

Art – Light and Dark—Blitz pictures

Children explore how artists present different scenes through a variety of media.

Skills—I can:

- explore ideas by selecting visual and other information
- manipulate materials and processes to suit my purpose.
- communicate ideas and meanings by manipulating materials and processes
- adapt and refine work to reflect my own view of its purpose and meaning.
- analyse and comment on ideas, methods and approaches used in my own and other's work, relating these to the context.



DT – Air Raid Shelters and Rationing

Children will use a range of mediums to create a model of an Anderson Shelter and look at rationed recipes and creating a meal from rations

Skills- I can:

- use research and design to inform the design of innovative, functional and appealing products that are fit for use and purpose and aimed at a particular group or individuals
- select from and use a variety of different materials and components including

Year 6 Curriculum Plan War and Peace Spring 2021



- Times tables—should be practised daily
- Reading—Pupils should read for at least 20 minutes a day.
- Spellings are set weekly.

Computing – Interface designers

Skills—I can:

- design programmes that accomplish specific goals
- use sequencing and selection in programmes
- working with variables
- debug programmes that accomplish specific goals

Designing a computer controlled toy

Skills—I can:

- design programmes that control simulated systems
- write programmes that simulate a physical system
- use logical reasoning to detect and correct errors



Geography— The British Empire

Knowledge: – Children will learn about the British Empire through time. They will understand that Britain had a large empire with colonies in America and the West Indies.

Children will compare maps of Britain over time. They use maps and atlases to find the location of India and the UK. They explore physical features such as mountains, seas, rivers and neighbouring countries as well as human geography e.g. populations of cities and ways of life in both locations.



Skills- I can:

- identify geographical questions
- recognise and explain the views and opinions of others,
- follow a structured sequence of enquiry
- present a consistent geographical argument
- identify the physical and human features of a range of places studied
- explain how physical and human processes interact to produce the distinctive characteristics of these places
- identify the similarities and differences between places

RE – Hinduism and Sikhism

We will cover the following areas of both religions: beliefs, stories, places & communities, rites of passage, worship & celebration and key figures. We will be exploring how the religions express their morals and beliefs via religious stories and the Arts.

PSHE – Money Matters

Skills—I can:

- recognise how money can be earned
- appreciate what value for money means
- explain how lending and borrowing money works
- achieve my goals in the project
- identify what reductions and expenses are
- appreciate inequalities around the world.



History – World Wars 1 and 2

Knowledge: This unit will begin with children exploring the causes of World War II and the implications of the Treaty of Versailles, leading on to the actions that Hitler took and why he did what he did and the countries that were involved. The children will then spend some time looking at life on the home front including: The Blitz, life of evacuees, rationing, make do and mend, propaganda and the changing role of women with WW2 being a turning point in British history. We will also look at the lives of key figures during that time including Anne Frank and some of the European leaders.



Skills— I can:

- describe past periods and make links between past periods and society.
- make appropriate use of terms and dates
- Show factual knowledge of an event / person / change in depth.
- describe and make links between events and changes
- describe and make links between events and changes – give cause and effect.
- evaluate sources and information to decide which will be useful for the particular task
- identify that events, people and changes can be interpreted in different ways.

Science

All living things

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.
- give reasons for classifying plants and animals based on specific characteristics.



Light

Pupils should be taught to:

- understand 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 into the eye
- 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, and to predict the size of shadows when the position of the light source changes.



5th-14th March 2021

PE

Games (Striking and fielding) and Real PE Skills - I can:

- control movement with a ball in opposed situation whilst moving
- combine accurate passing skills / techniques in game
- advise and help others in their techniques in a game
- explain long and short term effects of exercise, warming up, cooling down and the effects on the body.
- Perform and create movement sequences with some complex skills & displaying accuracy and consistency
- select and use a wide range of compositional skills
- analyse skills and can suggest ways to improve quality of performances
- I can lead own warm up and demonstrate all round safe practice.



Maths

Number & Place Value

Skills - I can:

- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across zero
- solve number and practical problems that involve all of the above.

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- use knowledge of the order of operations to carry out calculations involving the four operations
- solve problems involving addition, subtraction, multiplication and division
- use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.

Fractions

- multiply one-digit numbers with up to two decimal places by whole numbers
- use written division methods in cases where the answer has up to two decimal places.

Ratio & Proportion

- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving the calculation of percentages (e.g. of measures) such as 15% of 360 and the use of percentages for comparison.

Algebra

- enumerate all possibilities of combinations of two variables.

Measurement

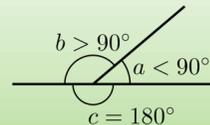
- calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm³) and cubic metres (m³), and extending to other units such as mm³ and km³.

Statistics

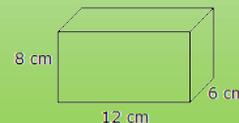
- calculate and interpret the mean as an average.

Geometry

- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

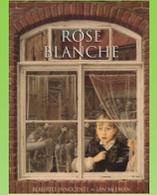


Booster sessions for Maths and English will continue during this term. The sessions have been proven to help children achieve the expected standard and the exceeding standard as children revise concepts in smaller groups than a class environment.



English

Class Novel: War Horse, Rose Blanche and Letters from the Lighthouse



Authors and texts: This unit will link closely to the children's topic work on WWI and WWII. The children will explore a variety of WWI and WWII short stories, identifying their common features and literary structures. They will use these structures to plan and write their own narrative, including the key features. The children will develop their editing skills, evaluating the effect and usefulness of texts. This in turn, will support them to improve their work, responding to the comments of others and their success criteria.

Reading Poetry: Children recall and understand how to go about reading a poetry text, are aware of a range of questions and how to answer them and can improve their own answers.

Reading and Writing Newspaper Reports: Children practise writing a non-fiction text, drawing on language and organisational features relevant to the purpose and audience. Children revise, explore and extend their ability to construct and use paragraphs appropriately in a non-fiction context. They again practise writing a different non-fiction text, now adding a focus on paragraph use to those on varying sentences and employing appropriate text features.

Reading and Writing Balanced Arguments: Children will investigate how rationing affected people during World War 2 and the opinions people held about it. They will then construct a balanced argument outlining the pros and cons of rationing during the 1940s. They will develop their formal writing and paragraph structure to link their writing together in a meaningful way.

Finding a voice:

Children read a variety of poems, identifying key features and forms. They compare features of different types of poetry and evaluate their effect on the reader. Children then write their own poems, in response to an issue which engages them (link to PSHE). In the course of this, a way of working, involving playing with language and then forming and shaping ideas, is further developed, modelled and practised. ICT will be used to provide a visual or aural stimulus and/or to develop and present the poems.

Skills:

I can:

- Use paragraphs to achieve pace and emphasis
- Use varied structures to shape and organise text coherently
- Appraise a text quickly, deciding on its value, quality or usefulness
- Use different narrative techniques to engage and entertain the reader
- Compare how writers from different times and places present experiences and use language
- Identify underlying themes, causes and points of view