

Year 6 Autumn 1 Reflection

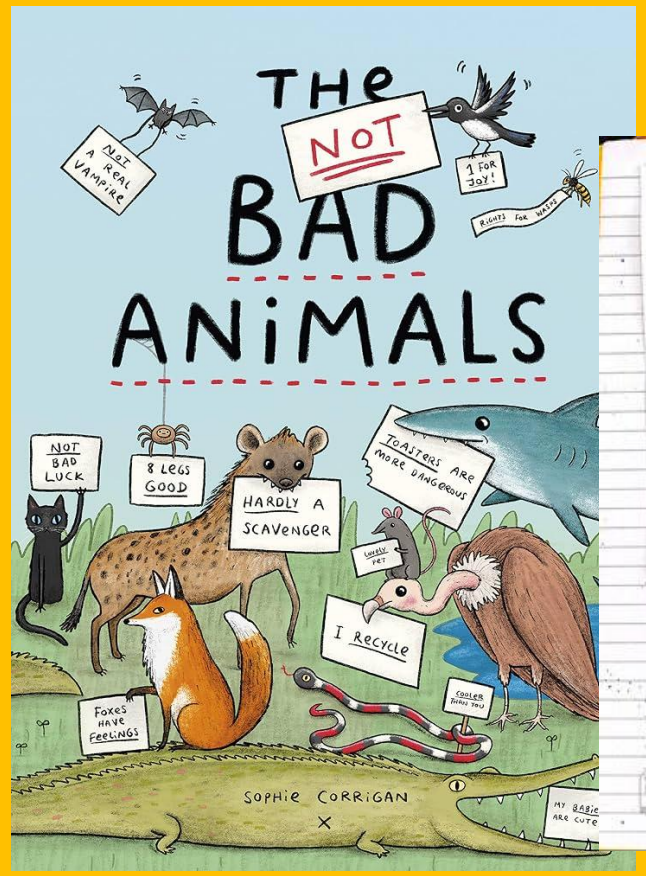
Literacy Topic:

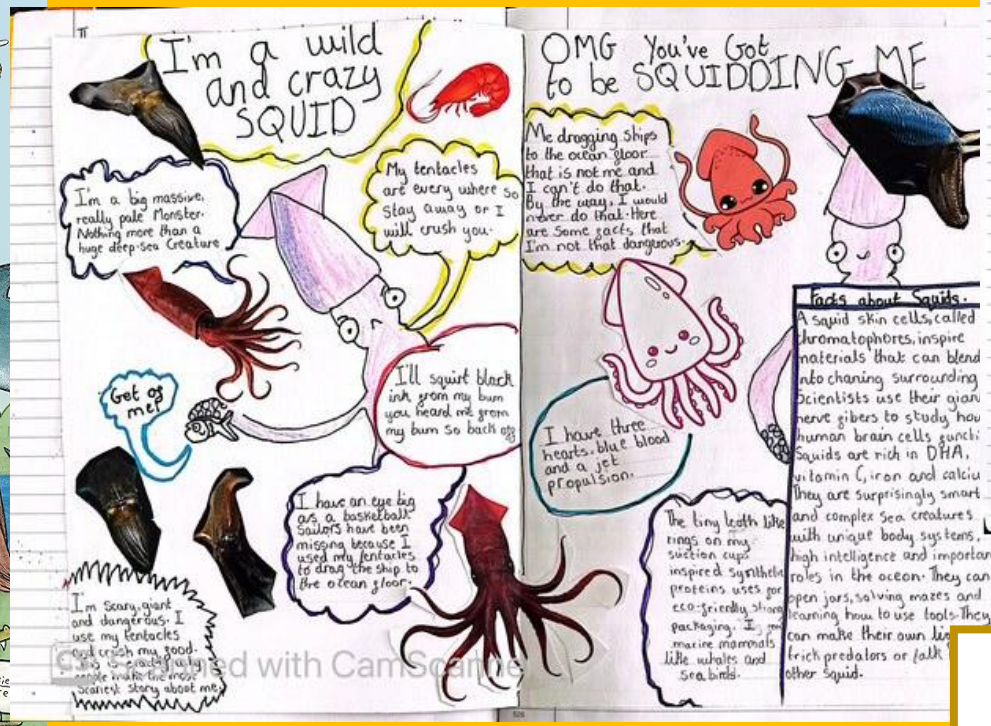
DADWAVERS –

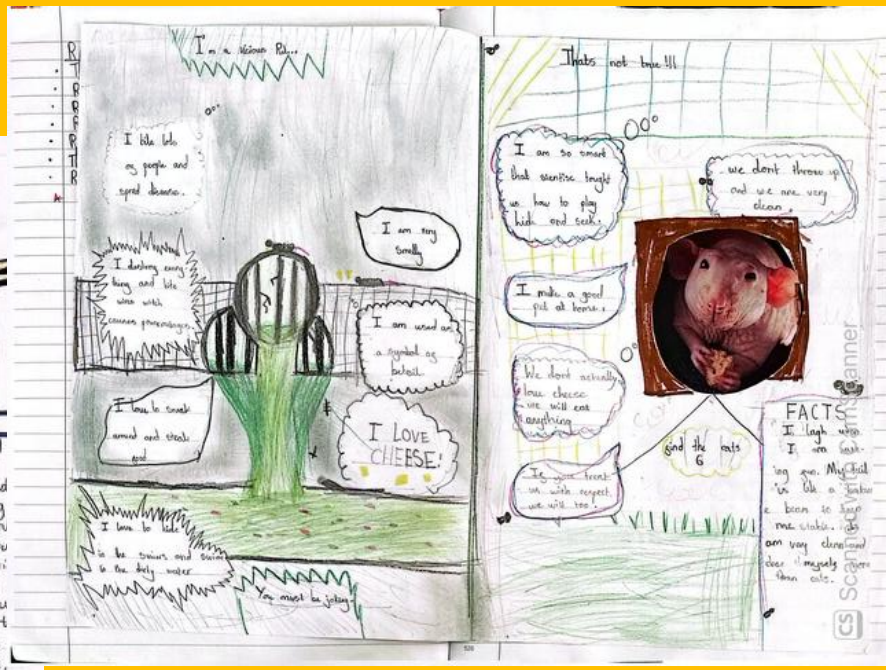
Literacy Shed's Rock, Paper, Scissors!

Year 6 Class Text

We have been reading *The Not So Bad Animals* by Sophie Corrigan!



