belonging with nature? How can poetry communicate a sense of belonging? Where do you belong in times of war? Can we belong where we are not welcome?	Activism What does it mean to be an activist ? Are there different types of activism ? How did the government encourage the British citizen to become an activist during WW2?	Democracy Does democracy always feel fair? Was the Jewish community treated democratically during WW2? In Stanley's opinion, is Camp Green Lake a democracy or an autocracy?	Accountability What does it mean to be accountable for your choices? What choices are you accountable for? Does the Warden show accountability for the children in her care at Camp Green lake? Is a bystander accountable? Why do we have tests? What do they make us accountable for?	Reasoning What reasons did Skellig have for coming to Michael's life? What reasonable evidence do we have for evolution? How do <i>you</i> reason through a problem?	Growth How have you grown at ACE? How can you continue on your path of personal and academic growth ?		
UNIT: Hook/ignition Learning Outside the Classroom	Otley Chevin to the Blitz	Letter from the Lighthouse Remembrance Day 11th Nov	A Difference of Opinion Holocaust memorial day 27th Jan	Accountable Me	Skellig	Transitions		
Vehicle (Subject leading thematic units)	Science, Geography & History	Literacy & History	History & RE	PSHE & Literacy	Science & Geography	PSHE, Art & Drama		
Celebration	Reflective diary entry on mental health from the perspective of Olive or Cliff.	A2 3/4 Debate around lighthouse - beacon of hope or destruction Bombs and Blackberries play across 3 classes. (Perform to each other/video)	VE day celebration	Accountability Debate	Publish writing online	End of year production and Leavers' events.		
Personal Development Focus (Passengers in Learning) Visible learning (VL) Skills for Life (SFL) Christian Values (CV)	VL: Imitation, Meta-learning & distilling, Noticing, Capitalising & reasoning SFL: Developing a healthy lifestyle; engaging in community; communicating clearly CV: Belonging, Joy and Kindness	VL: Imitation, Meta-learning & Distilling, Noticing, Capitalising & Reasoning , Empathy & Listening SFL: Rights and responsibilities; effective decision making; managing relationships CV: Hope, Peace, Love	VL: Imitation, Meta-learning & Distilling, Noticing, Capitalising & Reasoning , Empathy & Listening, Managing Distractions & Perseverance SFL: Effective decision making; Managing relationships; Coping with life CV: Thankfulness, democracy, forgiveness.	VL: Imitation, Meta-learning & Distilling, Noticing, Capitalising & Reasoning , Empathy & Listening, Revising, Managing Distractions & Perseverance SFL: Goal setting; developing a healthy lifestyle; coping with life CV: Self-control, faithfulness	VL: Imitation, Meta-learning & Distilling, Noticing, Capitalising & Reasoning, Empathy & Listening, Revising, Managing Distractions & Perseverance, Questioning SFL: Communicating clearly, Effective decision making; Developing a healthy lifestyle CV: Service, Forbearance, Gentleness	VL: Imitation, Meta-learning & Distilling, Noticing, Capitalising & Reasoning, Empathy & Listening, Revising, Managing Distractions & Perseverance, Questioning SFL: Managing media; managing relationships; managing finances; Art of thinking CV: Humility, endurance, change		
What is our key learning this year?								
