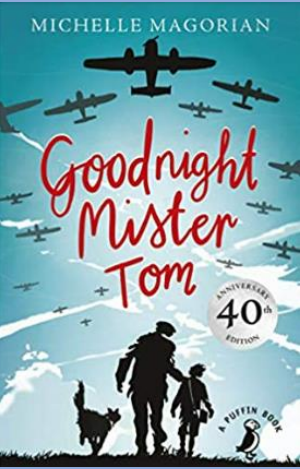
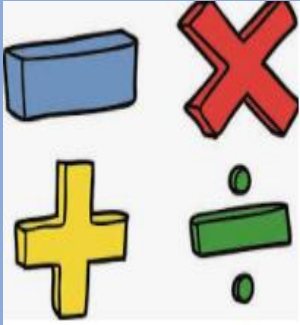
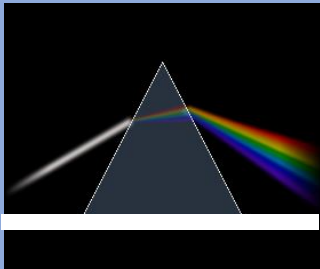


| Year 6- Mr Chandler and Mrs Sewell | Autumn Term 2022 | | |
|--|---|---|--|
| World War II | | | |
| <p>English</p>   | <p>Autumn 1 - Novel: Letters from the Lighthouse by Emma Carroll</p> <p>Daily Guided Reading activities</p> <p>English activities linked to text</p> <ul style="list-style-type: none"> • Descriptive writing of a bombing • Diary entry – different perspectives of evacuation • Writing our own narrative of being an evacuee • Letter writing • Discussion text – to evacuate or not? <p>Other writing opportunities</p> <ul style="list-style-type: none"> • Writing a letter to our future selves • Explanation of how we see light and how shadows are formed <p>Autumn 2 - Novel: Goodnight Mister Tom by Michelle Magorian</p> <p>English activities linked to text</p> <ul style="list-style-type: none"> • Emotionally driven narrative • Play scripts • Non chronological report on WWII • Recount of a visit | <p>Maths</p>  | <p>Number and Place Value</p> <ul style="list-style-type: none"> • read, write, order and compare numbers up to 10 000 000 and determine the value of each digit • use negative numbers in context, and calculate intervals across zero <p>Addition & Subtraction, Multiplication & Division</p> <ul style="list-style-type: none"> • multiply multi-digit numbers up to 4 digits by a two-digit whole number • divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, • divide numbers up to 4 digits by a two-digit number using the formal written method of short division • identify common factors, common multiples and prime numbers • use their knowledge of the order of operations to carry out calculations involving the four operations • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why <p>Fractions</p> <ul style="list-style-type: none"> • equivalent fractions • fractions on a numberline • comparing and ordering fractions • adding and subtracting fractions • adding mixed numbers • subtracting mixed numbers |

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.

Forces

- understand what force is and that gravitational force pulls objects towards the earth
- understand how air resistance and water resistance slows objects down
- measuring force and recording results
- investigate how pulleys, levers and gears allow a small force to be increased to a larger force

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 / Internet Protocol (IP) addressing
- 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



What is the best way to show commitment to God?

Islam

- *What does it mean to show commitment?*
- *How do we show commitment in our everyday lives?*
- *How do Muslims show commitment through the five pillars of Islam?*
- *Why do Muslims want to show commitment to God?*

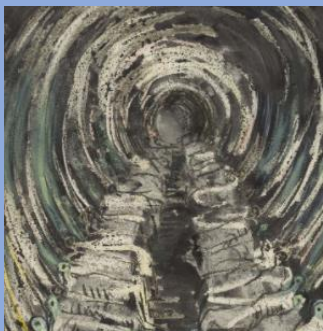
Humanism

- *What is a humanist?*
- *How do humanists live their lives?*
- *Why do they choose to live their lives in this way?*

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*

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




Yo Aprendo Espanol – I'm Learning Spanish



Me Presento – Presenting myself

Tienes una mascota? - Do you have a pet?



| | | | |
|--|---|--------------------------------------|---|
| <p>PE</p>  | <p>Badminton</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> <p>The children will be studying typical dances of WWII times such as:</p> <ul style="list-style-type: none"> • <i>The Charleston</i> • <i>Lambeth Walk</i> • <i>Lindy Hop</i> <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> | <p>Additional information</p> | <p>PE days</p> <p>Tuesday and Friday</p> |
|--|---|--------------------------------------|---|

Recommended texts for Year 6 linked to our topics