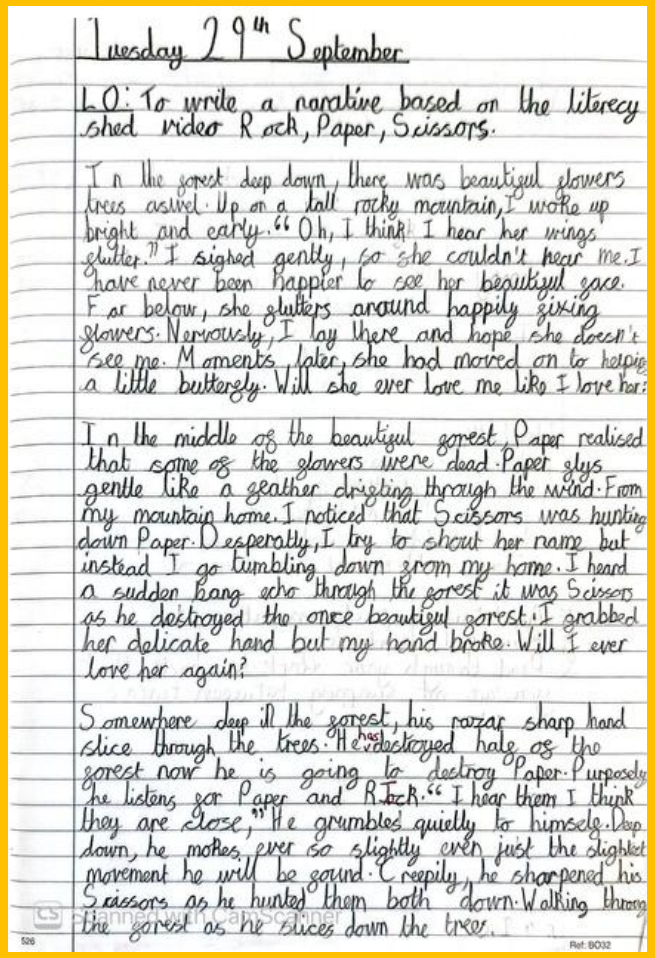




We made our own version inspired by her!

Year 6 Writing

We used DADWAVERS to re-tell the Literacy Shed video, Rock, Paper, Scissors.



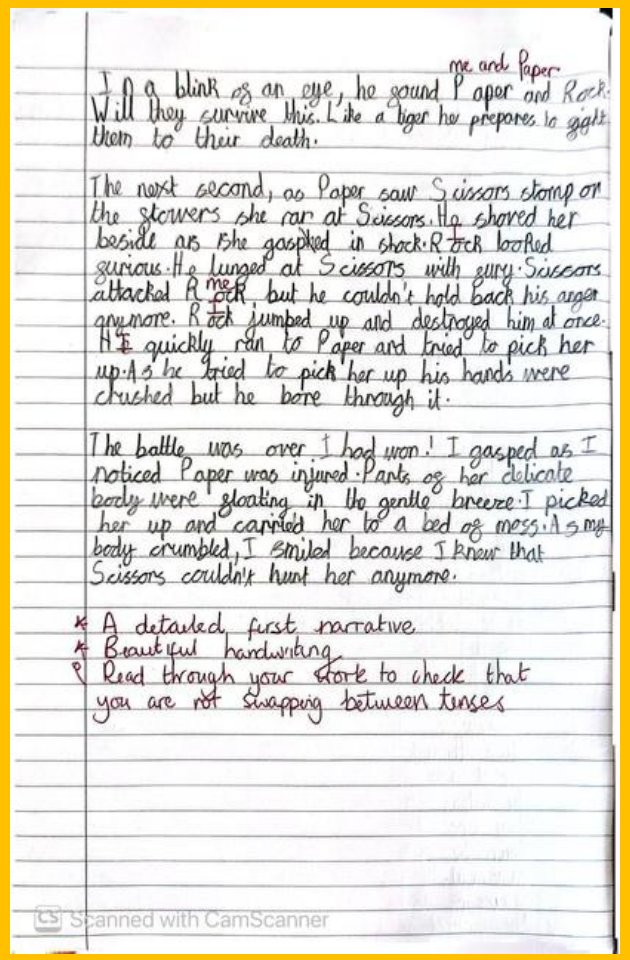
Tuesday 29th September

LO: To write a narrative based on the literacy shed video Rock, Paper, Scissors.

In the forest deep down, there was beautiful flowers trees astive. Up on a tall rocky mountain, I woke up bright and early. "Oh, I think I hear her wings glutter." I sighed gently, so she couldn't hear me. I have never been happier to see her beautiful face. For below, she glutters around happily giving flowers. Nervously, I lay there and hope she doesn't see me. Moments later, she had moved on to helping a little butterfly. Will she ever love me like I love her?

In the middle of the beautiful forest, Paper realised that some of the flowers were dead. Paper glys gentle like a feather drifting through the wind. From my mountain home. I noticed that Scissors was hunting down Paper. Desperatly, I try to shout her name but instead I go tumbling down from my home. I heard a sudden bang echo through the forest it was Scissors as he destroyed the once beautiful forest. I grabbed her delicate hand but my hand broke. Will I ever love her again?

Somewhere deep ill the forest, his razar sharp hand slice through the trees. He has destroyed half of the forest now he is going to destroy Paper. Purposely he listens for Paper and Rock. "I hear them I think they are close," He grumbles quietly to himself. Deep down, he makes, ever so slightly even just the slightest movement he will be found. Creepily, he sharpened his Scissors as he hunted them both down. Walking through the forest as he slices down the trees.



me and Paper

In a blink of an eye, he found Paper and Rock. Will they survive this. Like a tiger he prepares to fight them to their death.

The next second, as Paper saw Scissors stomp on the flowers she ran at Scissors. He shoved her beside as she gasped in shock. Rock looked furious. He lunged at Scissors with fury. Scissors attacked Rock, but he couldn't hold back his anger anymore. Rock jumped up and destroyed him at once. He quickly ran to Paper and tried to pick her up. As he tried to pick her up his hands were crushed but he bore through it.

The battle was over I had won! I gasped as I noticed Paper was injured. Parts of her delicate body were floating in the gentle breeze. I picked her up and carried her to a bed of moss. As my body crumbled, I smiled because I knew that Scissors couldn't hunt her anymore.

