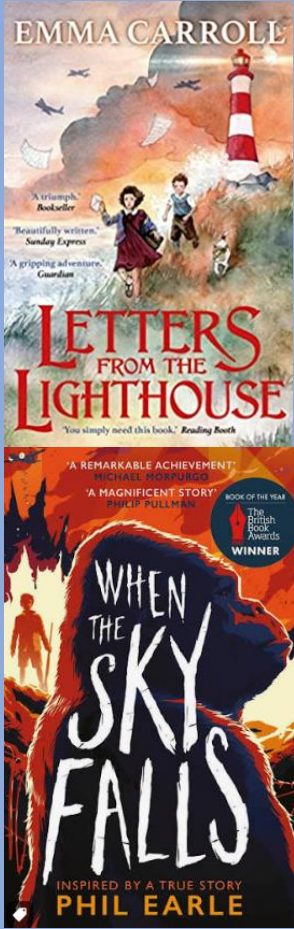
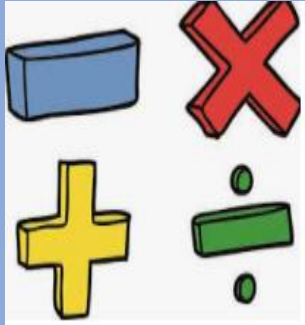
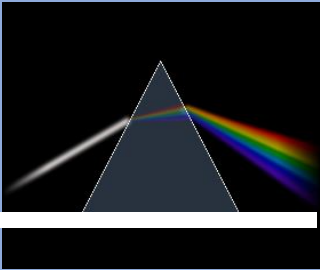


Year 6- Mrs Sewell, Mrs Finch and Mrs Cook	Autumn Term 2026 - 2027		
	World War II		
English 	Autumn 1 - Novel: Letters from the Lighthouse by Emma Carroll Daily Guided Reading activities English activities linked to texts covered: • <i>Descriptive writing of a bombing</i> • <i>Diary entry – different perspectives of evacuation</i> • <i>Discussion text – to evacuate or not?</i> Other writing opportunities • <i>Poetry about being unique</i> • <i>To plan and prepare for a debate</i> Autumn 2 - Novel: When the sky falls by Phil Earle English activities linked to texts covered: • <i>WW2 non-chronological report</i> • <i>Writing our own narrative of being an evacuee</i> • <i>Character descriptions</i> Other writing opportunities • <i>Poetry about winter</i> • <i>Letter writing</i>	Maths 	Number and Place Value • <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> Addition & Subtraction, Multiplication & Division • <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> Fractions • <i>equivalent fractions</i> • <i>fractions on a numberline</i> • <i>comparing and ordering fractions</i> • <i>adding and subtracting fractions</i> • <i>adding mixed numbers</i> • <i>subtracting mixed numbers</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. 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 – immersive experience • Rationing • The Home Front – study of the changes in roles and society • The significance of Lincolnshire ‘Bomber County’ during World War II • Enquiry into ‘The Dambusters’ • 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 • UK rural and urban areas and their changes overtime (Lincolnshire) • Contour patterns • Distribution of oil, coal and gas in the UK and around the world Human, Physical, Environmental • Renewable and non-renewable energy sources • UK and Global trade	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 • <i>Identifying goals for the year</i> • <i>Global citizenship</i> • <i>Children's universal rights</i> • <i>Feeling welcome and valued</i> • <i>Choices, consequences and rewards</i> • <i>Group dynamics</i> • <i>Democracy, having a voice</i> • <i>Anti-social behaviour</i> • <i>Role-modelling</i> Celebrating Difference • <i>Perception of normality</i> • <i>Understanding disability</i> • <i>Power struggles</i> • <i>Understanding bullying</i> • <i>Inclusion/exclusion</i> • <i>Differences as conflict, difference as celebration</i> • <i>Empathy</i>	RE 	What is the best way to show commitment to God? Islam • <i>What does it mean to show commitment?</i> • <i>How do we show commitment in our everyday lives?</i> • <i>How do Muslims show commitment through the five pillars of Islam?</i> • <i>Why do Muslims want to show commitment to God?</i> Humanism • <i>What is a humanist?</i> • <i>How do humanists live their lives?</i> • <i>Why do they choose to live their lives in this way?</i> Christianity • <i>Comparing versions of the Christmas Story in gospels by Luke and Matthew</i>
ART 	Drawing- • <i>Looking at human form – sketching line</i> • <i>Study of perspective in Bill Brandt's photography work from WWII</i> • <i>Study of Henry Moore's perspective work in WWII shelters</i> • <i>Study of LS Lowry Blitz imagery</i> • <i>Learning the terms vanishing point, perspective</i> • <i>Creating an atmospheric picture of a WWII shelter</i>	Design and Technology 	Combining Fabrics- Textiles • <i>Investigating different types of bags</i> • <i>Learning various stitches</i> • <i>Looking at the 'Make do and mend' scheme from WWII</i> • <i>Design a drawstring bag</i> • <i>Make a drawstring bag</i> • <i>Evaluating choices and processes throughout process</i>

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

PE kit required on the following Tuesdays (in addition to Fridays): 8th, 15th and 22nd

September

Forest School kit required on 1st, 8th and 15th October.

	• <i>The Charleston</i> • <i>Lambeth Walk</i> • <i>Lindy Hop</i> The children will then create their own dramatic movement performance which will be linked to emotions typical of the era. Premier Sports will also be working on football and hockey throughout the autumn term.		
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Recommended texts for Year 6 linked to our topics