Gen: Informational Knowledge			Skills: Skill and Strategy Knowledge					
ACE Reader (Reading)	Gen: <ul style="list-style-type: none"> Poetry, 'The Woods' by John Lewis Stempel. The Wind by Dionne Brand. Born to Run - M Morpurgo (Audiobook). Spoken word input on nature - different styles of poetry and poetic voice. Bob Cox age 6-9 richer english curriculum unit 1 - wind Skills: Consolidating inference and reading/ thinking out loud	Gen: <ul style="list-style-type: none"> The Blitz week 4/5 Art Studio (A1).Start Letter from the lighthouse (Week 3) Evacuation - Carrie's War 	Gen: <ul style="list-style-type: none"> Complete chapter 16 of Letters from the Lighthouse by the end of term. Bombs and Blackberries play (Julia Donaldson) Goodnight Mr Tom - Blitz references. Skills: Deepening inference and reading/ thinking out loud Emma Carroll author workshop	Gen: <ul style="list-style-type: none"> Complete chapter 19 (page 235) by 14th Jan - letters from the lighthouse Poetry: High Flight (in Bob Cox Opening Doors 10-13) The Harmonica Erika's Story Once - Morris Gleitzman Skills: Consolidating comprehension and PEPE technique	Gen: Holes - Louis Sachar Desert inspiration: <ul style="list-style-type: none"> The Scorch Trials Journey to Jo'Burg Illegal - Eoin Colfer 	Gen: Holes - Louis Sachar Excerpts from: <ul style="list-style-type: none"> To Kill a Mockingbird Lord of the Flies The Lion, the Witch and the Wardrobe Harry Potter Skills: Consolidating VIPERS reading techniques Visitor: Tom Palmer author	Gen: Skellig - David Almond EREN - Simon P Clark Skills: Consolidating authorial intent and applying VIPERS reading techniques	Gen: Skellig - David Almond Poetry - Paul Cookson Skills: Deepening understanding of authorial intent and VIPERS reading techniques

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UNIT:	Otley Chevin to the Blitz	Letter from the Lighthouse	A Difference of Opinion	Accountable Me	Skellig	Transitions
ACE Writer (Writing)	<p>Gen Poetry Skills: Metaphor, expressive language, specific vocabulary choice, poetic devices.</p> <p>Gen: Young Geographer and Scientist's guide to the Otley Chevin Skills: specificity in choice of language, informative register, conjunctions, passive voice, parenthesis.</p> <p>Gen: Non-chron (evacuation) Skills: Layout to facilitate understanding, use of non-narrative devices (bullet points, timeline, glossary, map, labelled diagram, captions).</p> <p>Gen: Evacuee postcards home Skills: informal language, positivity (lies), archaic references and language., parenthesis.</p> <p>Gen: Formal speeches Skills: persuasive language, power of 3, deliberate repetition, emotive narrative, passive voice, choice of words reflective of mood., Extended list., modality</p>	<p>Gen: Blitz setting description Skills: vocabulary choice, varying length of sentences, semicolon use, effective metaphor and simile use.</p> <p>Gen: The Conscience of a soldier, Skills: To consider empathetic perspectives of an inner dilemma. To consider two sides of an argument. Subordination, Modality.</p> <p>Gen: To write a new scene for Bombs and Blackberries play Skills: Playscripts, dialogue, stage directions</p>	<p>Gen: Character description (Commandant and parents - contrasting), Skills: To create contrasting images of a person through choice of words and tone, imagery and sensory description in the style of the harmonica.</p> <p>Gen: Re-write introduction for their own camp in style of Louis Sachar. Skills: To understand the style of Louis Sachar (irony, and wordplay) and emulate this in their own piece about an imaginary camp.</p> <p>Gen: Diary entry of a Kindertransport child (linked to Holocaust Museum workshop) Skills: 1st person voice, inner feelings, thoughts, past tense work.</p> <p>Gen: Setting comparison (see LOTF input and authorial exploration) Skills: To consider similarities and differences between a concentration camp and CGL.</p>	<p>Gen: Discursive - Is the Warden accountable for the children at Green Lake Camp? Skills: Consider two points of view, create a discursive argument reaching a personal conclusion at the end.</p> <p>Gen: Warden's job description Skills: Persuasive language, non-narrative features to support layout, adjective use.</p> <p>GEN: To write Stanley's inner dilemma at Zero's questions. Skills: Speech, argument, bring in wider context of the book, understand Stanley's perspective.</p> <p>Gen: Newspaper report Skills: To write a newspaper report following the end of Holes and telling the amazing story of Stanley's fortune. 5Ws, Quotation (speech and informality), formality of language and objective viewpoint.</p>	<p>Gen: Advert (Skellig's garage) Skills: To write a persuasive real-estate advert for Skellig's garage. Sales language, modality.</p> <p>Gen: Chinese Menu (persuasive advert) Skills: To write a persuasive menu for a local Chinese restaurant. Sales language, adjectival use, dash.</p> <p>Gen: Dialogue to advance action (visit to the hospital). Skills: Speech, varying sentence length, understanding character's viewpoint.</p>	<p>Gen: Letter to my younger self Skills: Format of letters, modality - verb choice, advice,</p> <p>Gen: Information text on favourite topic from primary school. Skills: Pull together non-narrative work from the whole year to create own piece on subject of choice.</p> <p>Gen: Transition poetry -(e.g. Let no one steal your dreams- Paul Cookson Skills: To interrogate the style of a British poet and use this to inspire their own poems in a similar style on subject of moving on.</p>
