

English

- World War 2 - report writing
- Rose Blanche - WW2
- A Candle in the Dark - Adele Geras
- **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.
- Understand how the twin Latin names of living things are derived.

Living things and their habitats

Carl Linnaeus- pioneer of classification (link to HT biography)

Displays

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

Computing

Digital Literacy

1. How do search engines work?
2. How does PageRank work?
3. Evaluating Digital Resources
4. Creating a Webpage

R.E.

Buddhism - The Sangir
Christianity - Faith in Action
Sikhism - Living as a Sikh

Year 6 Spring Term 2018

MfL - Spanish

(Taught by Language expert, Pablo)

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

Invasion Games (Tuesday); Judo (Fridays)

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)

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)
- Human & Physical Geography
- Name and locate capital cities within the countries
- Place Knowledge
- 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. Draw & sketch WW2 artefacts from the Imperial War Museum
2. Create a 3D sculpture (gas mask) using recycled material (do as homework?)

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)

Mindfulness - MindUp Programme of Lessons

Trips/Visitors:

Educational Visit:
Imperial War Museum (workshop)

Visitors:

'Freshwater Theatre' - WW2 workshop