

**Text:** Letters from the Lighthouse – Emma Carroll; Friend or Foe – Michael Morpurgo  
The Boy in the Striped Pyjamas – John Boyne

**Writing:** An Evacuee Letter; Persuasion - Should the German bombers be helped; Newspaper Report- 'Luftwaffe Pilot Captured by Village Boys'; Non-Chronological Report on The Blitz; War Poetry; Timeslip narrative back to WWII

**Grammar:** Word classes, clauses, commas, conjunctions, sentence types adverbials

## English

**RE:** Living by rules. Being courageous and confident. Creating unity and harmony.

**RE UNICEF Links** Articles 4/13/14

**PSHE:** UNICEF charters, identifying our strengths, setting goals, fake news, online relationships, gender stereotypes, race and ethnicity.

PSHE  
RE  
UNICEF

## Physical Education

**Fitness:** Work to increase flexibility & range of motion, work with maximum effort for a short period of time and perform pyramid workout sets

**Athletics:** Accelerate quickly with speed & control in movement, throw a javelin/shot with power & accuracy and perform a jump for distance with variety of techniques

**Multi Skills:** Change direction at speed with balance & control, perform combinations of movements or actions and balance equipment on different body parts whilst moving

**Dance:** Develop a simple sequence using actions & dynamics, use expression in a dance phase and develop a movement phase that incorporates at least 2 relationships and a spatial element

## Evolution

Recognise that fossils provide information about living things from millions of years ago.

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

## Living Things and Classification:

Describe and give reasons how living things can be classified

Classifying animals and plants, adaptation, life processes, food chains, life cycles, parts of the plant and the body.

## Science

### Year 6 Autumn 2020-2021

**Title:** World War 2

**Question:** Question: What was life like in WW2?

**Final Product:** Wartime Biscuit Bake Off



*Achieving  
Excellence  
Inspiring  
Dreams*

## Number:

Place value, Rounding and Problem Solving up to 10 million including decimals.

**Addition, Subtraction, Multiplication and Division:** Formal long division and multiplication, problems, estimation.

## Fractions:

Simplify, equivalent, add and subtract.

## Fractions, decimals and percentages:

Knowing equivalents and finding a fraction and percentage of a number.

## Algebra:

Simple formulae, missing numbers algebraically, two unknowns. Knowing the order of operations.

## Mathematics

MFL

Giving a simple description using adjectives to add interest and detail to a description. Writing instructions. Regular -er verbs (present tense) and third person singular. Pronunciation of -s ending; position of adjectives before or after the noun. Spelling and pronunciation of feminine adjectives. Describing things as near or far; adverbs Making compound sentences.

Music

Create own musical patterns and use a variety of devices such as harmony, chords and abstract ideas.

## Computing

### Computing:

Children develop their coding skills and make their own computer game.

### Online safety:

Project Evolve: Health Wellbeing and Lifestyles.

Online

Relationships.

**UNICEF 8/16**

## History

Place key events in WW2 on a timeline. **What was the main reason for the outbreak of war?**

**World War II: whose war?** Explore the support received from countries in the Empire and reflect on how our perceptions have changed of the war.

**How significant was the Blitz?** Is this all we need to know about the war? Look at how similar or difference our experiences were to people in Germany, USSR and Japan? Consider the impact of ww2 on the lives of children- evacuation.

**Evacuee experiences in Britain/is this all we need to know about children in WWII?** How significant was the impact of the World War II on women? What did women do? How much have their role have changed throughout history?

## Geography

Identify countries on a map including identify allies and axes powers and other countries involved in the war, including Japan.

3D continent map – Focusing the key physical features, including rivers, volcanoes and mountain ranges and major cities of Japan.

Explore Tokyo using range of maps focusing on grid references and keys.

Comparing school life in Birmingham and Tokyo.

Why do these Japanese live so long? Why their life expectancy is so high? Explore diet, lifestyle etc.

Understanding economic activity– The increase in car in car manufacturing in Japan vs. the decline in the UK. Olympics uncovered – What really happens when preparing for a global sporting event?

## Art & DT

**Art:** Creating wartime silhouettes, using colour to reflect mood and feelings. Using screen printing to design and make Wartime posters.  
**D&T:** Designing and making wartime biscuits.

**Art Week:  
Street Art**