ACE Mathematician (Maths)	<p>Gen: Number and place value Skills: Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit, round any whole number to a required degree of accuracy.</p> <p>Gen: Calculations: four operations on whole numbers. Skills: Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication, divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context, divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context, perform mental calculations, including with mixed operations and large numbers, identify common factors, common multiples and prime numbers, use knowledge of the order of operations to carry out calculations involving the four operations, solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p>	<p>Gen: Fractions, decimals and percentages: fractions Skills: Use common factors to simplify fractions; use common multiples to express fractions in the same denomination, compare and order fractions, including fractions > 1, add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions, multiply simple pairs of proper fractions, writing the answer in its simplest form, divide proper fractions by whole numbers.</p> <p>Gen: Fractions, decimals and percentages: decimals. Skills: Associate a fraction with division and calculate decimal fraction equivalents, identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places, multiply one-digit numbers with up to two decimal places by whole numbers, use written division methods in cases where the answer has up to two decimal places, solve problems which require answers to be rounded to specified degrees of accuracy, recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p>	<p>Gen: Measurements: measurements Skills: Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate, use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places, convert between miles and kilometres.</p> <p>Gen: Fractions, decimals and percentages: percentages ratio and proportion: ratio Skills: Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts, solve problems involving the calculation of percentages and the use of percentages for comparison, solve problems involving similar shapes where the scale factor is known or can be found, solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>	<p>Gen: Algebra Skills: Use simple formulae, generate and describe linear number sequences, express missing number problems algebraically, find pairs of numbers that satisfy an equation with two unknowns, enumerate possibilities of combinations of two variables.</p> <p>Gen: Measurement: area and perimeter Skills: Recognise that shapes with the same areas can have different perimeters and vice versa, recognise when it is possible to use formulae for area and volume of shapes, calculate the area of parallelograms and triangles, calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units.</p> <p>Gen: Geometry: properties and shapes, geometry: position and direction. Skills: Describe positions on the full coordinate grid (all four quadrants), draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p>	<p>Gen: Statistics: graphs and averages Skills: Interpret and construct pie charts and line graphs and use these to solve problems, calculate and interpret the mean as an average.</p> <p>Gen: Number and place value: negative numbers Skills: Use negative numbers in context, and calculate intervals across zero, solve number and practical problems that involve all of the above.</p> <p>Gen: Measurement: volume, geometry: properties of shapes. Skills: Draw 2-D shapes using given dimensions and angles, recognise, describe and build simple 3-D shapes, including making nets, compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons, illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius, recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p>	<p>Gen: Statistics: graphs and averages Skills: Interpret and construct pie charts and line graphs and use these to solve problems, calculate and interpret the mean as an average.</p> <p>Gen: Transition Maths. Skills: Calculate the mean, mode, median and range, read and write algebra, simplify expressions, draw 3D shapes on isometric paper, identify correlation in scatter graphs, solve equations, calculate the area and perimeter of compound shapes, round using significant figures, substitute into formulas, calculate the volume and surface area of cubes and cuboids.</p>
ACE Scientist (Science)	<p>Gen: Living things and their habitat, Skills: Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals, give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Gen: Light Skills: Recognise that light appears to travel in straight lines, use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye, explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes, use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>Gen: Electricity Skills: 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.</p>	<p>Gen: Animals Including Humans. Skills: Identify and name the main parts of the human circulatory system, describe the functions of the heart, blood vessels and blood, recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function, describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Gen: Evolution and Inheritance Skills: Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago, identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Gen: Evolution and Inheritance Skills: Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p>

