Year 6 - Term 1 and 2

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| Topic Title – **Woeful World Wars** | | | |
| Science  **Focus - Electricity (Term 1)**   * Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit. * Compare and give reasons for variations in how components function including the brightness of bulbs, loudness of buzzers or the on/off position of switches. * Use recognised symbols when representing a single circuit in a diagram.   **Focus - Light (Term 2)**   * Recognise that light appears to travel in straight lines. * Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye * Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes * Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.   Key Skills:   * Plan different types of enquiries to answer their own and others questions, including controlling different variables. * Take accurate measurements, taking repeated measurements when required. * Record data and results with increasing complexity * Use test results to make further predictions and plan for further comparative and fair tests. * Identify scientific evidence to support to refute ideas. * Describe and evaluate their own work and others ideas * Use appropriate vocabulary and language from across the primary curriculum to explain and evaluate ideas/methods. | Geography  Big Questions: How have maps and their uses changed since the world wars?  **Focus – Map reading. Comparison and change**  **Focus - Skills & Field Work:** **Orienteering/four grid references/ordnance surveys**  Key Skills:   * Can I explain and discuss a range of reasons for geographical similarities and differences between countries? * Can I explain how locations around the world are changing and explain some of the reasons for change? * Can I describe geographical diversity across the world? * Can I collect and analyse statistics and other information in order to draw clear conclusions about locations? * Can I identify and describe how the physical features affect the human activity within a location? * Can I name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time? * Can I use a range of geographical resources with ease to give detailed descriptions and opinions of the characteristic features of a location? * Can I use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area? * Can I record the results in a range of ways? * Can I analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London’s Tube map) | History  **The Big Question – What was the impact of the world wars?**  **Overall focus:** Exploring the alliances formed between countries and how this led to involvement in both world wars. Make links between events and changes. Exploring influential people during the world wars. Researching, understanding and comparing a range of primary sources and interpetations.  **Focus - World War 1 (Term 1)**  Understanding the events that led to the First World War. Using a range of historical sources to research and learn about conditions in the trenches, life as a soldier, the role of women on the frontline, people’s reactions to the announcement of war. Exploring the armistice and treaties agreed at the end of the First World War and the impact on the countries involved.  **Focus - World War 2 (Term 2)** The outbreak of the Second World War and the events that caused this. Using a range of historical sources to research and learn about key events and their impact in Britain (*‘Battle of Britain’, ‘The Blitz’, ‘D-Day’, ‘VE Day’ plus the effects of evacuation, rationing and life on the home front).* Identify and compare changes across world war one and two.  Key Skills:   * Understanding different types of causes of an event/s * Describe and make links between events/changes * Give detailed reasons for events and changes * Use sources of information to hypothesise and question bias. * Compare and contrast * Indpependent research of a particular point in history using a variety of sources. * Evaluate evidence. * To choose the most reliable forms. * Asking questions. * Order significant events on a timeline. * Understand world history. * Study impact of world war two on the local area. |
| Art and design **Focus – Henry Moore (Term 1)**  **Skills: Drawing and Sculpture**  Exploring the work of Henry Moore. Exploring his style of drawing as well as sculpture and how he uses lines to influence the affect of the work. Developing skills and techniques with mark making using a range of media *(acrylic, watercolour, pastels, pen).*). Creating own impressionism artwork based on the styles and artists explored.  Key skills:   * Explore and collect visual and written information * Make comments on ideas/methods/approaches used in own work and others work * Use a range of mark making skills with different media * Use paint and pastel for contrasting textures/colours * Demonstrate a wide variety of ways to make different marks with dry and wet media. * Identify artists who have worked in a similar way to their own work. *  Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape * Develop skills in using clay inc. slabs, coils, slips, etc. * Create sculpture and constructions with increasing independence. | Design Technology  **Focus – How did rationing affect how the nation ate? (Term 2)**  Understanding the impact of the war on food. The children will explore rationing and the reasons for this. Exploring the impact of rationing on nutrition. Aswell as looking at the seasonality of food and how this changes what we used to eat. Children will research where food has come from today and how this was limited in the war.  