

## English

**Reading** - Key texts: 'Private Peaceful' by Michael Morpurgo; 'Archie's War' and 'My Secret War Diary' by Marcia Williams; 'Time Travellers Journal' by Greg Becker

**Developing pleasure and motivation to read.**

Comprehension skills focusing on Y6 key skills/content domains both during whole class reading and guided group reading.

**Speaking and Listening** - Performance/role play using Dulce et Decorum Est; analysis of video poetry; presentations

**Writing Composition** - Writing for different purposes, developing stamina, editing and checking work throughout.

**Historical Narrative:** Composing a diary recount and a letter home as a WWI soldier; composing a letter home as a WWII evacuee.  
**WWI Poetry:** Using emotive language and figurative language to create vivid imagery: reading, writing and performing.  
**Nonfiction:** Creating a non-fiction report focusing on an area researched linked to WWII. Explanatory writing linked to gas mask research and design.

**Spelling:** Weekly spellings linked to National Curriculum spellings for Year 6.

**Grammar:** Linked to the National Curriculum requirements for Year 6. Main focus: expanded noun phrases; main, subordinate and relative clauses; subordinating and co-ordinating conjunctions; and use of colons and semi colons.

**Handwriting:** Children join and enhance the fluency and neatness of their writing. Emphasis on neat presentation and pride in all written work.

## Art

**Developing creativity using a variety of materials within the following contexts:**

- Design and create a piece of remembrance artwork with a poppy link
  - Design and create a wet felted poppy
- Learn about great artists in history by looking at works** e.g. Gassed by John Singer Sargent, Over the Top by John Nash and We are Making a New World by Paul Nash

## French

- To extend knowledge of numbers and counting.
- To learn vocabulary related to food and be able to recognise and ask for various snacks/food items.

## Religious Education

(According to Warwickshire and Coventry agreed syllabus for RE 2017)

Engaging pupils in enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

**Key Question:** What matters most to Christians and Humanists?

- How should we care for others and the world, and why does it matter?
  - What can we learn from religions about deciding right and wrong?
  - Does religion help people to be good?
- Religions and Worldviews considered in this unit:** Christian and non-religious e.g. Humanist

## Geography

**Extend knowledge of the UK, Europe and the world; location and place knowledge; and significant human and physical features**  
Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.  
Identify geographical patterns by comparing the major cities targeted for attack by German air raids and those areas used for the evacuation process.

## Music

Listen to and perform popular songs of WWI and WWII with increasing accuracy, fluency, control and expression. Children will have opportunities to sing as part of a group or perform in a solo context.  
Listen to a range of sounds from the war, explain feelings evoked and create actions to accompany them.

## Design and Technology

**Designing and making functional, purposeful appealing products and evaluating these** - links with WWII gas masks

Use research and develop design criteria to inform the design of WWII gas mask aimed at a younger child. Communicate their ideas through annotated sketches and diagrams. Understand and use electrical systems in their products.

**Prepare and cook WWII dishes, using a range of cooking techniques** - links with rationing

## Maths

**Multiplication and Division** - Divide numbers using the formal written methods of short division and long division (up to 4 digits by a 2 digit number). Interpret remainders appropriately when dividing, according to context. Identify common factors, common multiples and prime numbers. Use knowledge of the order of operations to carry out calculations involving the four operations.

**Fractions** - Use common factors to simplify fractions and common multiples to express fractions in the same denominator. Compare and order fractions, including fractions  $> 1$ . Add and subtract fractions with different denominators, using the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its simplest form. Divide proper fractions by whole numbers.

**Geometry: Position and Direction** - Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

## Fallen Fields/A Child's War Curriculum Plan -Autumn 2 2017 Year 6 Mrs McCormack



**Super Start:** Visiting WWI British Tommy - life as a soldier  
**'Fantastic Finish:** End of World War II Celebration Day

## Physical Education

**Developing movement skills, competence, agility and coordination individually and with others across a range of physical activity**

**Games** - Invasion Games: Netball and Basketball

To continue to develop a range of strategies to apply in attacking and defending situations. To develop an understanding of rules in sports and how to compete against opponents positively. To develop confidence and competence in the skills of passing, dribbling, catching, pivoting, dodging, marking and shooting.

**Gymnastics** - Counter-Balance and Counter-

**Tension:** to work creatively to explore and develop counter-balance and counter-tension balances. To construct sequences involving these balances and to practise, evaluate and improve the quality of these.

## Computing

**UKS2 Online Safety Unit: Contact/Respect**

- Use technology safely, respectfully and responsibly
- Recognise acceptable/unacceptable behaviour
- Identify a range of ways to report concerns about content and contact

## Science

**Broaden scientific understanding of the world through exploration, observation, research and testing in the topic area of light and electricity**

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 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

**Through working scientifically, children will use and develop their practical scientific methods, processes and skills:**

Planning different types of scientific enquiries; taking measurements, using a range of scientific equipment, with increasing accuracy and precision; recording data and results; using test results to make predictions to set up further comparative and fair tests  
reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations

## British Values and SMSC

**Developing an understanding of fundamental British values**

**Spiritual:** Understand how beliefs shaped actions during WWI/WWII and how beliefs have changed over time.

**Moral:** Understand how people have been treated unfairly in the past; distinguish between right and wrong; show respect and tolerance and explore how prejudice and discrimination has influenced history and affected groups of people.

**Social:** Develop an understanding of the local community during WWI and WWII. Lead a Remembrance event for the local community.

**Cultural:** visit the local war memorial; learn about conflict within society during different periods; recognise and respect cultural diversity.

**Democracy:** understand how and why democracy has failed e.g. in a dictatorship such as Hitler's; explore the consequences of decisions made by individuals or groups of people.

## History

**Develop chronological knowledge noting connections, contrasts and trends over time. Use historical terms, ask valid questions and construct informed responses.**

Children will study an aspect or theme in British History that extends their chronological understanding beyond 1066: WWI and WWII. This will also incorporate a local history study.

- Place events, people and changes within a chronological framework.
- Make connections, draw contrasts and identify trends in different periods of history.
- Give reasons for and write explanations of past events using evidence to support.
- Use a wide range of sources to select, organise and present relevant information.
- Acknowledge different points of view and understand how these are important when looking at interpretations of history.