

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

**Poetry** – wartime

**Narrative**- Time slip story

**Discussion** – Should Davey have helped the German soldier?

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

**Letter** – Writing to Chamberlain

**Grammar:**

Semi- solons, dashes, colons

Conjunctions

Determiners

Modal verbs

Parenthesis

**Heart and Lungs.** Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood

Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Describe the ways in which nutrients and water are transported within animals, including humans.

**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.

**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 2016-2017**

**Title:** World War 2

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

**Final Product:** Wartime Biscuit Bake Off



*Achieving  
Excellence  
Inspiring  
Dreams*

Physical Education

Music

To sing in two parts  
To sing WW2 songs

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

MFL

Art & DT

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

**Dance:** Hakka. Work collaboratively to include more complex compositional ideas

Develop motifs and incorporate into self-composed dances as individuals, pairs & groups

**Games:** TAG Rugby: To choose and implement a range of strategies/tactics to attack and defend  
To combine and perform more complex skills at speed

To observe, analyse and recognise good individual and team performances

**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

Computing

**We are bloggers:**

Find out what makes a good blog

Write a blog

Add pictures to a blog

Comment on other blog

**E-safety:**

Talking safely online.

Cyberbullying.

History & Geography

**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 the 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**