* A detailed first narrative
* Beautiful handwriting
* Read through your work to check that you are not swapping between tenses



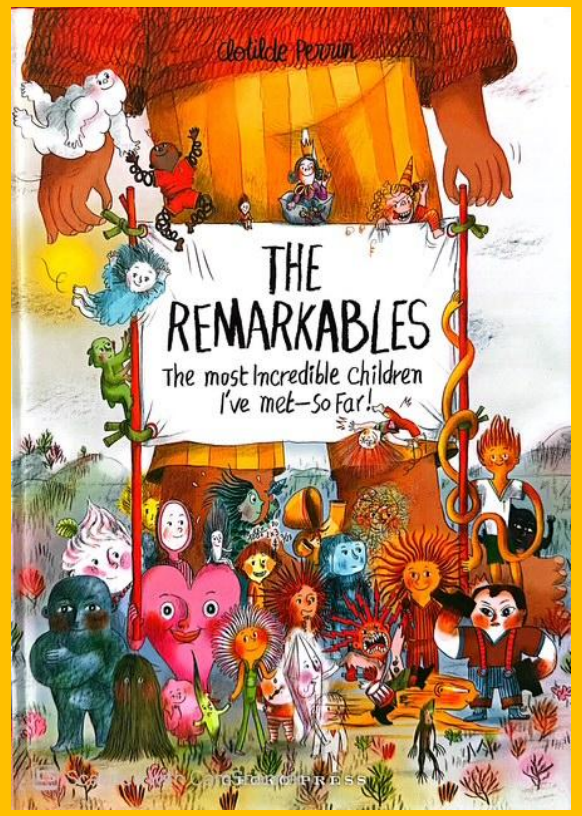


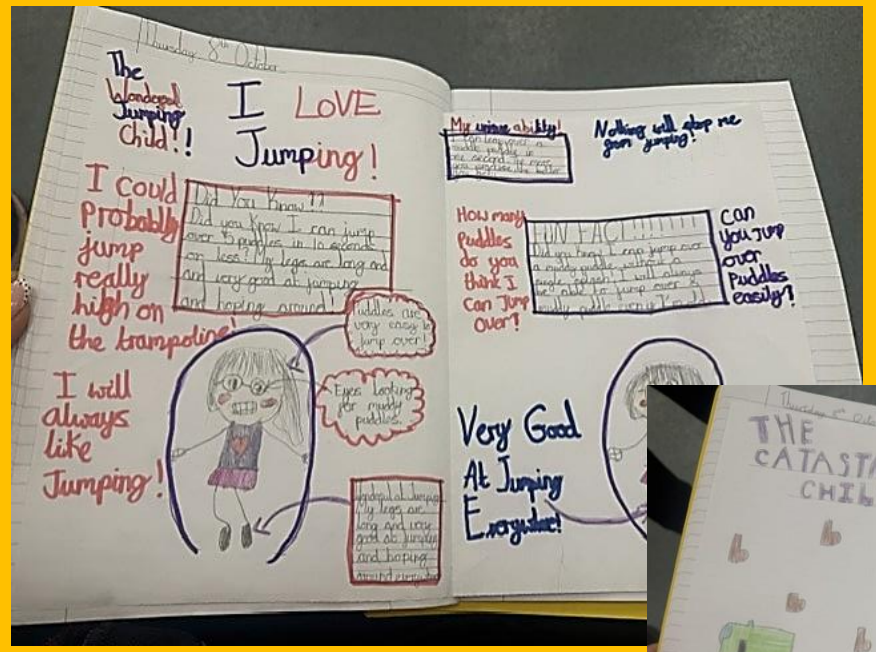




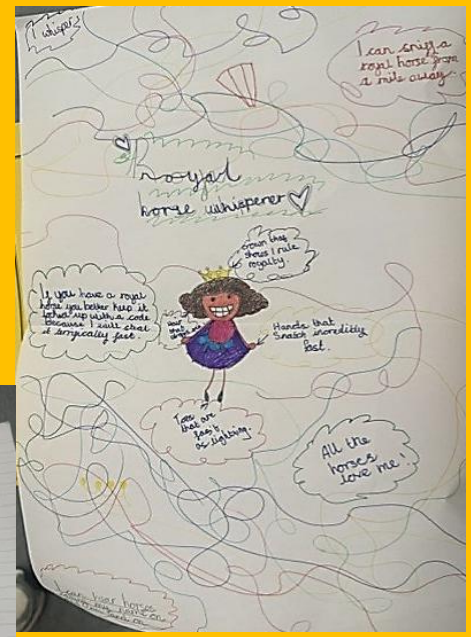
Year 6 Writing

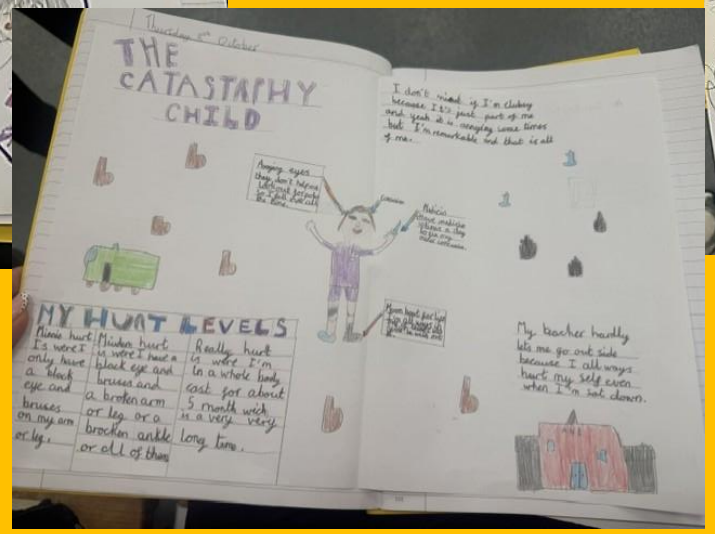
We also made our own 2-page spreads inspired by The Remarkables by Clotilde Perrin.











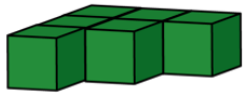
Year 6 Numeracy

We have enjoyed using White Rose maths lessons to enhance our learning!

Flashback 4

XII

1) Each cube is 1 cm^3.
Write down the volume of the shape.

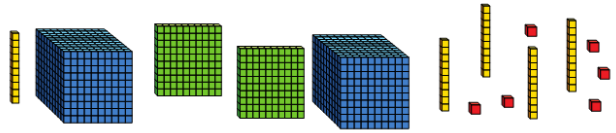


2) 8 kg = ☐ grams

3) Work out 3,650 − 1,550

4) A can of soft drink holds 330 ml.
How many cans will fit into a 1 litre jug?

1) What number is represented?



2) Draw counters to represent 2,362

Thousands	Hundreds	Tens	Ones

3) What number is represented?

