



# Year 6 - Autumn 1 - World War 2

## English - Anna at War

❖ **Writing Genres:** informal letter, description, balanced argument, diary entry

### N/C OBJECTIVES:

#### Plan their writing by:

... Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ...discussing and recording ideas

#### Draft and write by:

...composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ...organising paragraphs around a theme... in narratives, creating settings, characters and plot.... in non-narrative material, using organisational devices

**Evaluate and edit by:** ...assessing the effectiveness of their own and others' writing and suggesting improvements... proposing changes to grammar and vocabulary to improve consistency... proof-read for spelling and punctuation errors

## Maths- working with whole numbers (place value, addition, subtraction, multiplication and division)

### N/C OBJECTIVES:

Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit Round any whole number to a required degree of accuracy

Use negative numbers in context, and calculate intervals across zero

Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

Use their knowledge of the order of operations to carry out calculations involving the four operations

Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication

Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context

Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context

Perform mental calculations, including with mixed operations and large numbers

Identify common factors, common multiples and prime numbers

## As scientist we will study...

### Animals including humans N/C OBJECTIVES

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood

-recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

-describe the ways in which nutrients and water are transported within animals. including humans

## As Sports people we will...

### Real PE Unit 1 - Ball skills

Skills focus: Co-ordination and agility

Multi-ability cog focus: Cognitive

Games: Throw tennis and Endball

### N/C OBJECTIVES:

use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

## PSHE

Jigsaw recovery curriculum in the first week to address anxieties and worries and how to best cope with different feelings. This will be followed by a Jigsaw Unit of work: Being me in my World.

Jigsaw Unit of Work: Being me in My World

## RE

### How do Sikhs show commitment?

#### N/C OBJECTIVES:

- Summarise some of the features of Sikh worship and celebrations in the home and in the community.

- Using a developing religious vocabulary, explain and give reasons for some Sikh beliefs, practices and symbols considering the meanings behind them.

- Discuss and apply ideas about Sikh practices and beliefs, recognising the challenges and value of belonging to the Sikh community.

## As Geographers we will...

Consider about the human impact of war in terms of refugees and displacement.

Find out about borders and countries which may have changed since WW1 and WW2.

### N/C OBJECTIVES:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

## As Historians we will...

Consider how events following WW1 may have led to the outbreak of WW2, including the Treaty of Versailles and its impact on life in Germany following WW1.

Learn about the significant events during WW2 including the Battle of Britain. We will be looking at different people's stories and experiences during that time and how it affected their lives and our lives today.

Look at Czech and Polish pilots and how their efforts helped Britain to victory Study primary sources and find out for themselves what happened during the battle from pilots' combat reports, official documents, newspapers and documents.

Find out how propaganda and cartoons were used to convey political messages.

### N/C OBJECTIVES:

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066



## World War 2

## As French speakers we will...

Learn some simple French phrases, including greetings and classroom instructions, develop a greater understanding of where French is spoken, and begin to understand cultural differences.

### N/C OBJECTIVES

Listen attentively to spoken language and show understanding by joining in and responding.

Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words.

Appreciate songs in the language.

Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.

## As computer scientists we will...

Be able to identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g. apps accessing location. They will be able to identify secure sites by looking for privacy seals of approval. Identify the benefits and risks of giving personal information and device access to different software. Children understand how what they share impacts upon themselves and upon others in the long-term. Children know about the consequences of promoting inappropriate content online and how to put a stop to such behaviour when they experience it or witness it as a bystander. Children can take more informed ownership of the way that they choose to use their free time. They recognise a need to find a balance between being active and digital activities. • Children can give reasons for limiting screen time. Children can talk about the positives and negative aspects of technology and balance these opposing views.

### N/C OBJECTIVES:

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

## As artists we will...

Develop independent style influenced by other artists, lino cutting skills, adding shadow and depth to work, revision of watercolours with confidence and choosing and combining mediums.

### N/C OBJECTIVES:

Children will be taught...

to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

about great artists, architects and designers in history.

Battle of Britain art hunt

## As Musicians we will...

Learn basic skills in reading music. Begin to learn notes on the clarinet

### N/C OBJECTIVES:

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations

## Wider Experiences

The children will look at real artefacts from the time and see real combat reports written by WW2 pilots.