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A Safe ACE (PSHE)	<p>Gen: Belonging: Mental Health Matters. (ACE unit) Mindmate: Feeling good and being me. Strong emotions. Skills: Identify the stigma and discrimination that can surround mental health. Strategies for promoting positive mental health and reduce stigma and discrimination.</p>	<p>Gen: YM&PSHE Human rights. Windrush Mindmate: friends and family, Being the Same and being different Skills: Understand what migration means. Identify the reasons why people move from one place to another. Empathise with the experiences, challenges of moving and settling in new places. Understand that individual human rights can sometimes conflict with the circumstances in a country. Identify what makes a place where someone lives a 'home' Appreciate the difficulties of being homeless or living in temporary accommodation.</p> <p>Anti Bullying Week</p>	<p>GEN: Democracy & Human rights (ACE Unit). Mindmate: Life changes SKILL: Recognising prejudice and discrimination (Holocaust, Alan Turing). Understand the need to be upstanders (the formation of the UN, Black Lives Matters)</p>	<p>Gen: YM&PSHE weighing up risk (Drug, alcohol and tobacco education). Mindmate: Problem solving Skills: Understand why and when people might use drugs. Explains why risk depends on the drug itself, the person using the drug and the situation – when, where the person is, and who they are with. Identifies risks within a given scenario involving drug use. Identify situations where drug use may occur. Knows where to get help, advice and support regarding drug use VISTOR: Bespoke provision for West Yorkshire Police: Alright Charlie programme (Grooming, county lines, antisocial behaviour)</p>	<p>Gen: Keep Calm, carry on, and reason. (ACE Unit) linked to YM&PSHE Keeping safe out and about Skills: Identifying when to engage calming strategies and prioritise self-care. Identify benefits of doing these activities and the barriers to carrying out these (relating to SATs). Know when and how to seek help and advice. Describe a range of feelings associated with being out and about understanding that people can make assumptions about others that might not reflect reality. Recognise and respond to peer pressure and who they can ask for help. Understand how people feel if they are asked to do something they are unsure about. Describe ways to resist peer pressure. Recognise they have responsibility for their behaviour and actions VISTOR: Bespoke provision from West Yorkshire Police in partnership with Sarah Lloyd (Knife Crime).</p>	<p>Gen: Growing up (RSE Y6 ACE unit) Skills: Identifies the physical, emotional & behavioural changes that occur during puberty for both males and females. Understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture. Recognises and challenges gender stereotypes and understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour (building on from year 4). Identify positive qualities and expectations from a variety of relationships. Explain the similarities and differences between friendships and intimate relationships. Describe that there are different types of intimate relationships, including marriage. Can name the male and female sex cells and reproductive organs. Identify some of the skills and qualities needed to be a parent and carer. Recognise that both men and women can take on these roles and responsibilities know how to seek help and answer their own questions about sex and relationships using appropriate language with confidence.</p>
ACE Historian (History)	<p>Gen: Otley Chevin change over time Skills: Historical enquiry, chronology sequence up to 10 events. Confidently use the library and internet for research.</p>	<p>Geb: WW2 - Evacuation and the Blitz. (Local comparison to national picture) Skills: Chronology sequence up to 10 events. , Source evaluation, Comparing lives of people in cities and countryside, Primary and Secondary sources, place current study on timeline in relation to other studies, key historical figures and world leaders, cause and effect, use relevant dates and terms (in English throughout half term), Find out about beliefs, behaviour and characteristics of people, recognising not everyone shares the same views and feelings. Literacy - Consider ways of checking accuracy of interpretations - facts/fiction and opinion - used in debate r.e. were evacuee accounts accurate? Be aware that different evidence will lead to different conclusions. Select and organise information to produce structured work making appropriate use of dates and terms. Use a range of sources to find out about an aspect of time passed. Suggest omissions (Evacuee postcards - cheerful message to uphold <i>propaganda</i>). Gen: Windrush Skills: Recognising prejudice and discrimination (link to PSHE)</p>	<p>Gen: WW2 -Children at home and abroad Skills: Source analysis, Comparing the experience of children in the UK and Europe. (Visit from National Holocaust Museum - Kindertransport). Find out about beliefs, behaviour and characteristics of people, recognising not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied (Women working in war), Link sources and reach conclusions, Fact/Opinion, use a range of sources to find out about an aspect of time passed. Gen: Alan Turing Skills: Recognising prejudice and discrimination (link to PSHE)</p>		<p>Gen: Mayans Skills: Studying a non-European society that provides contrasts with British history.</p>	