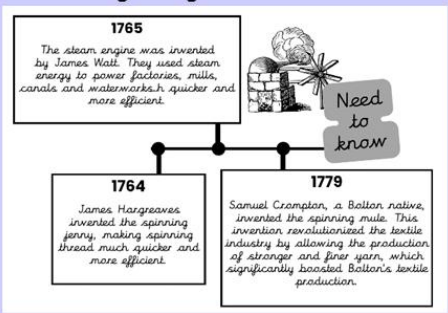
Thousands	Hundreds	Tens	Ones
1000 1000 1000		10 10 10	1 1 1

Year 6 Humanities

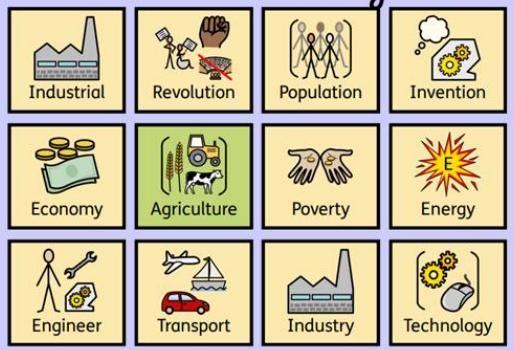
History - Y6

Enquiry Question:
How did the Industrial Revolution shape Bolton?

Key Information:



Vocabulary



Key Information:

Explain how Britain's population dramatically increased during the Industrial Revolution.

Historical Concepts

- A local history study
- A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

What the children should already know?

Key facts about Anglo-Saxons and WW2 (Y1)

The Romans, Kingdom of Benin and Crime and Punishment (Y2)

Ancient Greece, pre-history, and how the Victorian times affect Farnworth today. (Y3)

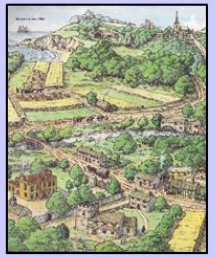
What was life like in Victorian times and the Great Fire of London (Y4)

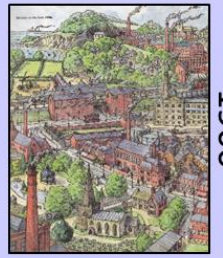
What has changed since parents and grandparents were (Y5)

Significant Person

Recognise ways that Bolton changed from the Industrial Revolution such as transport, Industry and society.

