

## Literacy

- World War 2 - report writing (3 weeks)
- WW2 diary/letter (3 weeks)
- Rose Blanche - WW2 (2 weeks)
- Daily grammar & spelling practise

### RESOURCES:

Rose Blanche by Ian McEwan  
WW2 information books

## Science 1 - Evolution and Inheritance

### Pupils should be taught to:

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth 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.

## Science 2 - Living things

### Pupils should be taught to:

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.
- Explain why naming and classifying living things is important.
- Describe Carl Linnaeus's significant contribution to science.

## Displays

Outside classroom: Rose Blanche in hall / WW2

Inside classroom: literacy WW2, science working wall, numeracy working wall, grammar

## Computing

### WW2 link

1. Research countries involved in the war (add web pages to 'favourites' or hyperlink on a Word document)
2. Draw / create a general map of world & add names of countries (bring Atlases from class to help)
- 3 - 5. Create hyperlinked map of countries
6. Type up a newspaper report into a WW2 newspaper template

### RESOURCES:

Word, Internet, Paint program

## History (WW2)

- Children will note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They will address and devise valid questions about change, cause, similarity and difference, and significance in the UK, Europe and around the world.
- Demonstrate factual knowledge and understanding of the impact of the Second World War on children in particular and society in general.
- Give reasons for, and the results of, evacuation.
- Identify different ways in which the Second World War has been represented; 4. Ask questions and answer them using a range of sources.
- Communicate their learning, using specialist terms in ways that show understanding.

### RESOURCES:

Literacy link  
WW2 information books  
News articles (use in Guided Reading)

# Year 6 Spring Term

## Numeracy

- Number and place value
- Addition and subtraction
- Multiplication and division
- Fractions
- Measurements
- Shape
- Statistics
- Arithmetic

### RESOURCES:

Testbase, mini-whiteboards, clocks, number fans, jig-saw puzzles (maths link)

## PE

Judo (Fridays)

## Geography (WW2)

### Mapping

- Use maps, atlases, globes and digital/computer mapping to locate and countries
- Map out the allied and axis countries
- Locate the world's countries, using maps to focus on Europe (including the location of Russia)
- Name and locate capital cities within the countries
- Learn names of countries & recognise the flags (colour into empty flag outlines) linked to countries affected by WW2
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### RESOURCES:

WW2 books  
Atlases  
Maps of the world / Europe

## Art / D&T

1. Create artwork based on the blitz scene in London using silhouette and paint.
2. Create a 3D sculpture (gas mask or shelter) using recycled material (do as Spring art homework project)

### RESOURCES:

Pencils, sketch pads, recycled material (cereal boxes etc)

## Music

(Taught by Music specialist, Jonathan)  
Recorders & weekly singing assembly

## PSHCE

P4C - war link (understand the complex and varied feelings that many children had about evacuation)

### Mind Up

Children are working on mindful listening, smelling, moving and tasting. These are used to address well-being and mindfulness. Children have between 2 - 3 mind breaks throughout the day.

## Trips/Visitors: Educational Visit

Citizenship and fire safety training (Old Kent Road Fire Station)

Visitor:

TeachMe (Yolanda) to work with small group of children to design an Anderson Shelter.  
Canada Water Library visits