ACE Musician (Music)	<p>Gen: Garageband Skills: Listen to Nina Simone 'Feeling Good' and compare it to a remixed version. Discuss the similarities and differences. Compose their own composition which samples 'Feeling Good.' Compose using single notes and write out using correct position of note on musical staff as well as correct time value for each note.</p>	<p>Gen: Period Music (WW2) Skills: Listen to a live performance of period music and discuss the context and purpose of period music. Compare and contrast to previous music they have heard. Use voices to perform song as an ensemble</p>	<p>Gen: Standchen - Schubert Skills: Listen to the duration of a piece of music and discuss in relation to dynamics and tempo. Responds to words through music using technology (virtual piano.) Compose a piece of music to accompany a section of the book 'Harmonica' using a combination of chords and single notes.</p>	<p>Gen: Samba Skills: Listen to the duration of a piece and explain the reasons for it being a piece of samba music (rhythms used/instrumentation used/purpose of the music) Perform a medley of movie soundtrack as a whole class with different instrument groups weaving in and out of the whole piece.</p>	<p>Gen: Ambient Music (Garageband) Skills: Respond to film through music using technology. Compose a piece of music to accompany the flying scene in Skellig. Compose using held chords and write out using the correct position of notes on musical staff.</p>	<p>Gen: Popular Music (Ukulele) Skills: Revise previous chords and perform pieces of popular music 'Somewhere over the Rainbow' and 'Don't worry, Be Happy' using previously learnt chords and Dm and Em on ukuleles</p>
ACE Geographer (Geography)	<p>Gen: Unique geological features and biomes within the Otley Chevin. Locating Blitz location in WW2 and reasons for this. Skills: Compass directions & grid references, Keys and symbols. Map Atlases and Globes</p>	<p>Gen: Comparing human and physical features of Devon and Greater London. Location Case study: Start Point Lighthouse. South Western mainline' rail routes through English counties. Distribution of coal in WW2 and impact of eco energy. Research 'Dogger Bank Project' windfarm. Skills: Communication (writing like a geographer – Report). Ariel and planned images, questioning and enquiry. Map, Atlases and Globes</p>	<p>Gen: Identify the Prime/Greenwich Meridian and time zones (including day and night). Locating Nazi Concentration camp. United Nations (UN) and Arid desert biomes (Reading Link 'Holes'). Skills: Digital Mapping, questioning and enquiry. Observing, measuring and recording.</p>		<p>Gen: Locating vegetation belts. Comparing forest biomes in Yorkshire and Central America. Earthquakes (Honduras). Skills: Ariel and planned images, Map atlases and Globes. Observing, measuring and recording; questioning and enquiry</p>	
ACE Worshipper (RE)	<p>Gen: LAS How does growing up bring responsibility? Skills: To consider big questions, make promises, empathise with parables.</p>	<p>Gen: UC What would Jesus Do? Skills: To empathise with others. Build sense of morality.</p>	<p>Gen: LAS How do the Jews remember the kings and prophets in worship and in life? Skills: Describe ideas about festivals, how and why they are celebrated. Considered response as to how Jewish people follow commandments set out in the Torah. Summarise key beliefs for Jews.</p>	<p>Gen: UC what difference does the resurrection make to Christians? Skills: Compare interpretations of resurrection, How does belief in resurrection support you to overcome challenges.</p>	<p>Gen: UC What did Jesus do to save human beings? Skills: To complete timeline of Big Story, Understand sacrifice, Weigh up impact and value of sacrifice.</p>	<p>Gen: UC What kind of king is Jesus? Skills: Explain connections between biblical texts and concept of Kingdom of God. Relate Christian teachings or beliefs to opportunities, issues and problems of their own life.</p>
Active ACE (PE & Dance)	<p>Gen: Hockey Skills: Play competitive games and apply basic principles suitable for attacking and defending.</p>	<p>Gen: Netball & Dance 1930s Charleston routine). Skills: Play competitive games and apply basic principles suitable for attacking and defending.</p>	<p>Gen: Gymnastics, Dance (1930s Charleston routine). Skills: Develop flexibility, strength, technique, control and balance; range of movement patterns.</p>	<p>Gen: Athletics Skills: Compare performances with previous ones and demonstrate improvement to achieve a personal best.</p>	<p>Gen: Tennis Skills: Play competitive games and apply basic principles suitable for attacking and defending</p>	<p>Gen: Cricket Skills: Throwing and catching in isolation and in combination.</p>

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ACE Linguist (MFL)	<p>Gen: Know how count to 20 in French. · Ask somebody how they are feeling and give an appropriate response back. · Confidently ask somebody their age, name, where they live and reply.</p> <p>Skills: To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it. Being able to present ourselves in French. Saying what we are called, how old we are, where we live and our nationality</p>	<p>GEN: Key WW2 vocabulary in French, using adjectives to describe city and countryside during the war, naming countries involved in the war. Skills: Group/order unknown vocabulary to help decode text in French, Group/order unknown vocabulary to help decode text in French. Improve their listening and reading skills. Name the countries and languages involved in WW2. Say what the differences were in city and country life during the war. Learn to integrate all their new and previous language writing a letter home (as a class or independently) as an evacuee living in the countryside</p>	<p>GEN: Chez Moi Say and write in French whether we live in a house or an apartment. · Say what room we have and do not have at home using the key structure chez moi il y a... and chez moi in n'y a pas de/d'... · Use the connective/conjunction et to link two sentences together.