1750

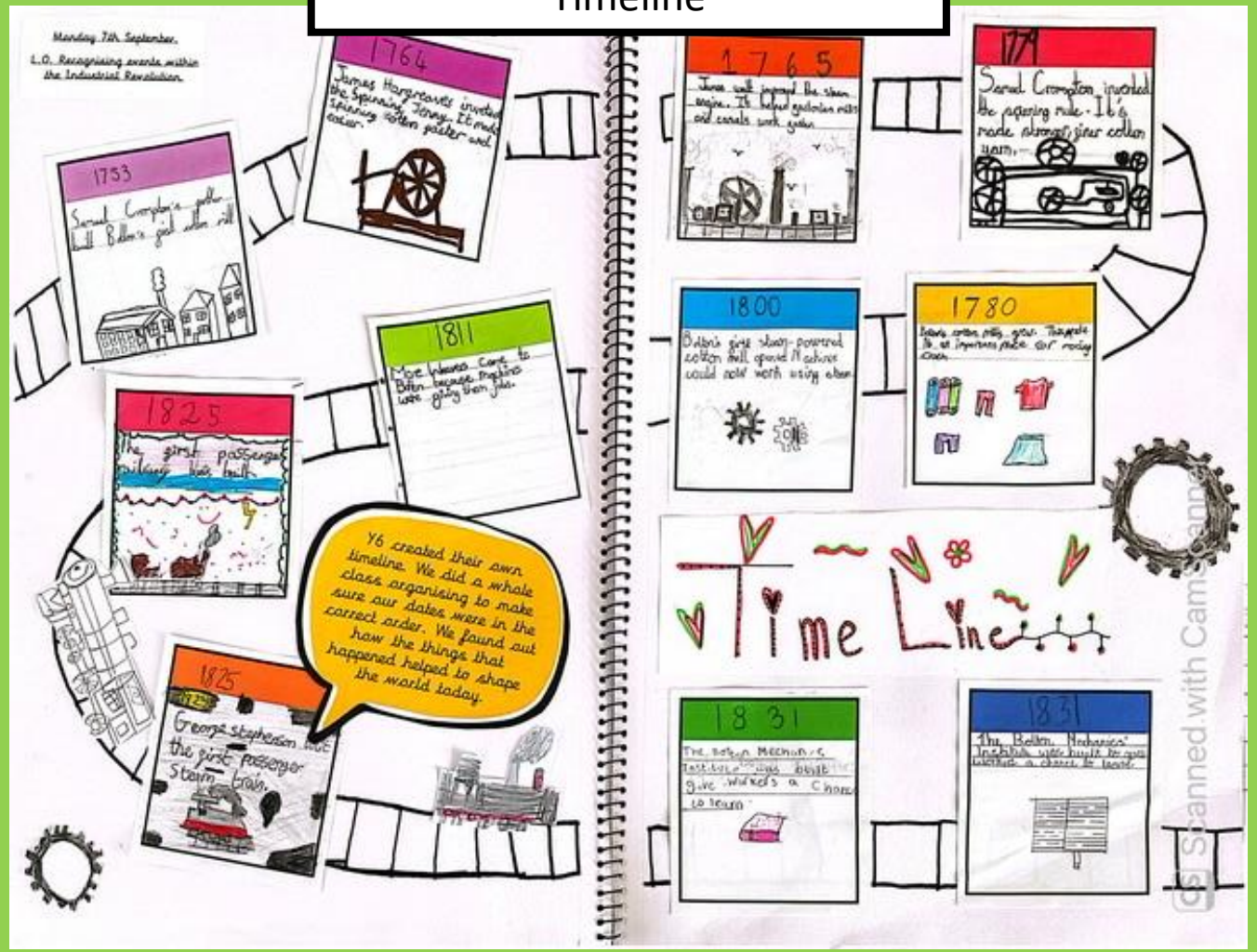




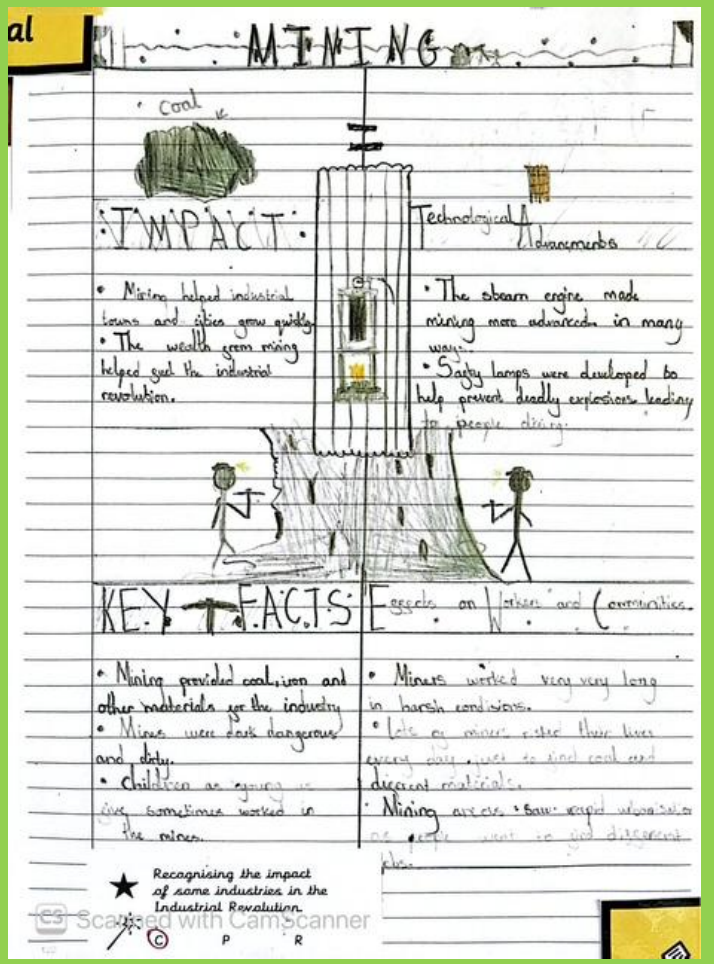
1900

Year 6 Humanities

Timeline

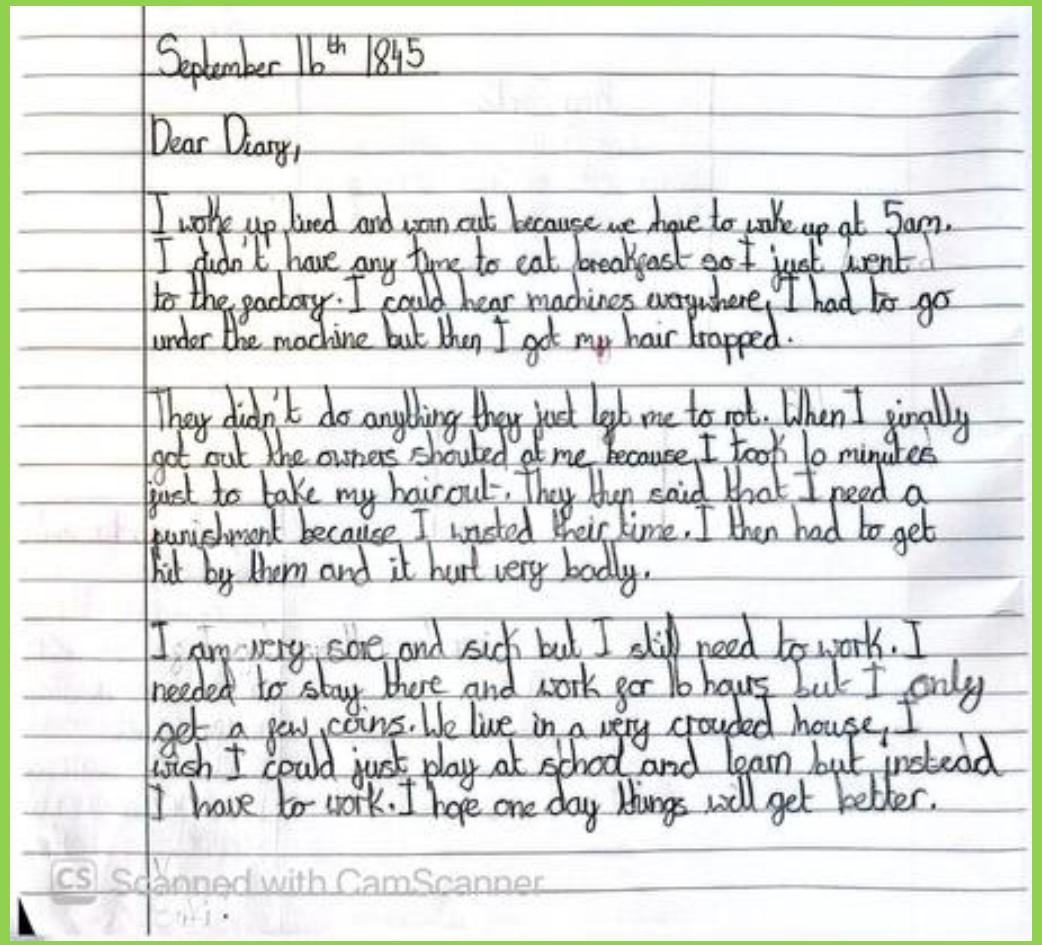


Looking at different industries



Year 6 Humanities

Diary as a child worker in the Industrial Revolution



September 16th 1845

Dear Diary,

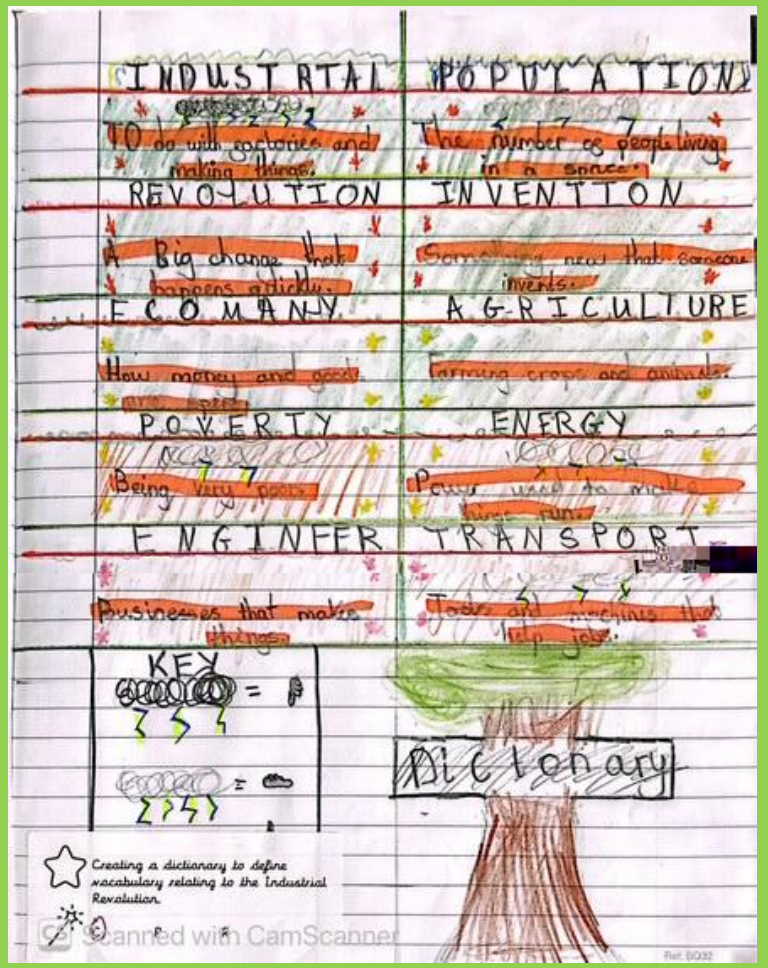
I woke up tired and worn out because we have to wake up at 5am. I didn't have any time to eat breakfast so I just went to the factory. I could hear machines everywhere, I had to go under the machine but then I got my hair trapped.

