

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

books, myths, legends and fairy stories • 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 Language & Vocabulary • Become familiar with the language of writing, eg figurative language, imagery, style and effect 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.	• 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

Science Objectives	Science Learning Sequence
Working Scientifically • 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	• 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)

- 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

	identify key physical and human features in locality • Link digital maps and other maps to sketches and diagrams of given areas in the locality • Communicate findings in a variety of ways
Art	
<i>Create a collage focusing on visual and tactile qualities.</i>	
Art Objectives • 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	Art Learning Sequence • 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
D&T	
<i>Apply understanding of mechanical systems.</i>	
D&T Objectives • 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	D&T Learning Sequence • 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

and components accurately to make high quality prototypes • Generate own design criteria and critique ideas and products against these	• 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.

Computing Objectives • 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	Computing Learning Sequence • 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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