

The Big Question – How did WWII affect the lives of children in Britain?



ENGLISH (writing) #shareastory #justify

Our initial work this term will be creating a short story with a flashback using the animated film 'The Piano' as our stimulus (**narrative recount**). We will then explore the life of Charles Darwin by researching and creating a biography linked with our work in science (**non-fiction recount**). Moving on, we will write about the world that Bruno finds himself in his journey through 'The Boy in the Striped Pyjamas' (**formal letter**). During our work for Remembrance Day, we will explore metaphor and personification in poems by The War Poets (**poetry**). Our research on WWII will enable us to write about how to survive an air raid attack (**explanation**). Using 'Goodnight Mr Tom' and 'Letter's from the Lighthouse' as stimuli, we will write diary entries based on the experience of evacuees (**recount**). At the end of the term we will write persuasively in our short unit on 'A Christmas Carol' (**recount**).

MATHS

Children will be following starting with Place Value, including decimals, and the four operations. We will move onto fractions, percentages and decimals, Geometry and measures.

Problem solving will be done in context and often incorporated to the start of lessons so that children regularly apply their reasoning skills (**#investigate**) (**#makingconnections**) (**#justify**)

Year 6 will use of a range of mental maths strategies throughout the term.

HISTORY

During this term, we will learn about World War Two and the effect it had on the lives of children in particular. We will ascertain the origins of the war and the countries involved. We will consider the beliefs, behaviour and characteristics of people at the time, and debate if everyone had the same views and opinions (**#justify**). Research will be carried out on some of the key figures from the war including Churchill, Hitler and Anne Frank. Whilst researching we will reflect on how different evidence can lead to different conclusions (**#perspectives**). During November, we will also focus on Remembrance Sunday and its significance for us today (**#makingconnections**).

ENGLISH (reading) (#shareastory)

The first class reader this term will be 'The Boy in the Striped Pyjamas' by John Boyne We will explore the writers' use of language through repetition and explore the experience of Bruno as a child during the war living in Europe (**#makingconnections/perspectives/resilience**).

A study of the classic 'Goodnight Mr Tom' by M. Marjoram as our second text will enable a comparison of life for a child in this country experiencing evacuation. We will also be reading extracts of 'Letters From the Lighthouse' by Emma Carroll to add to the insight for WWII.

During Guided Reading we will focus on the class readers as well as a wide range of fiction and non-fiction texts and poems. We will explore the skills of figurative language and how texts reflect the time and culture in which they were written ie. our work on Dickens and the war poets.

SCIENCE

Biology: We will start the term by looking at Evolution and Inheritance. We will identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. We will explore how living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. (**#explore**). Y6 will also investigate how living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Physics: Moving onto Electricity, we will explore how the number and voltage of cells used in the circuit can affect brightness and sound, compare and give reasons for variations in how components function as well as use recognised symbols when representing a simple circuit in a diagram (**#investigate**).

GEOGRAPHY

We will be looking primarily at UK and European locational skills. We will explore the idea of country, regions, counties and cities. Using atlases, we will locate the countries involved in the war as well as the major European cities. We will identify UK cities that were targeted in the Blitz and investigate why these cities were chosen. Comparing cities within our local area we will compare and contrast changes in land use overtime using a variety of sources including historical and current aerial photographs to discover how these cities have changed since the war (**#investigate/makingconnections**).

Perspectives

Explore

Share a Story

Investigate

Connections

Resilience

Creative
Expression

Enterprise

Justify

The Big Question – How did WWII affect the lives of children in Britain?



PSHE

Every term we will discuss how to stay safe (including e-safety) and recognise and discuss a range of emotions and strategies to cope with different feelings.

HEALTHY MIND: Know that many people experience mental ill health and investigate a range of ways to manage and improve mental health. (#explore)

FRIENDS & FAMILY: We will recognise the characteristics of healthy and unhealthy relationships /friendships. (#perspectives)

We will look at Money Matters (#enterprise)

ART

Inspiration- Henry Moore WW2 Artist (#creative expression)

DRAWING: Confidently use a range of range of marks to show tone, shape, line and texture, including perspective and depth, and an awareness of scale and proportion.

3D CLAY: Plan, shape form and model a clay abstract sculpture explaining our choices (#justify).

COLLAGE AND TEXTILES: Using a pattern we will create fabric poppies, sewn together using a wide range of stiches. (DT Link)

COMPUTING

Every term we will continue to discuss the significance of e-safety and the extended knowledge and skill required to access the computing curriculum.

DIGITAL LITERACY: Confidently select, and justify choices, from a range of software and applications to create appropriate digital products.

INFORMATION TECHNOLOGY: Understand computer networks and review the key internal parts of a computer. (#investigate)

COMPUTER SCIENCE: write algorithms and programs confidently using events, repeats, selection and variables Use a range of programming software – 2Code, (code.org), Scratch (creative expression)

MUSIC

As part of our World War II topic the children will learn how to sing in 3 parts-Hey Mr Miller 1940's music-swing/jazz Improvise melodies over 8 bars-C Jam Blues

(explore) (creative expression)

We will listen to a range of music from World War, noting its musical features, and putting the music into the context of its time (perspectives).

RE

FAITH COMMUNITIES IN THE UK: Learn about the major faiths followed in the UK including Christianity, Hinduism and Muslim. We will begin to use some philosophical language and an increasingly wide religious and moral vocabulary to explore and suggest reasons for the similarities and differences in beliefs and teachings, both within and between religions. We will visit the places of worship of these faiths to enhance our understanding of the similarities and differences (#perspectives).

DESIGN

DESIGN, MAKE AND EVALUATE: The challenge is to design, make and evaluate an electrical steady hand game (#explore).

SEWING SKILLS: we will explore how we can use a pattern to make poppies adding embellishments.

PE

Basketball and dodgeball will refine invasion game skills as we will defend, attack and evade effectively whilst always upholding the spirit of fair play. We will evaluate our own performance and others, celebrating achievements and suggesting improvements. (resilience)

Within tennis we will develop our range of shots and placement upon the court. Hand-eye coordination and reaction speed will also continue to improve.

In gymnastics we will create a range of floor and balance sequences ensuring that our body placement and alignment is accurate.

SPANISH

We will understand increasing longer sections of the Spanish language, both when listening to others speak and when reading a text. Whilst speaking, we will initiate and sustain conversations on familiar subjects, we will also speak to an audience, consistently using the correct pronunciation and intonation.

When writing we will write sentences, and extended texts, using the correct word and sentence grammatical structure.

ENHANCEMENT & CELEBRATION

HISTORY: Visit to Western Approaches Museum (perspectives/resilience)

RE: Visit places of worship in Bolton to listen to followers explain their faiths and to explore the similarities and differences, both in worship, and the place of worship (TBC due to Covid restrictions) (perspectives)

Now Press Play – (#shareastory)

Perspectives

Explore

Share a Story

Investigate

Connections

Resilience

Creative Expression

Enterprise

Justify