They didn't do anything they just let me to rot. When I finally got out the owners shouted at me because I took 10 minutes just to take my haircut. They then said that I need a punishment because I wasted their time. I then had to get hit by them and it hurt very badly.

I am very sore and sick but I still need to work. I needed to stay there and work for 16 hours but I only get a few coins. We live in a very crowded house, I wish I could just play at school and learn but instead I have to work. I hope one day things will get better.

Scanned with CamScanner

Vocab



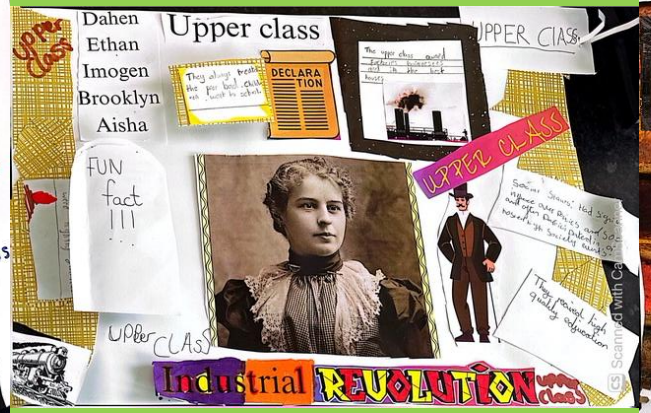
Scanned with CamScanner

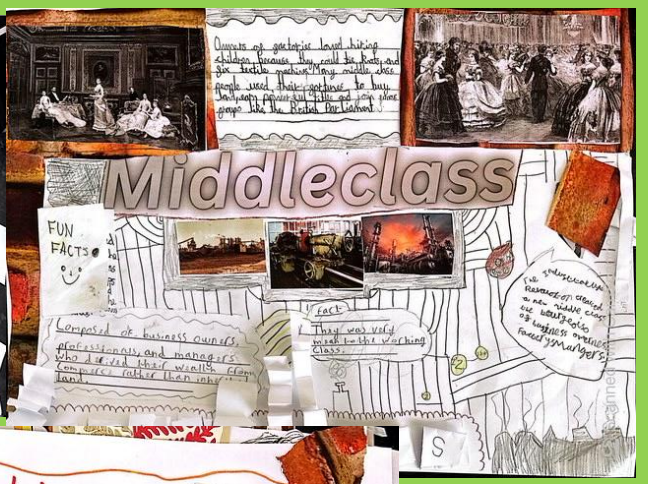
Year 6 Humanities

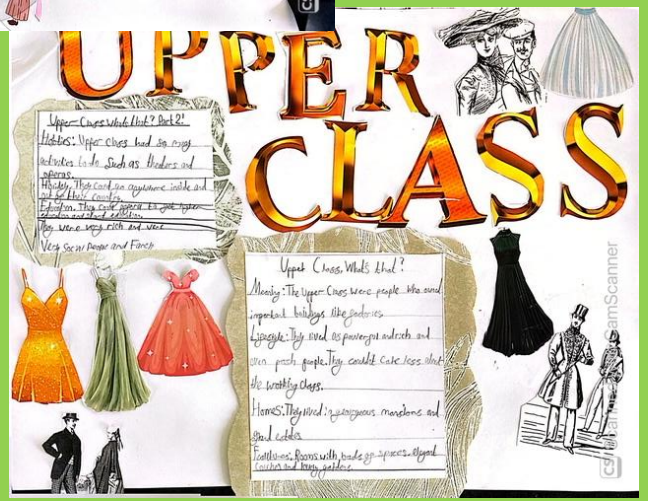
We have created some project boards about the different social classes within the Industrial Revolution!







