

English – Writing based on Rose Blanche

Poetry: Emotive poetry to entertain.

Fiction: narrative - dialogue and setting description to entertain.

Non-Fiction:

-Diary entry to inform

-Newspaper to discuss

-Speech to persuade



Year 6 – Spring Term 1- World War 2

English – Reading (Extracts)

- Malala Yousafzai: 'Nobel Award Is for All the Voiceless Children', by *The Guardian* (Non-Fiction- Retrieval)
- The Crooked Sixpence (Fiction- Inference)
- Cogheart (Fiction- Word Meaning)
- Alice's Adventures in Wonderland (Fiction- Comparison)
- The Hunting of the Snark (Poetry- Summarising)

Music – WW2 – songs of WW2
PE – Netball/ Dodgeball
PSHCE – Citizenship
French – Life at Home
Computing- Computing systems and networks: Bletchley Park

Books to support the wider curriculum

The Diary of Anne Frank
Little People, Big Dreams – Anne Frank
The Life of David Hockney
The Last Year

RE- What is it like to be a Humanist in Britain today?

- To explain what makes someone a humanist.
- To know that most humanists believe human beings evolved over time.
- To understand that humanists believe science is the best method to understand the universe.
- To know that humanists adapt or change their beliefs when faced with new evidence.
- To know that humanists believe there is no persuasive evidence for the existence of a god or gods.
- To understand that atheism is no belief in a god or gods.
- To know that being agnostic means that you are unsure and cannot know whether there are gods or not.
- To explain that humanists believe that you can be good and live a happy life without the need for a god or gods.
- To understand that humanists can experience spiritual moments.
- To know that not all humanists would describe an experience as spiritual.
- To understand that for a humanist, spiritual moments are not connected to a god or gods or the supernatural.
- know that for humanists, nature and the world around them can be a source of excitement and beauty.
- know that humanists believe science helps reveal and enhance nature's hidden beauty.

Art – Photography and Painting

- To understand how to analyse a famous painting (David Hockney)
- To understand how to find meaning in painting
- To apply drama techniques to explore the meaning of painting (Paula Rego – The Dance)
- To apply interpretation skills to analyse and respond to an abstract painting (John Singer Sargent WW1 Painting)
- To learn how art can tell stories or give messages (Labaina Himid)
- To develop starting points for creative outcomes by researching a chosen artist
- To demonstrate an understanding of painting techniques in order to make personal choices

Maths

Multiplication and Division - BIDMAS -Multiplying and dividing by 10, 100 and 1000 - Multiplying decimals by integers - Dividing decimals by integers

Fractions, Decimals and Percentages: Decimals as fractions - Fractions as decimals. Fractions to percentages - Equivalent FDP - Order FDP - Percentage of amount - Missing values.

Data: - Read and interpret line graphs - Draw line graphs - Read and interpret pie charts - Pie charts with percentages - Drawing pie charts - Mean - Parts of a circle

Science – Light

- I can recognise that light appears to travel in straight lines.
- I can 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.
- I can 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 can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
- I can use scientific evidence to support or refute an idea.
- I can use test results to make predictions to set up further comparative tests.
- I can plan a fair-test; recognising and controlling variables; plan a scientific enquiry to answer questions and report as to the degrees

History- World War 2

- **The outbreak of war:**
 - ✓ To explain why World War II began.
 - ✓ To order events from early World War II on a timeline.
- **Evacuation:**
 - ✓ To talk about when, where and why children were evacuated in World War II.
- **Rationing:**
 - ✓ To describe how people's diets were different during World War II.
 - ✓ To know about rationing during World War II and how people adapted to deal with reduced product availability.
- **The role of women:**
 - ✓ To discuss the importance and significance of the role of women during World War II.
 - ✓ To find out about women's wartime jobs and describe what they entailed in detail.
- **The Holocaust:**
 - ✓ To explain what the Holocaust was and describe some events that happened.
- **Key Events during WWII:**
 - ✓ To give information about Operation Dynamo and Operation Overlord.
 - ✓ To explain what The Blitz was.

