

## English

### Reading

- Read and discuss a range of texts as part of our Whole Class Reading work, including our class novels 'The Wolf Wilder' and 'Letters from the Lighthouse'.
- Read and discuss extracts from a range of genres and texts, including those linked to our WW2 topic, such as the Diary of Anne Frank.

### Writing

- Write letters, diaries and stories from the point of view of children in WW2.
- Look at the features of persuasive writing and use these in our own work.
- Explore the features of biographies and use these features in our own writing.
- Consolidate our understanding of Y5/6 grammar, such as the use of relative clauses.
- Learn and use Y5/6 spelling rules as part of writing.

## History

- Evaluate the human impact of war on children who had to be evacuated, through soldiers' letters home, the experiences of Jewish and German children and the displacement of refugees.
- Articulate and present a clear, chronological timeline showing major events of the Second World War.
- Articulate the significance of a historical event (The London Blitz) using a selection of historical sources.
- Describe and explain the significance of the world leaders at the time of the war.
- Compare and contrast the experience of going to school during the war and between wartime homes and homes if today.

## RE— Freedom

- Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.
- Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave
- Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.
- Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.

## PE—Topic line (Dance)

- Vary dynamics of dance, developing actions in time to music as a part of a group to represent the events of D-Day.

### PE - Cricket

- Play in competitive games developing fluency in skills and techniques.
- Work in collaboration to apply defensive and attacking tactics.
- Compare team's performances.

### PE—Tennis

- Play competitively against others .
- Work hard to challenge self to improve consistency of shots .
- Implement basic tactics in gameplay and score games using an appropriate scoring system.

## Science

In order to commit our learning to long-term memory, we will revisit and build upon our understanding of concepts previously covered.

### Living things -

- Classification system
- The work of Carl Linneaus

### Animals and humans -

- The circulatory system
- Blood vessels

### Light -

- How light travels from light sources to our eyes

## MFL—Spanish

- Compare and contrast the culture of towns and cities that people who speak the language live in and the UK.
- Develop working use of vocabulary to describe features of their own town.
- Use accurate vocabulary to give and follow directions to a variety of locations.

## PSHE

- Explain the benefits of giving and receiving constructive feedback and support.
- Explain how to overcome problems and challenges on the way to achieving goals.
- Give examples of an emotional risk and a physical risk.

## Computing

- Select, use and combine a variety of software to create a digital timeline about the Battle of Britain and summarise learning from the topic through an animated presentation, multimedia presentation or podcast.



## Year 6 Summer 1 A Child's War WW2

## Design and Technology

- Follow a recipe that requires a variety of techniques for popular wartime foods such as jam from preserving fruits, Woolton pie and spam fritters.
- Select the most appropriate materials and frameworks to construct a structurally sound miniature Anderson shelter.
- Choose the best materials and showing an understanding of their

## Music

- Identify and explain patterns and motifs in live and recorded music that provoke feelings such as those experienced in the Second World War—air raid sirens, bombing, Spitfires, the Blitz, gas mask drills and 'all clear' sirens.
- Take the lead in instrumental or singing performances for popular wartime children's songs—Run Rabbit Run.
- Play and create a class song about the Blitz, composing lyrics to a well known war song melody.

## Geography

- Use grid references to find the position of different geographical areas such as evacuation locations and the cities and ports bombed during the Blitz.

## Maths

### Number—Ratio

- Understand the ratio is the relationship between two values and use appropriate language to describe how one is related to another
- Use diagrams to compare ratios and fractions
- Understand and use the ratio symbol
- Draw bar models to calculate ratio
- Use and calculate scale factors of similar shapes to enlarge them to make them 2 or 3 times as big etc.
- Apply skills to solve ratio and proportion problems

### Statistics

- Read and interpret line graphs
- Draw line graphs
- Use line graphs to solve problems
- Read and interpret pie charts
- Understand pie charts with percentages
- Draw pie charts
- Understand the mean

### Geometry—Properties of Shape

- Use a protractor to measure

