

Y6 Abracadabra! Learning Sequence

Synopsis: Children focus on developing their understanding of figurative language to create an engaging, ‘magical’ narrative that interweaves character, setting and plot. A suggested stimulus for this unit is *Leon and the Place Between*; however, you may choose to use an alternative.

In **Science**, children extend their understanding of light.

In **Geography**, children develop their fieldwork/geographical skills.

In **Art**, children create a collage focusing on visual and tactile qualities.

In **D&T**, children apply understanding of mechanical systems.

In **Computing**, children use loops, variables and conditional statements to create a game.

Curriculum areas: English, Science, Geography, Art, D&T and Computing

Length of theme: 6 weeks

English

Write a narrative based on a ‘magical’ text/story.

English Objectives

Comprehension

- Evaluate authors' use of language and consider effect on the reader
- Infer characters' feelings, thoughts and motives and justify using evidence
- Predict what might happen from details stated and implied

Grammar & Punctuation

- Use hyphens to avoid ambiguity
- Use a wider range of cohesive devices
- Use the semi-colon, colon and dash when writing lists or as the boundary between independent clauses

Language & Vocabulary

- Develop characters, settings and atmosphere using language and vocabulary from reading/books

English Learning Sequence

- Where possible, decorate the classroom to create a magical feel: fairy lights, doves, playing cards, top hat, magician’s wand etc.
- Discover a copy of ‘magical’ book eg *Leon and the Place Between* and discuss the cover and blurb
- Predict what might happen from the title, cover and blurb and from key moments in the story
- Read the story to/with the children asking question to check understanding, explore inferences made from the text and discuss response to the characters and plot
- Examine how the illustrations support and enhance the text
- Magpie favourite words and phrases that children find effective eg a loud hush (oxymoron)
- Children explain why they are effective and what their impact is on the reader

- Become familiar with the language of writing, eg figurative language, imagery, style and effect

Text Structure & Features

- Summarise and present familiar stories in their own words
- Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure
- In fiction, consider how authors develop character and setting
- Be exposed to a wide range of books including fiction from literary heritage

Plan, Draft, Edit & Evaluate

- Use dictionaries to check the spelling and meaning of words
- Identify audience and purpose of writing
- Note and develop initial ideas drawing from reading
- Select appropriate grammar and punctuation and understand how these can change/enhance meaning
- Assess effectiveness of own and others' writing
- Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness
- Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register (formal/informal)

In addition to the above, teachers should apply general spelling rules and guidance, as listed in [English Appendix 1](#) and ensure concepts and skills outlined in [English Appendix 2](#) are also addressed.

- Recap understanding of figurative language to date eg alliteration, onomatopoeia, similes, metaphors and personification and extend this to include oxymoron
- Select a number of illustrations from the book and generate figurative language for each
- Apply these techniques to create a vivid setting
- Grammar session: role of semi-colons in lists
- Grammar session: hyphens to avoid ambiguity. Children investigate the role of the hyphen to create compound adjectives and nouns eg sapphire-blue, emerald-green
- Focus on character and plot, examining how author interweaves these eg use of dialogue, cohesive devices
- Plan their own narrative perhaps from a different perspective eg first-person v third-person, considering how to interweave character, setting and plot
- Draft, edit and improve writing to produce final draft

English

Write 'magical' poetry.

English Objectives

Comprehension

- Continue to read/discuss an increasingly wide range of challenging stories, poems, plays, non-fiction and reference

English Learning Sequence

- A suggested stimulus for this is *Leon and the Place Between*; however, you may choose to use an alternative

<p>books, myths, legends and fairy stories</p> <ul style="list-style-type: none"> • Perform poems for audience using appropriate intonation, tone and volume to convey meaning • Evaluate authors' use of figurative language and consider effect on the reader <p>Language & Vocabulary</p> <ul style="list-style-type: none"> • Become familiar with the language of writing, eg figurative language, imagery, style and effect <p>In addition to the above, teachers should apply general spelling rules and guidance, as listed in English Appendix 1 and ensure concepts and skills outlined in English Appendix 2 are also addressed.</p>	<ul style="list-style-type: none"> • Share book and illustrations with children, discussing how the author and illustrator capture the magical atmosphere • Magpie key words and phrases that are effective • Draw out figurative language associated with the images using metaphors, similes, oxymoron, personification etc. • Read and compare poems with the theme of magic – explore and discuss the language and imagery used and magpie ideas • Write magical poem based on <i>Leon and the Place Between</i> or other ‘magical’ text • Encourage children to use ambitious language by using dictionaries and thesauruses to improve word choice • Experiment with arranging ideas in different ways, drawing on real poems for inspiration • Rehearse for performance, considering intonation, tone and volume
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Science