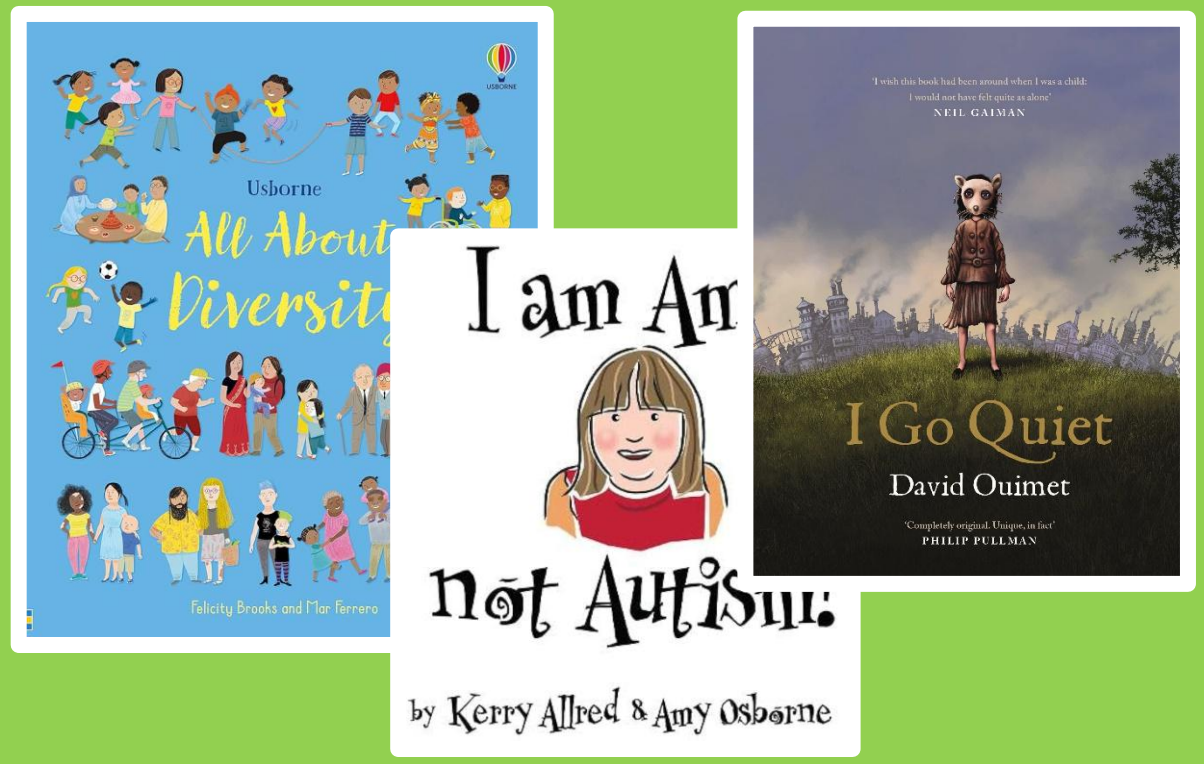






DIVERSITY

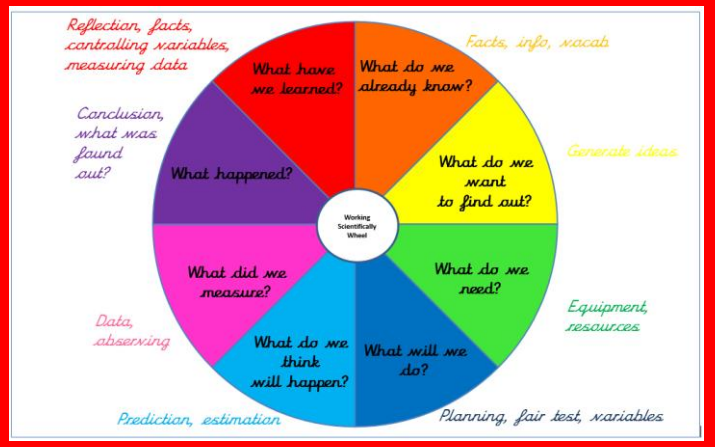
We have conducted research about inspirational people in Black History as our Diversity link this half-term. As part of our role play, we have also read a selection of Diversity books.





Year 6 Science

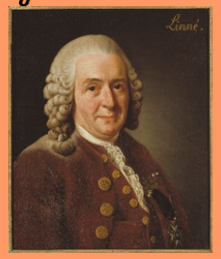
Learning Challenge: Can you classify everything on Earth?



Biology - Y6

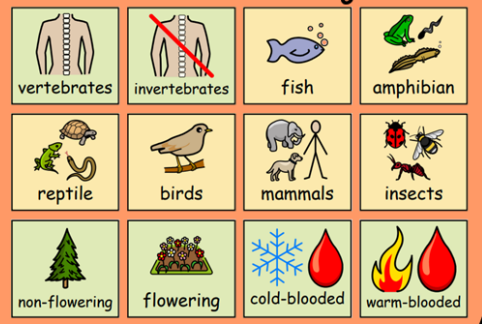
Enquiry Question: Could we group everything on Earth?

Significant Scientist



The work of **Carl Linnaeus**. He developed a new classification system, which is known as taxonomy, and how it helps us determine what an organism is.

Vocabulary



Key Learning

Flowering plants

These are plants that grow flowers.



Non-flowering plants

These are plants that do not grow flowers.



Scientific Concepts

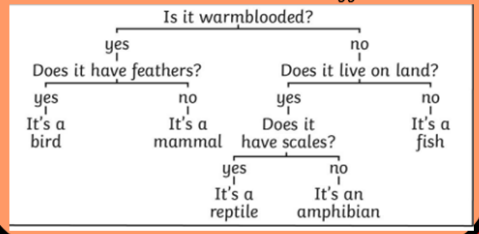
- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.
- Give reasons for classifying plants and animals based on specific characteristics.

Prior Learning

- Y4 - Living things and their habitat.
- Y5 - Living things and their habitat.

Key Learning

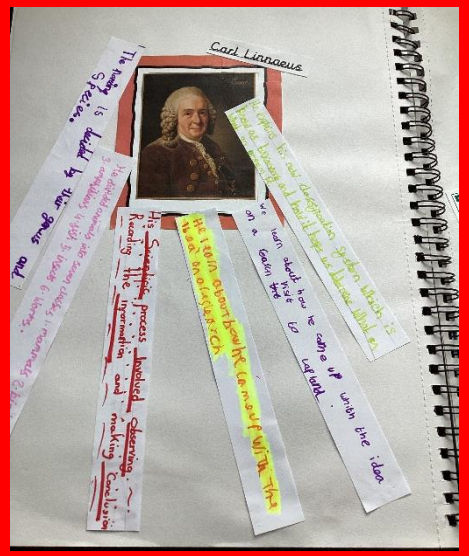
Scientists, called Taxonomists, sort and group living things according to their similarities and differences.

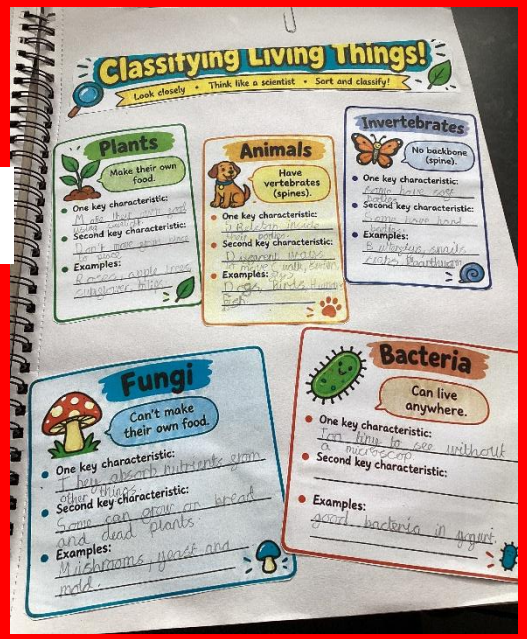


Year 6 Science

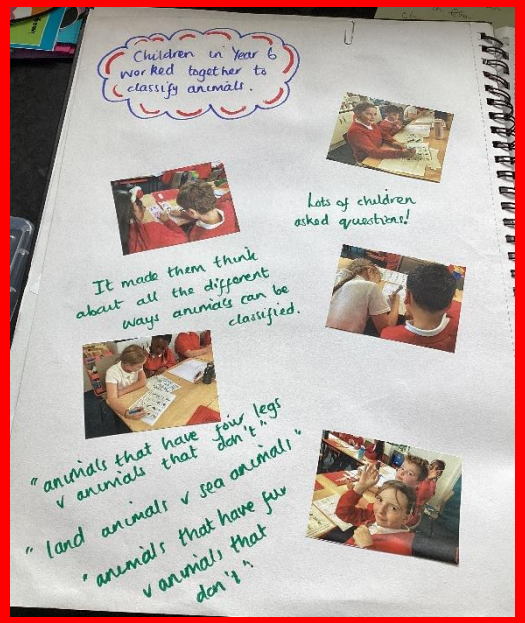
We have been learning about classifying animals and plants

