

**Book spine:** Friend or Foe and The Boy in the Striped Pyjamas

**Poetry** – wartime poetry

**Narrative**- Time slip story

**Recount** –The Boy in the Striped Pyjamas/Rose Blanche

**Letter** – Writing to Chamberlain

**Grammar:**

Semi- solons, dashes, colons

Conjunctions

Determiners

Modal verbs

Parenthesis

**Electricity** Interpret more complex circuit diagrams including parallel circuits Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit

Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram.

**Light**

Understand that light appears to travel in straight lines and explain that objects are seen because they give out or reflect light into the eye.

Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.

**Time:** Calculating time intervals (12hr, 24hr clock), Contextual problems and timetables.

**Addition, Subtraction, Multiplication, Division:**

Formal long division and multiplication, mental calculations, problems, estimation to check. BIDMAS.

**Ratio and Proportion:** Ratio of 2 or more quantities, problems, scale factor, percentages.

**Fractions:** Simplify, compare, order, equivalent, add and subtract, multiply and divide decimals and fractions. Rounding.

**Measures:** Problems, conversions, miles and km.

**Geometry:** Draw 2D shapes from descriptions, compare, classify, calculate angles, identify radius, diameter, circumference, angles. Coordinates (four quadrants) reflect and translate.

**Algebra:** Simple formulae, sequences, missing numbers written algebraically, two unknowns, possibilities.

**Statistics:** Mean average.

English

Science

Mathematics

**RE:** Being fair and just and living by the rules. Remembering Roots.

Being courageous and confident.

Context: WW2 and Easter.

**UNICEF LINKS:** Articles 13,14,15

**P4C:** 'For the birds' friendship, 'fitting in', acceptance.

**PSHE:** Risks and Dangers

Losses, Confidentiality

**UNICEF LINKS:** 13,14,35,36

UNICEF  
PSHE RE &  
P4C

**Year 6 Spring 2018-2019**

**Title:** World War 2

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

**Final Product:** Wartime Biscuit Bake Off



*Achieving  
Excellence  
Inspiring  
Dreams*

Music

To sing in two parts  
To sing WW2 songs

Physical Education

MFL

Telling the time using 24-hour clock notation; quarter-hours and 24-hour clock notation; Definite and indefinite articles: le/la; un/une; Perfect tense: regular –er verbs with avoir (eg J'ai joué, J'ai parlé); Phonic focus: an, en, un, in, ain, qu, er, ère, silent final consonant

**Games:**

**Tennis:** Develop backhand shots and Introduce the lob

Begin to use full tennis scoring systems

Continue developing doubles play and tactics to improve

**Hockey:** To choose and implement a range of strategies and tactics to attack and defend To combine and perform more complex skills at great speed

To recognise and describe good individual and team performances

To suggest, plan and lead a warm up as a small group

**Gym: Flight**

Lead group warm up

Work independently and in small groups to make up own sequences. Enhance work and vary compositional ideas.

**S/F Cricket.**

Develop throwing and catching with accuracy.

To choose and implement a range of strategies and tactics to score runs and eliminate other team.

Computing

History & Geography

Art & DT

War scenes- water colours and silhouettes  
Sewing and cross stitch evacuee hankerchief.  
Design food packaging for wartime biscuits and bake biscuits

**BGfLL Making  
Revision Guides**

Create digital revision guides to supports SATs preparation

**E-safety:**

Talking safely online.  
Cyberbullying.

**Entry Point:** Visit to Holdenby House

Place key events in WW2 on a timeline and discuss the significance of them. Which was the main reason for the outbreak of war? Identify European countries on a map and identify allies and axes powers. Also look at countries invaded by Germany before the outbreak of war.

Explore the impact of ww2 on the lives of children- evacuation. Using primary sources, what can we learn about life as an evacuee?

Link to UNICEF Child Rights- articles 3,9,19,20, 38,39 and Anne Frank

Compare different representations of the past and explain why accounts of the same event are different.

Communicate understandings by writing a factual diary entry using information about life as an evacuee.

To identify the impact of bombings- local area bombings.

Identify what to do in an air raid- what are the most important things to do to keep safe?

Communicate understandings of an air raid procedure through a set of instructions to survive in an air raid.

Explore the validity of sources through the meanings of propaganda. Design your own propaganda poster.

To communicate understandings of the impact of the war upon society

**Exit Point:** Wartime British Bake off: Wartime biscuit baking competition