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| Year group: 6   |  | Term: Summer 1  |  | Topic:<br><div>A Child's War</div>   |  | Kernow Cluster Topic Overview Sheet<br><br>Objectives   |  | <div></div> <div></div> |  |
| <b>Opportunities for outdoor learning:</b><br><br><b>Anderson Shelters</b> - 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.  |  |  |  |   |  | Opportunities for trips / visitors:  |  |
| <b>PSHE objectives:</b> <ul style="list-style-type: none"><li>● Integrity, courage, Compassion<br/>Learn to recognise there are human rights, that are there to protect everyone. Learn about the relationship between rights and responsibilities.</li><li>● <div>Year 6</div> Explain where human rights came from and that there are laws to protect human rights in the UK.</li><li>●</li></ul>   |  | <b>Reading:</b> <ul style="list-style-type: none"><li>● Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li><li>● Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li><li>● 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.</li><li>● Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li></ul>  |  | <b>Whole class texts:</b> <ul style="list-style-type: none"><li>● Once<br/>SATS style Questions – identifying question types and skills to answer them</li></ul> |  |   |  |  |  |
| <b>History objectives:</b> <ul style="list-style-type: none"><li>● Know and understand significant aspects of the history of the wider world:</li><li>● Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li><li>● Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power;</li><li>● 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.</li></ul> |  | <b>PE objectives:</b> striking and fielding AND ATHLETICS <ul style="list-style-type: none"><li>● Use running, throwing and catching in isolation and in combination.</li><li>● Play competitive games, modified where appropriate and</li></ul>  |  | <b>Maths objectives: WALT</b>  |  | <b>English objectives: letter, narrative, balanced argument, motivational speech</b><br><br>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.<br><br>Make detailed notes on an appropriate planning format, drawing on reading and research where necessary.<br><br>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.<br><br>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own<br><br>Use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining). |  |  |  |
| <b>Geography objectives:</b> <ul style="list-style-type: none"><li>● 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</li><li>● name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics</li><li>●</li></ul>   |  | <b>Science objectives:</b> LIGHT<br><br>STEM activities Explore, design and build Anderson Shelters   |  |  |  | <b>Languages objectives:</b> French <ul style="list-style-type: none"><li>● listen attentively to spoken language and show understanding by joining in and responding</li><li>● engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li></ul>   |  |  |  |
| <b>Art objectives:</b> Create propaganda posters  |  | <b>RE objectives:</b> PENTECOST <ul style="list-style-type: none"><li>● The courage to be a witness</li><li>● Jesus appears to his disciples.</li><li>● The Ascension of Jesus.</li><li>● Stephen chosen to spread the Word.</li><li>● Witnesses to the Easter Message: Lydia.</li><li>● Modern witnesses to the power of the Holy Spirit</li><li>● Ourselves as witnesses.</li></ul> RECONCILIATION <ul style="list-style-type: none"><li>● When people become sick and need care.</li><li>● Jesus cares for the sick.</li><li>● <del>Caring for those in need: a Christian responsibility.</del></li><li>● Sacrament of the Anointing of the Sick.</li><li>● The Sacrament of the Anointing of <small>the Sick during Mass.</small></li><li>● The Sacrament of the Anointing of the Sick for those who are very ill.</li><li>● Lourdes, a place of healing.</li></ul> |  |  |  | <b>Design Technology objectives:</b><br><br><b>1940's toys</b> -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.  |  |  |  |

