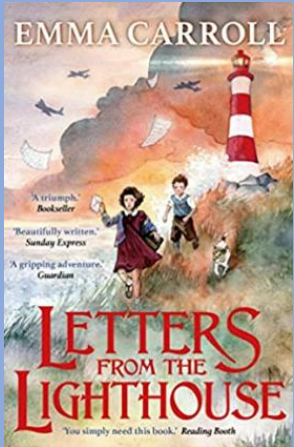
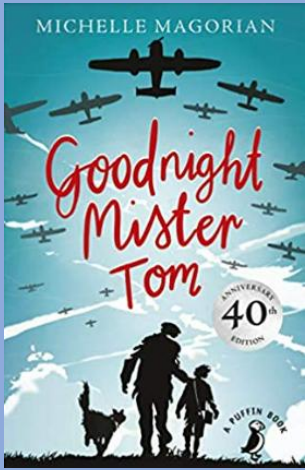
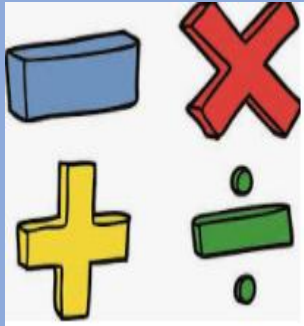
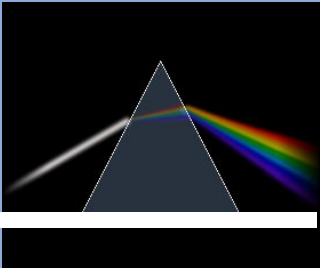










Year 6- Mrs Sewell, Mrs Finch and Mrs Cook	Autumn Term 2025 - 2026		
	World War II		
<p><b>English</b></p>  	<p><b>Autumn 1 - Novel: Letters from the Lighthouse by Emma Carroll</b></p> <p>Daily Guided Reading activities</p> <p>English activities linked to text</p> <ul style="list-style-type: none"> <li>• Descriptive writing of a bombing</li> <li>• Diary entry – different perspectives of evacuation</li> <li>• Writing our own narrative of being an evacuee</li> <li>• Letter writing</li> <li>• Discussion text – to evacuate or not?</li> </ul> <p>Other writing opportunities</p> <ul style="list-style-type: none"> <li>• Atmospheric description</li> <li>• Biographies</li> </ul> <p><b>Autumn 2 - Novel: Goodnight Mister Tom by Michelle Magorian</b></p> <p>English activities linked to text</p> <ul style="list-style-type: none"> <li>• Emotionally driven narrative</li> <li>• Non chronological report on WWII</li> <li>• Recount of a visit</li> <li>• Monologues</li> </ul> <p>Other writing opportunities</p> <ul style="list-style-type: none"> <li>• Formal letter to MP</li> </ul>	<p><b>Maths</b></p> 	<p><b>Number and Place Value</b></p> <ul style="list-style-type: none"> <li>• read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</li> <li>• use negative numbers in context, and calculate intervals across zero</li> </ul> <p><b>Addition &amp; Subtraction, Multiplication &amp; Division</b></p> <ul style="list-style-type: none"> <li>• multiply multi-digit numbers up to 4 digits by a two-digit whole number</li> <li>• divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division,</li> <li>• divide numbers up to 4 digits by a two-digit number using the formal written method of short division</li> <li>• identify common factors, common multiples and prime numbers</li> <li>• use their knowledge of the order of operations to carry out calculations involving the four operations</li> <li>• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• equivalent fractions</li> <li>• fractions on a numberline</li> <li>• comparing and ordering fractions</li> <li>• adding and subtracting fractions</li> <li>• adding mixed numbers</li> <li>• subtracting mixed numbers</li> </ul>

<p><b>SCIENCE</b></p>  	<p>• <i>Christmas play scripts</i></p> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>• <i>recognise that light appears to travel in straight lines</i></li> <li>• <i>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light</i></li> <li>• <i>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</i></li> <li>• <i>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</i></li> </ul> <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>• <i>understand what force is and that gravitational force pulls objects towards the earth</i></li> <li>• <i>understand how air resistance and water resistance slows objects down</i></li> <li>• <i>measuring force and recording results</i></li> <li>• <i>investigate how pulleys, levers and gears allow a small force to be increased to a larger force</i></li> </ul>	<p><b>HISTORY</b></p> 	<p><b>World War II</b></p> <ul style="list-style-type: none"> <li>• <i>What were the causes of WWII?</i></li> <li>• <i>World Leaders</i></li> <li>• <i>Chronology – creating a timeline of historical studies and a timeline of WWII events</i></li> <li>• <i>Studying primary and secondary sources of evidence and discussing reliability/plausibility</i></li> <li>• <i>Evacuation – study of local evacuees</i></li> <li>• <i>The Blitz – immersive experience</i></li> <li>• <i>Rationing</i></li> <li>• <i>The Home Front – study of the changes in roles and society</i></li> <li>• <i>The significance of Lincolnshire ‘Bomber County’ during World War II</i></li> <li>• <i>Enquiry into ‘The Dambusters’</i></li> <li>• <i>VE Day celebrations and looking at the impact on Thurlby and local areas</i></li> </ul>
<p><b>GEOGRAPHY</b></p> 	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• <i>Key countries involved with WWII</i></li> <li>• <i>Use of atlases and globes to locate key places in Europe</i></li> <li>• <i>UK rural and urban areas and their changes overtime (Lincolnshire)</i></li> <li>• <i>Contour patterns</i></li> <li>• <i>Distribution of oil, coal and gas in the UK and around the world</i></li> </ul> <p><b>Human, Physical, Environmental</b></p> <ul style="list-style-type: none"> <li>• <i>Renewable and non-renewable energy sources</i></li> <li>• <i>UK and Global trade</i></li> </ul>	<p><b>COMPUTING</b></p> 	<p><b>Internet communication</b></p> <ul style="list-style-type: none"> <li>• <i>Searching the internet / Internet Protocol (IP) addressing</i></li> <li>• <i>Selecting and ranking search results</i></li> <li>• <i>Communicating responsibly</i></li> <li>• <i>E-Safety training</i></li> </ul> <p><b>Webpage creation</b></p> <ul style="list-style-type: none"> <li>• <i>Designing and creating webpages</i></li> <li>• <i>Considering copyright</i></li> <li>• <i>Thinking about aesthetics and navigation</i></li> </ul>