We learned about Carl Linneaus



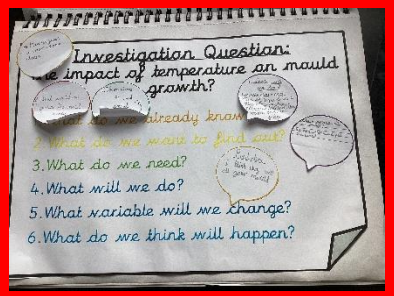


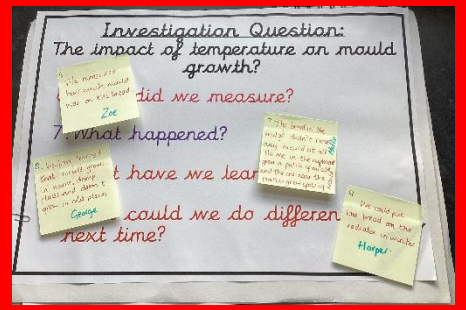
Classifying animals

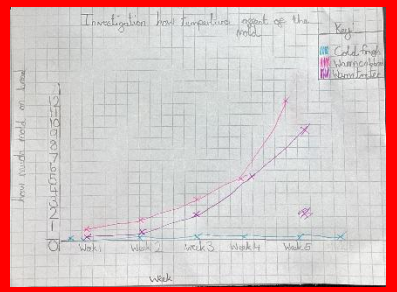


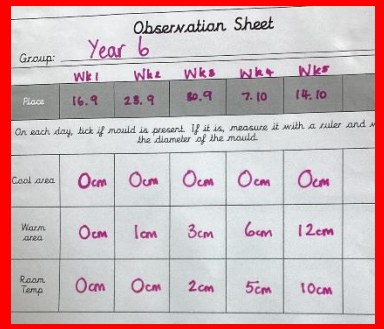
Living Things

Helpful and harmful micro-organisms/planning an investigation









Year 6 Art



Art – Y6

Drawing and Painting:
Can you create a painting using elements of another artist's style?

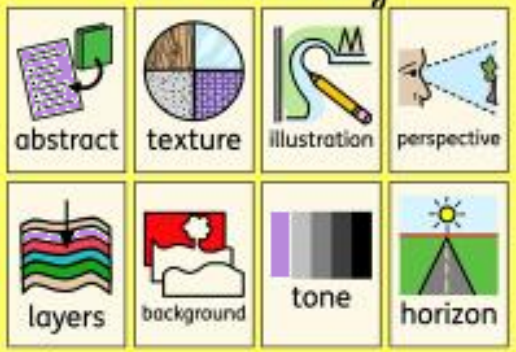
Drawing



Children can draw shadows & shading to show people and objects 3 dimensionally.

Children can use their pencil to replicate texture through light and dark shading. dark shading for shadows and detail.

Vocabulary



Key Learning



Confident use of brushes is used by using various brushes for their final outcome and to create a technique or style

Salvador Dali

is a surrealist painter from Spain (1904-1989)





What the children should already know?

- Children understand why they are mixing colours for a purpose such as mood or setting.
- Confident use of brushes is used by using various brushes for their final outcome.
- Children can create texture through painting through skills such as stippling and washes.

Remedios Varo

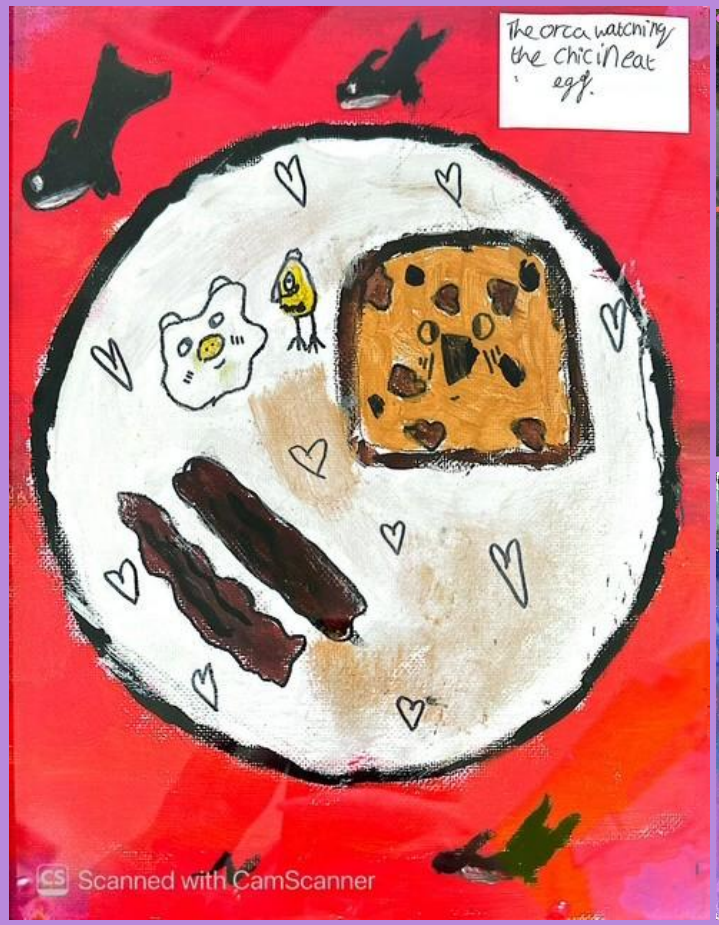
is a surrealist painter from Mexico (1908-1963)





Year 6 Art

We created Surrealism paintings in the style of Salvador Dali and Remedios Varo.















Bright Leaders

We also started our Bright Leaders Program!









Physical Education

We enjoyed developing our skills of agility, balance and co-ordination in PE!



