Year group: 6

Term: Summer 1

Topic:

A Child's War

Opportunities for outdoor learning:

Anderson Shelters - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. A siren sounds, a building crumbles, a Spitfire zooms overhead. Take cover. It's 1939 and Britain is at war. Deep down in the Anderson shelter, learn why nations are fighting and why child evacuees must make the long journey from their homes and families into unknown territory. Read the diary of Anne Frank, written whilst hiding from the terrifying storm troopers in a secret annexe, and try to empathise with her hopes and fears. Make do and mend. Cook up a family meal from meagre rations. Delve deep into a bygone era, when loose lips sunk ships. And, as peace is declared, let's get ready to celebrate. Mr Churchill says 'It's an unconditional surrender.

PSHE objectives:

- Integrity, courage, Compassion
 Learn to recognise there are human rights, that are there to protect everyone. Learn about the relationship between rights and responsibilities.
- Year 6 Explain where human rights came from and that there are laws to protect human rights in the UK.

History objectives:

- Know and understand significant aspects of the history of the wider world:
- Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power;
- Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.improvements in healthcare; advancements in technologies or exploration.

Geography objectives:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics

Art objectives: Create propaganda posters

Reading:

- Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

PE objectives: striking and fielding AND ATHLETICS

- Use running, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate and

Science objectives: LIGHT

STEM activities Explore, design and build Anderson Shelters

RE objectives: PENTECOST

- The courage to be a witness
- Jesus appears to his disciples.
- The Ascension of Jesus.
- Stephen chosen to spread the Word.
- Witnesses to the Easter Message: Lydia.
- Modern witnesses to the power of the Holy Spirit
- Ourselves as witnesses.

RECONCILIATION

- When people become sick and need care.
- Jesus cares for the sick
- Caring for those in need; a Christian responsibility.
- Sacrament of the Anointing of the Sick
- The Sacrament of the Anointing of the Sick during Mass
- The Sacrament of the Anointing of the Sick for those who are very ill.
- Lourdes, a place of healing.

Kernow Cluster Topic Overview Sheet

Objectives

Maths objectives: WALT





Opportunities for trips / visitors:

Whole class texts:

Once

SATS style Questions – identifying question types and skills to answer them

English objectives: letter, narrative, balanced argument, motivational speech

In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Make detailed notes on an appropriate planning format, drawing on reading and research where necessary.

Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

Use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining).

Languages objectives: French

- listen attentively to spoken language and show understanding by joining in and responding
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

Design Technology objectives:

1940's toys -Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

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A Child's War

Kernow Cluster Topic Overview Sheet Skills

Plymouth



Links to previous topics: famous British achievements

PSHE:

Understand that we can make a difference to someone else's life

British values:

The history and values of the British people

History skills:

- Identify and understand significant British achievements.
 a local history study
- Examples (non-statutory)
- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality
- a study of an aspect of history

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Geography skills:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics

Art skills:

Propoganda posters and audiences effect

Maths skills:

PE skills:

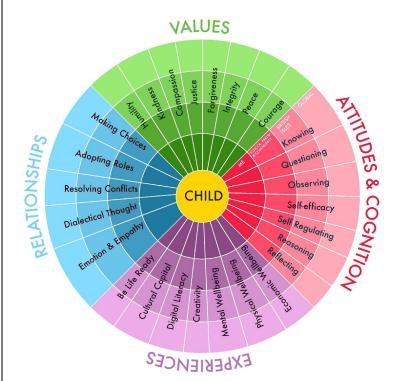
- Use a range of throwing and catching skills with control to keep possession and to score goals / points.
- Be aware of space and members of the opposition.
- Use a variety of simply tactics for attacking and keeping possession of the ball.
- Understand the need to defend and attack.
- Become increasingly familiar with the rules of the game.

Music skills:

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Computing skills:

Build on powerpoint and presentation skills



Science skills: userr

STEM activities Explore, design and build Anderson Shelters

Stem activities

RE skills:

Beliefs, teaching & sources

Celebration and ritual

Social & moral practices & way of life

Learning from religion

Engagement with own & others' beliefs & values

Engagement with questions of meaning

Opportunities for home learning / cultural capital

Research connections to WW2 and Cornwall

Identify other significant moments

Set homework:

Closing the Gap - maths / spag

Key spellings

English skills:

- develop their understanding of the concepts set out in English appendix 2 by:
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
- learning the grammar for years 5 and 6 in English appendix 2
- indicate grammatical and other features by:
- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semicolons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently

Design Technology skills: design and create bridges

- Talk in depth about ideas, plans and reasons for choices.
- Select and use an increasing range of tools to cut, shape and join materials and components.
- Select an appropriate way to improve the appearance of a product.
- Evaluate ideas and products against design criteria; and suggest ways in which products can be improved.