<p><b>PSHE</b></p> 	<p><b>Being me in My World</b></p> <ul style="list-style-type: none"> <li>• <i>Identifying goals for the year</i></li> <li>• <i>Global citizenship</i></li> <li>• <i>Children's universal rights</i></li> <li>• <i>Feeling welcome and valued</i></li> <li>• <i>Choices, consequences and rewards</i></li> <li>• <i>Group dynamics</i></li> <li>• <i>Democracy, having a voice</i></li> <li>• <i>Anti-social behaviour</i></li> <li>• <i>Role-modelling</i></li> </ul> <p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>• <i>Perception of normality</i></li> <li>• <i>Understanding disability</i></li> <li>• <i>Power struggles</i></li> <li>• <i>Understanding bullying</i></li> <li>• <i>Inclusion/exclusion</i></li> <li>• <i>Differences as conflict, difference as celebration</i></li> <li>• <i>Empathy</i></li> </ul>	<p><b>RE</b></p> 	<p><b>What is the best way to show commitment to God?</b></p> <p><b>Islam</b></p> <ul style="list-style-type: none"> <li>• <i>What does it mean to show commitment?</i></li> <li>• <i>How do we show commitment in our everyday lives?</i></li> <li>• <i>How do Muslims show commitment through the five pillars of Islam?</i></li> <li>• <i>Why do Muslims want to show commitment to God?</i></li> </ul> <p><b>Humanism</b></p> <ul style="list-style-type: none"> <li>• <i>What is a humanist?</i></li> <li>• <i>How do humanists live their lives?</i></li> <li>• <i>Why do they choose to live their lives in this way?</i></li> </ul> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>• <i>Comparing versions of the Christmas Story in gospels by Luke and Matthew</i></li> </ul>
<p><b>ART</b></p> 	<p><b>Drawing-</b></p> <ul style="list-style-type: none"> <li>• <i>Looking at human form – sketching line</i></li> <li>• <i>Study of perspective in Bill Brandt's photography work from WWII</i></li> <li>• <i>Using digital images to create perspective</i></li> <li>• <i>Study of Henry Moore's perspective work in WWII shelters</i></li> <li>• <i>Study of LS Lowry Blitz imagery</i></li> </ul>	<p><b>Design and Technology</b></p> 	<p><b>Combining Fabrics- Textiles</b></p> <ul style="list-style-type: none"> <li>• <i>Investigating different types of bags</i></li> <li>• <i>Learning various stitches</i></li> <li>• <i>Looking at the 'Make do and mend' scheme from WWII</i></li> <li>• <i>Design a tool belt</i></li> <li>• <i>Make a tool belt</i></li> <li>• <i>Evaluating choices and processes throughout process</i></li> </ul>

## MUSIC



## WWII

- Using musical and comparative language in discussions.
- Following the melody line.
- Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing.
- Sing the correct words at the correct time.
- Recall the counter-melody line.

## Film music

- Identify how different styles of music contribute to the feel of a film.
- Participate in discussions, sharing their views and justifying their answers.
- Use the terms 'major' and 'minor'
- Identify different instruments to describe how music evokes different emotions.
- Identify pitch, temp and dynamics, and use these to explain and justify their answers.
- Give reasonable and thought-out suggestions for what different graphic scores represent.
- Create a musical score to represent a composition.
- Interpret their graphic score and perform.

## MFL



## Phonics/La fonética– *I'm Learning Spanish*



## At the Café/En la cafetería



## PE



## Badminton

- *Learning grip*
- *Forehand serve*
- *Returns*
- *Techniques such as the 'dig'*
- *Rotation*

## Dance

The children will be studying typical dances of WWII times such as:

### Additional information

## PE days

All Fridays

Some Tuesdays (9<sup>th</sup>-30<sup>th</sup> September) due to Forest School (9<sup>th</sup> – 23<sup>rd</sup> October)



	<ul style="list-style-type: none"> <li>• <i>The Charleston</i></li> <li>• <i>Lambeth Walk</i></li> <li>• <i>Lindy Hop</i></li> </ul> <p>The children will then create their own dramatic movement performance which will be linked to emotions typical of the era.</p> <p>Premier Sports will also be working on football and hockey throughout the autumn term.</p>		
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### **Recommended texts for Year 6 linked to our topics**