Children to design their own meal based on the food readily available at the time.  Key skills:   * Collect ideas * Reasearch in food shortages * Researching where food grows and why. * Learning techniques for cutting,slicing, dicing * Explore nutrition * Kitchen skills. | Computing  **Focus – Programing: Introduction to Phython**  Python is used by programmers in the real world. They often code in pairs, working collaboratively.  We will be learning to input information in Python and generate an output by running the code  **Key skills:**  • author a simple program that outputs information  • input key information accurately  • understand the importance of the order of the code    **Understanding techonology: communication (Term 2)**  In this unit, the class will learn about the World Wide Web as a communication tool. First, they will learn how we find information on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines. They will then investigate different methods of communication, before focusing on internet-based communication. Finally, they will evaluate which methods of internet communication to use for particular purposes.  Key Skills:   * To identify how to use a search engine To describe how search engines select results To explain how search results are ranked To recognise why the order of results is important, and to whom To recognise how we communicate using technology To evaluate different methods of online communication |
| French  Focus: **Autumn features. Revision des couleurs et des fruits. (Term 1)**  **Vocabulary:**  Un ciel noir  Un soleil rouge  Une lune rousse  Un éclair blanc  Une foret noire  Une feuille rouge  Une plume rousse  Une pomme verte  Un prune jaune  Une poire – verte  Du raisin noir et blanc grappe  Argentée -  Dorée  L’été nous dit au revoir  C’est l’automne  Le vent du soir  Le brouillard épais  La brise d’été  **Vocabulary : The opposite adjectives in masculine and feminine forms :**  Sombre/coloré(e) – joyeux(se)/triste – clair(e)/foncé(e) calme/agité(e) – joli(e))/laid(e).  **French Autumn poems.**  -Learn and recite an Autum poem as the whole class.  -Write independently and share/read to others an autumn poem.  **Grammar:**   * Create your own poem using the vocabulary learnt this term and before. * Making Rhymes. * Masculine and feminine form- The adjective “agree” with the noun.   **Numbers 1 to 69**  1 -20 Un, deux, trois, quatre….vingt.  21-30 Vingt-et-un, vignt-deux, vingt-trois…Trente  31-40 Trente-et-un, trente-deux, … Quarante.  41-50 Quarante-et-un, quarante-deux, … Cinquante.  51-60 Cinquante-et-un, cinquante-deux… Soixante.  61-69 Soixante-et-un, soixante-deux, soixante-trois…  Key skills:   * I pronounce words correctly   - I can count orally and write numbers from 1 – 69  - Add and substract numbers in French  - Explore and collect visual and written information   * I pronounce words correctly   - I understand the main point in short written texts   * I use dictionary to work out meaning or to expand my vocabulary in a specify topics learnt * I write short texts on familiar topics * I am beginning to read on familiar topics independently * Develop a growing vocabulary * Write sentences using expressions learnt   **Numbers 1 to 60**  1 -20 Un, deux, trois, quatre….vingt.  21-30 Vingt-et-un, vignt-deux, vingt-trois…Trente  31-40 Trente-et-un, trente-deux, … Quarante.  41-50 Quarante-et-un, quarante-deux, … Cinquante.  51-60 Cinquante-et-un, cinquante-deux… Soixante.  61-69 Soixante-et-un, soixante-deux, soixante-trois…  **Focus (Term 2): Physical description. The face, the physical apparence.**  **Grammar:**   * Use of 1st person and 3rd person to describe ourself and others * Masculine and feminine form- The adjective “agree” with the noun it describe. E.g.,   J’ai les yeux bleus et les cheveux blonds et courts   * I have blue eyes and blonde and short hair   Elle a les yeux marrons et les cheveux bruns et longs  She has brown eyes and brown and long hair   * Talking about an oak tree:   Il est grand, gros et vieux. – He is tall, large and old   * Negative and positive forms:   Elle ne porte pas de lunettes – She doesn’t wear glasses.   * Il porte une moustache. He wears a moustache.   **Vocabulary:**  Le visage, les yeux, le nez, la bouche, les oreilles,  les cheveux, la barbe, la moustache, les lunettes.  Bleus, verts, marrons, noirs, chatains, blonds, bruns,  roux, raides, ondulés, frisés, courts et longs.  Vieux /vieille, jeune - Gros/ grosse - maigre –  petit/ petite.  Face, eyes, nose, mouth, ears, hair, beard, moustache, glasses.  Blue, green, brown, black, dark blonde or light brown, blond, brown, ginger or red. Straight, wavy, curly, short and long.  