Build on their understanding of light and shadows

<p>Science Objectives</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> • Independently decide which observations to make • Plan different types of scientific enquiry in order to answer questions • Use science experiences to explore ideas and raise different types of question • Decide how to record data/results of increasing complexity using diagrams, classification keys, tables, scatter graphs, bar and line graphs • Record and present findings in enquiries examining causal relationships and reliability of results • Recognise and control variables where necessary • Explain which variables need to be controlled and why • Take measurements using a range of scientific equipment with accuracy and precision, taking repeat readings where appropriate 	<p>Science Learning Sequence</p> <ul style="list-style-type: none"> • Recap what children can remember about light from Y4 • Mind map any questions they may have regarding light and shadows and suggest ways to find answers • Using a book, eg <i>Leon and the Place Between</i>, as a stimulus, identify and name as many sources and reflectors of light as possible eg lanterns, candles, stars, and categorise into source/reflector • Discuss how Leon can see things in the Place Between • Complete a diagram to show direction of light etc. and how we see things. Add a written explanation using correct scientific language • Dig deeper into reflection and explore ways to change how light travels eg refraction through water/glass • Investigate how a periscope works (Leon needs to see out of the box from the Place Between)
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- Use test results to make predictions, set up further tests (comparative/fair) and explain reasoning
- Interpret scientific evidence that has been used to support/refute arguments

Scientific Knowledge

- 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 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

- Make own periscope and explain how it works using scientific language
- Explore the shadows in the Place Between – what do they notice?
- Recap what children already understand about shadows from Y4
- Decide how to set up a test to show how shadows change eg clarity, size, length
- Children come up with a test and decide what/how to record findings, making links to existing knowledge about light
- Consider variables and what makes a fair test
- Children carry out the test and record and present findings in a range of ways eg orally, graphs, charts, diagrams
- Understand and interpret their findings, explaining causal relationships

Geography

Develop fieldwork and mapping skills.

Geography Objectives

- Use digital mapping, 8-compass point, 4-6-digit grid references and Ordnance Survey maps
- In a variety of ways, observe, record, measure and present human / physical features of local area using sketches, plans, graphs and digital technology

Geography Learning Sequence

- A suggested stimulus for this is *Leon and the Place Between*, but is not essential
- Explain that Leon is lost in the Place Between and needs our help to navigate his way out
- Recap what children already know about compass directions, maps etc. How does an 8-point compass work? Practise this skill
- Set challenge for children to direct Leon around the Place Between, using compass directions eg travel northeast until you reach the lantern, then turn left
- Extend this understanding by hiding ‘magical clues’ around the school grounds. Children navigate their ways to clues using maps and compasses
- Recap grid references from Y5 – what do children remember?
- Use and extend 4- and 6-digit grid references to locate and

	<p>identify key physical and human features in locality</p> <ul style="list-style-type: none"> • Link digital maps and other maps to sketches and diagrams of given areas in the locality • Communicate findings in a variety of ways
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Art

Create a collage focusing on visual and tactile qualities.

<p>Art Objectives</p> <ul style="list-style-type: none"> • Capture artistic processes in sketchbooks • In collage, combine visual and tactile qualities • Use wide range of artistic vocabulary to evaluate own work and communicate own ideas/comment on artworks • Master art/design techniques with a wide range of materials • Communicate ideas and comment on artworks using artistic language 	<p>Art Learning Sequence</p> <ul style="list-style-type: none"> • A suggested stimulus for this is the book, <i>Leon and the Place Between</i>, but other ‘magical’ texts/illustrated books would be appropriate • Share illustrations from <i>Leon and the Place Between</i> and evaluate using artistic vocabulary – how does the illustrator capture the atmosphere? Consider elements such as use of colour, perspective, contrast of dark/light • Recreate images in sketchbook • Explore which image they would like to collage and which materials would be best for each part. Focus on visual and tactile qualities • Create collage using mixed media and range of materials • Discuss using artistic language
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D&T

Apply understanding of mechanical systems.

<p>D&T Objectives</p> <ul style="list-style-type: none"> • Communicate, generate and develop ideas drawing on other disciplines • Confidently take calculated risks to become innovative, resourceful and enterprising • Making connections to real/relevant problems, apply understanding of a wider range of mechanical systems • According to their functional properties and aesthetic qualities, select from and use a wide range of tools, equipment, materials 	<p>D&T Learning Sequence</p> <ul style="list-style-type: none"> • A suggested stimulus for this is the book, <i>Leon and the Place Between</i>, but is not essential • Look at the page of the book with the moving animals on • How can we make large animal puppets move? Consider different mechanisms eg levers, pulleys • Explore a range of mechanisms to see which would be best for making moving animal
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<p>and components accurately to make high quality prototypes</p> <ul style="list-style-type: none"> • Generate own design criteria and critique ideas and products against these 	<ul style="list-style-type: none"> • Design moving animal and communicate design in a range of ways • Select from a range of materials, tool and components to make animal, being innovative and resourceful • Use final product to re-enact that scene from the book (could link to shadows and shadow puppets in Science)
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Computing

Use loops, variables and conditional statements to create a game.

<p>Computing Objectives</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 program • Accurately manipulate a wide range of variables and various forms of input / output • Securely use logical reasoning to understand how algorithm work and detect and correct errors in algorithm in programs 	<p>Computing Learning Sequence</p> <ul style="list-style-type: none"> • Compare and contrast different coding languages from different software (eg Espresso Coding) and note similarities and differences • Plan a game/app for a young child (linked to circus etc.) • Draw a chart to explain how each part of the code will work for this game (eg inputs, outputs, sub-procedures, sensors, values and variables) • Evaluate effectiveness of game against design criteria, ensuring children can explain their sequencing step by step
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