

Art – Light and Dark—Landscapes/Battle scenes

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

Children will use a range of mediums to create a model of an Anderson Shelter.

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.

Geography— Geographical

Skills and fieldwork (Ordnance

Survey maps (local study)

Knowledge: – Throughout this unit of work, the children will be looking at maps and learning how to read them and use them. They will be learning the different map symbols and the importance of symbols in map reading. The children will spend time planning routes and using the knowledge of the 8 compass points to give and follow directions. They will learn that Britain is split up on a grid and each square has a grid reference., they will use these 4 or 6 grid reference coordinates to locate places and plan routes linked to WW2. We will look at how maps have changed over the years and discuss what might have caused these changes to the country and local area.



Skills- I can:

- I can tell you why maps have symbols on them
- I can use a key to find what a symbol means
- I can explain what makes a good map symbol
- I can recognise some map symbols on an Ordnance Survey map
- I can tell you the 8 compass points
- I can give and follow directions using the 8 compass points
- I can find and give a location from 4 or 6 grid references
- Co-ordinates
- I can find the similarities and differences between photographs and maps of the same locations
- I can suggest how the differences I have seen might tell me why a place might have changed.

Alexandra Primary School—Aspire, Perform, Succeed



Year 6 Curriculum Plan War and Peace Spring 2024

Class	Indoor PE	Outdoor PE
6C	Thursday	Tuesday
6SC	Thursday	Friday
6B	Tuesday	Friday

Homework is given out every **Monday** and due on **Friday**

- Two MyMaths tasks a week
- Reading—Pupils should read for at least 20 minutes a day.
- Spellings are set weekly.

RE - Christianity— Beliefs and Meaning.

We are learning to evaluate different beliefs about eternity and to understand the Christian perspective on this.

Expectations:

- I can express the feelings I have when I think about situations or things I would like to last forever. I
- I can make links between different Christian beliefs and their views on whether anything is ever eternal.
- I can reflect on my own beliefs about whether anything is eternal.

PSHE - Dreams and Goals

Skills—I can:

- I can explain different ways to work with others to help make the world a better place.
- I can explain and evidence why we chose an act of kindness/charity based on the experiences and needs of those people affected.



Music - White Cliffs of Dover

We are learning to recognise and evaluate the music of WW2 and perform taking into account changes in pitch, dynamics and texture.

Expectations:

- Follow the melody line and recall the counter melody line
- Sing the correct words at the correct time in the correct pitch
- Follow the score with a good sense of timing

Computing - Web Page Creation

Skills—I can:

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

- Select, use, and combine a variety of software

(including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.

- Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour.

3D Modelling

Skills—I can:

-Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information~

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



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.



8th—17th March 2024

PE

Invasion games—Netball

Skills - I can:

- catch a netball with two hands with some confidence and success;
- use elements of the correct technique for the chest, shoulder, bounce and overhead pass
- catch a netball with one and two hands with some confidence and success;
- land in different ways without the ball and begin to coordinate catching the ball with different landings.

Dance Skills—I can:

- work creatively and imaginatively on their own and with a partner
- choreograph and perform a dance fluently incorporating elements of mirroring, cannon and unison
- observe and evaluate their own and other's dances



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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

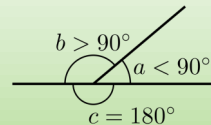
- calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm^3) and cubic metres (m^3), and extending to other units such as mm^3 and km^3 .

Statistics

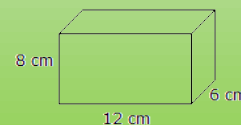
- calculate and interpret the mean as an average.

Geometry

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

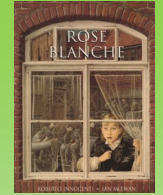


Tutoring sessions for Maths and English will start during this term. The sessions have been proven to help children achieve the expected standard and the exceeding standard as children revise concepts in smaller groups than a class environment.



English

Class Novel: War Poetry stories of WW1, 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