Old, young, big or large, slim or thin, short or tall.  Key skills:   * Explore and collect visual and written information * I pronounce words correctly * I use dictionary to work out meaning or to expand my vocabulary in a specify topics learnt * I write short texts on familiar topics * I am beginning to read on familiar topics independently * Use short phrases to respond * Develop a growing vocabulary * Write sentences using expressions learnt   Numbers 70 to 110.  70-79 – Soixante-dix, soixante-et-onze,…  80-89 – Quatre-vingt, quatre-vingt-un….  90-99 - Quatre-vingt-dix, quatre-vingt-onze…  100-110- Cent, cent-un, cent-deux, cent-trois…  Key skills:   * I pronounce words correctly * I can count orally and write numbers from 70– 110 * Add and substract numbers in French | Religious Education  Term 1 Focus: What is the best way for a Muslim to show commitment to god?  Term 2 Focus:  What does Christmas teach Christians?  Key Skills:   * Describe and understand religious sources, stories and beliefs * Suggest similarities and differences between beliefs and religions studied * Describe the importance of key figures in a religion and reasons why they were influential * Recognise Holy Books and their teachings | Music  **Focus –How was music used within the war?**  **Jazz music**  **DYNAMICS**  Key Skills:   * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. * Improvise and compose music for a range of purposes using the interrelated dimensions of music. * Research purposes of music and the affect it had on society * Listen with attention to detail and recall sounds with increasing aural memory. * Complete music appraisals sharing personal responses and detailed ideas * Understand and use musical terminology correctly |
| Physical Education  **Focus – Rugby and Dance (Term 1)**  **Basketball and Gymnastics (Term 2)**  Term 1 Rugby Key Skills:   * Consolidate passing and moving * Consolidate defending * Create, understand and apply attacking/defending tactics in game situations * Consolidate attacking and defending in min games   Term 1 Dance Key Skills   * Creating rhythmic patterns using our body * Extending our choreography through controlled movements, character emotion and expression * Explore the relationships between characters applying character emotion and expression * Performance and reflection   Term 2 Basketball Key Skills   * Consolidate keeping possession, develop officiating * Consolidate defending * Create, understand and apply attacking tactics in game situations * Create, understand and apply defending tactics in game situations   Term 2 Gymnastics   * Introduction to matching/mirroring * Application of matching/mirroring * Learning onto apparatus * Sequence development | **PSHE:**  **Being me in my World:**   * Re-establishment of school rules and expectations * Universal rights (United Nations Convention on the Rights of the Child) * Know about the lives of children in other parts of the world * Know that personal choices can affect others locally and globally discussing impact * Setting personal goals and targets reflecting independently and sharing these within the class. Actively involved in the target setting in books and what they are striving towards building upon prior learning and their end goal. E.g sats, end of school production etc.   **Celebrating Difference:**   * Know that people can hold power over others individually or in a group * To know reasons why people choose to bully * Know that power can play a part in a bullying or conflict situation and learn strategies for how to deal with this and wider bullying issues. * Know that there are different perceptions of ‘being normal’ and where these might come from * Know that difference can be a source of celebration as well as conflict * Re-visit e-safety, kindness online and who to speak to if you are bullied or notice this in a friend. | Stunning start: **Britain at War!** – When was 1914 and what was life like? Today is all about exploring the time of the first world war.  Marvellous middle: **Trench Experience Day** – Attention! It is 1914 and the children are soldiers who have been recruited into the British army and are being sent to the Front Line. On arrival they have to complete a recruitment test (filled with authentic questions from the originals!), select and choose items to keep in their kit bag and learn war time musical classics from the period. Afterwards, the children complete a sensory experience activity exploring the sights, sounds and smells of the Front Line Trenches before finishing with a rigorous assault course and fitness exam. All activities are completed under the watchful eye of the Year 6 Sergeant-Majors…have you got what it takes to be a soldier in the Polegate Regiment?  Fabulous finish: **London Trip –** Children will have the exciting opportunity to visit the Imperial War Musuem and Churchill’s Cabinet War Room where they will have first hand experience of objects from both world wars, the chance to walk through a life size model of the trenches and learn more about the life of soldiers and people back home in Britain. |