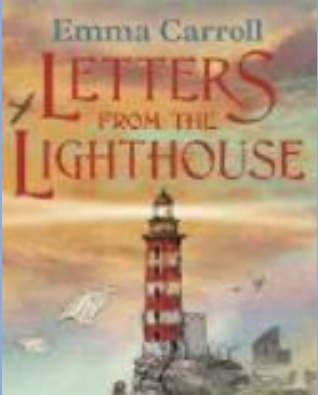
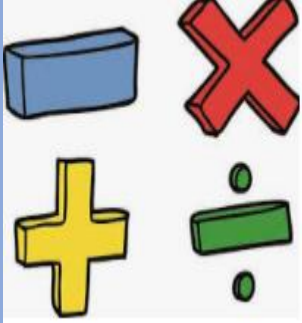
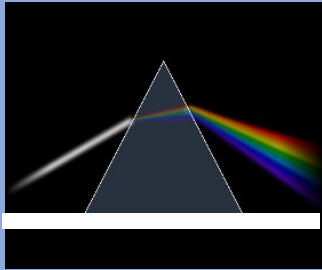


Year 6- Mrs Sewell	Autumn Term 2021		
	World War II		
<p>English</p> 	<p>Novel: Letters from the Lighthouse by Emma Carroll</p> <p>Daily Guided Reading activities</p> <p>English activities linked to text</p> <ul style="list-style-type: none"> • <i>Descriptive writing of a bombing</i> • <i>Diary entry – different perspectives of evacuation</i> • <i>Writing our own narrative of being an evacuee</i> • <i>Letter writing</i> • <i>Discussion text – to evacuate or not?</i> <p>Other writing opportunities</p> <ul style="list-style-type: none"> • <i>Writing a letter to our future selves</i> • <i>Explanation of how we see light and how shadows are formed</i> 	<p>Maths</p> 	<p>Number and Place Value</p> <ul style="list-style-type: none"> • <i>read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</i> • <i>use negative numbers in context, and calculate intervals across zero</i> <p>Addition & Subtraction, Multiplication & Division</p> <ul style="list-style-type: none"> • <i>multiply multi-digit numbers up to 4 digits by a two-digit whole number</i> • <i>divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division,</i> • <i>divide numbers up to 4 digits by a two-digit number using the formal written method of short division</i> • <i>identify common factors, common multiples and prime numbers</i> • <i>use their knowledge of the order of operations to carry out calculations involving the four operations</i> • <i>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</i> <p>Algebra</p> <ul style="list-style-type: none"> • <i>use simple formulae</i> • <i>generate and describe linear number sequences</i> • <i>express missing number problems algebraically</i> • <i>find pairs of numbers that satisfy an equation with two unknowns</i>

SCIENCE



Light

- 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
- 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.

Electricity

- 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.

HISTORY



World War II

- What were the causes of WWII?
- World Leaders
- Chronology – creating a timeline of historical studies and a timeline of WWII events
- Studying primary and secondary sources of evidence and discussing reliability/plausibility
- Evacuation – study of local evacuees
- The Blitz – study of key events and types of shelters
- Rationing
- The impact of propaganda during World War II
- The Home Front – study of the changes in roles and society
- The significance of Lincolnshire ‘Bomber County’ during World War II
- VE Day celebrations and looking at the impact on Thurlby and local areas

GEOGRAPHY



Locational knowledge

- Key countries involved with WWII
- Use of atlases and globes to locate key places in Europe
- Study of time zones
- UK rural and urban areas and their changes overtime (Lincolnshire)
- Contour patterns
- 4-grid and 6-grid references
- Longitude and Latitude

COMPUTING



Internet communication

- Searching the internet
- Selecting and ranking search results
- Communicating responsibly
- E-Safety training

Webpage creation

- Designing and creating webpages
- Considering copyright
- Thinking about aesthetics and navigation

PSHE



Being me in My World

- *Identifying goals for the year*
- *Global citizenship*
- *Children's universal rights*
- *Feeling welcome and valued*
- *Choices, consequences and rewards*
- *Group dynamics*
- *Democracy, having a voice*
- *Anti-social behaviour*
- *Role-modelling*

Celebrating Difference

- *Perception of normality*
- *Understanding disability*
- *Power struggles*
- *Understanding bullying*
- *Inclusion/exclusion*
- *Differences as conflict, difference as celebration*
- *Empathy*

RE



Do you have to believe in God to be good?

Humanism

- *How do humanists decide what to believe?*
- *What are humanists' views on happiness?*
- *What do humanists celebrations tell us about their values?*
- *What do humanists value in life?*
- *How do humanists believe we can lead a good life?*
- *What is atheism?*

Christianity

- *Comparing versions of the Christmas Story in gospels by Luke and Matthew*

ART



Drawing-






- *Looking at human form – sketching line*
- *Study of perspective in Bill Brandt's photography work from WWII*
- *Using digital images to create perspective*
- *Study of Henry Moore's perspective work in WWII shelters*
- *Study of LS Lowry Blitz imagery*

Design and Technology



Combining Fabrics- Textiles

- *Investigating different types of bags*
- *Learning various stitches*
- *Looking at the 'Make do and mend' scheme from WWII*
- *Design a tool belt*
- *Make a tool belt*
- *Evaluating choices and processes throughout process*

<p>MUSIC</p> 	<p>Happy Listening and appraising songs related to the 'happy' theme</p> <ul style="list-style-type: none"> • <i>Happy</i> by Pharrell Williams • <i>Top Of The World</i> sung by The Carpenters • <i>Don't Worry, Be Happy</i> sung by Bobby McFerrin • <i>Walking On Sunshine</i> sung by Katrina And The Waves • <i>When You're Smiling</i> sung by Frank Sinatra • <i>Love Will Save The Day</i> sung by Brendan Reilly <p>Classroom Jazz 2 Learning about playing instruments and improvisation</p> <ul style="list-style-type: none"> • <i>Bacharach Anorak</i> • <i>Meet the Blues</i> 	<p>MFL</p> 	<p>Yo Aprendo Espanol – I'm Learning Spanish</p>  <p>Los Saludos – Greetings</p>  <p>Los Colores – Colours Los Numeros – Numbers</p>
<p>PE</p> 	<p>Badminton and Volleyball</p> <ul style="list-style-type: none"> • <i>Learning grip</i> • <i>Forehand serve</i> • <i>Returns</i> • <i>Techniques such as the 'dig'</i> • <i>Rotation</i> <p>Dance</p> <ul style="list-style-type: none"> • <i>The Charleston</i> • <i>Lambeth Walk</i> • <i>Lindy Hop</i> • <i>Interpretive dance</i> • <i>Dance party – VE Day style</i> <p>Premier Sports will also be working on tag-rugby, football and hockey throughout the autumn term.</p>	<p>Additional information</p>	<p>PE days Tuesday and Friday</p> <p>Homework English and Maths homework will be sent home on Friday and must be returned by the following Wednesday. In addition, the children will also be expected to spend time reading, learn spellings and practise their times tables each week.</p>

Recommended texts for Year 6 linked to our topics