</p> <p>Skills: To speak and write using longer more interesting sentences, that include the key structures presented in the unit. Whether we live in a house or apartment and what rooms we have and do not have at home and learning to remember and use accurately previous language from memory alongside our new knowledge.</p>	<p>GEN: (Au Café) Order a selection of typical foods, drinks and snacks from a French menu and order a French breakfast. · Perform a simple role play ordering food, drink and/or snacks in a French café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye'. Skills: To improve memory, recall and retention skills from Early learning as there will be more vocabulary to learn and remember for the final role play. Being able to say from memory the language needed for ordering drinks, food and snacks.</p>	<p>GEN: Recognise and recall the 9 weather expressions in French from memory. · Ask what the weather is today and give a reply in French. · Describe the weather in France, in French using a weather map with symbols. Skills: To learn how to describe the weather in French using nine key phrases. Using this new knowledge to read and understand a French weather map.</p>	<p>GEN: Understand the key facts of the ancient and modern Olympics recounted in French. · Learn 10 nouns and articles for common Olympic sports. · Explore the full present tense conjugation of the high frequency verb FAIRE. · Look at the adjectival changes involved when you describe a male Olympian or female Olympian. SKILLS: To improve decoding longer unfamiliar texts in French using key language learning strategies that will help long term memory retention and language learning going forward. Understanding that adjectives come in different forms and when you describe a person in terms of a profession (in this case their sporting title) adjectival agreement rules will apply and spelling may change in these words depending if you are talking about a male or female Olympian.</p>
Digital ACE (Computing)	<p>Gen: Chrome skills/programming with variables: Microbit – controlling external devices</p> <p>Skills: Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 		<p>Gen: Perfect presentations: Prezi v Powerpoint (or Presenter or Slides), chromebooks – (chromestore apps)</p> <p>Skills: Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>		<p>Gen: Creating Web pages and APPS: Tinkercad 3D design and printing</p> <p>Skills: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <ul style="list-style-type: none"> Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 	
ACE Artist (Art)	<p>Gen: James Bywood local artist. Lino print Skills: painting/pressing</p> 	<p>Gen: Blitz paintings. Skills: To use silhouette to create contrast with background.</p> <p>Gen: Propaganda posters (Abram Games) Skills: Screen Printing. builds on letter work in Y3. Gen: Kandinsky Skills: Expressive painting and collagraph/relief prints. Debate (What is Art?)</p>			<p>Gen: Skellig's wings sculpture Skills: Using a range of mediums to create wings building up to a winged creature in clay/wire/sculpture.</p>	<p>Gen: School Production Skills: To create puppet costume miniatures as part of a costume design process.</p>
ACE Designer (DT)	<p>Gen: To design and make a Word War II air raid shelter. (one method of protection) Technical knowledge: apply understanding of how to strengthen, stiffen and reinforce more complex structures. Skills: Use research, develop design criteria, select from and use a wider range of tools and equipment, select from and use a wider range of materials, evaluate ideas and products against own design criteria and consider the views of others to improve work.</p>		<p>Gen: Morse Code Machine. Skills: To create a morse code machine using a microbit and Science circuits work.</p>			<p>Gen: Electrical systems, design and create a game using microbit (controlling an external device). Skills: Design a game including an electrical circuit / Use of computer programming to control part of a product model that they have built (microbits software to support)</p>
ACE Cook (Food Technology)	<p>Gen: Cooking with apples. French food tasting Skills: Seasonal food, Cultural experience</p> <p>McMillian Coffee Morning</p>			<p>Gen: DIG FOR VICTORY: Making food using rations during World War II. Skills: Understand and apply the principles of a healthy and varied diet, prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques, understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Gen: Onion soup (link to Holes – class novel) Skills: Knife control, budgeting.</p>	<p>Gen: Asian Chinese cooking, inspired by class novel, Skellig. Skills: Cooking from a different culture, introduction to different staple ingredients.</p>
ACE Gardener	<p>Gen: Understand how food was related to rationing Skills: Menu plan</p>			<p>Gen: Potatoes Skills: Planting and watering</p>	<p>Gen: nurturing plants Skills: Weed, water and harvest (Science link: "how animals and plants are adapted to suit their environment in different ways," plant reproduction)</p>	