

English

Narrative – Letters, diary entries and story writing
Non-Fiction – Non-Chronological Reports– Poynton in World War II. Journalistic writing - Newspaper reports about Britain entering into war with Germany. Persuasive writing linked to evacuation and propaganda.
Poetry – WWII Remembrance poetry.

Physical Education

Football
Circuit training
Dance – developing a 38-64 count motif based on World War II

Art and Design

Focus area: Textiles – Using stitching to enhance an image

Artist: Enid Marx and Rob Wilson (local artist)

Design and Technology

‘Make Do and Mend’- creating presents using recycled material and different stitching techniques for finishing, as in World War II.
Studying the work of Lucienne Day and Marian Mahler

Maths

·Number / Place Value / All four operations and fractions.
·Shape/Position and Direction
Continued work on arithmetic and reasoning style questions.

Geography

Focus area: Why does population change? – global population distribution, factors and case studies, as well as social, economic and environmental push and pull factors. Fieldwork: local urban area, data collection, using atlases.



Languages

‘A l’école’ – Discussing what subjects you like and dislike
‘La Seconde Guerre Mondiale’ – The Second World War

Music

Singing songs of World War II and notating a melody.
Compose and notate advanced rhythms.

Science

Electricity: for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
Light: explain that we see things because light travels from light sources to our eyes or to objects and then to our eyes

Computing

systems and networks – Communication and collaboration
Creating media – 3D modelling (including DT computing objectives).

History

Focus area (knowledge): The Battle of Britain Key skills:
Discussing significant turning point in British History, debating causes of changes/continuity, propaganda, looking at different sources.

Religious Education

Threads: Personal Belief, Authority
How have beliefs about God changed?
Threads: Authority, life’s journey.
How religious/ non religious people explain suffering?

PSHE

Relationships:
Families and friendships.
Safe relationships
Respecting ourselves and others.

Curriculum Values

Co-operation & Respect - As respectful and cooperative people, we will: ...create and follow our class rules, as well as those of the whole school. We will become role models for the children throughout the school, showing them how to be respectful to each other and to all adults. We will apply and accept job roles in which we will demonstrate impeccable leadership, behaviour and teamwork to succeed in tasks. We will work in groups to create songs and musical compositions, as well as dance sequences. Throughout the curriculum, we will work with a range of groups and partners, developing the ability to trust each other, listen to others, take the lead, support our peers and show respectful behaviour. We will use PSHE sessions to develop skills of team-building and mutual respect. We will enjoy our Year 6 responsibilities.

Independence - As independent people, we will: ...use our own ideas to create WW2 Christmas tree decorations. We will be thinking about relationship and how our behaviour can affect our own relationship with others. We will build-on our learning from Year 5 as we enter Year 6, developing increased independent skills that will help us to work on our own, make our own decisions, think carefully about our individual targets and begin to prepare us for Secondary School. We will use teacher-led modelling and scaffolding to write our own spy stories of adventure as well as focusing on all genres in preparation for SATs and Secondary School. We will use Google Classroom as a means of completing independent homework tasks and to facilitate independent learning.

Creative & Curiosity - As creative and curious people, we will: ...use wartime propaganda of ‘Make Do and Mend’ as inspiration for our own design technology project. This will translate across our art when we use stitching to enhance and image. We will use a variety of dramatic techniques as a stimulus for learning across the curriculum, with a particular focus on images and sounds from the war when composing diary entries and Newspaper reports. When exploring historical videos and photos, we will be curious about life during the Battles and will ask searching questions to further our own learning. We will use our creative dance skills when composing 64 count motifs demonstrating the Battle of Britain. Our individualised science double page spreads will reflect our creativity in the display of our subject knowledge. The trip to the IWM will inspire our creative sides as we undertake a digital documentary challenge and work cooperatively.