

History

Why was the Battle of Britain a turning point for British history?

Pupils will learn about the Second World War in Europe and why the Battle of Britain was such a significant turning point in British History.

They will learn about timeline events such as:

- the outbreak of the war,
- the Battle of Britain,
- the heroic rescue at Dunkirk,
- the Blitz,
- the D-Day landings,
- the liberation of the concentration camps and the celebrations of VE Day.

During the unit they will also:

- Research the lives of the ordinary people who faced the Blitz and had to deal with rationing and evacuation.
- Learn about the inspiring stories and achievements of significant people such as Anne Frank and Winston Churchill.
- Discuss why World War 2 started, and what was meant by the 'Phoney War'.
- Examine some major events leading up to the Battle of Britain.
- Develop a familiarity with the location of the countries involved in the first year of World War 2.
- Understand more of the German plans for invading Britain and the role aircraft played.

Year 6

Spring 2 Curriculum Map

Big Learning Question (Theme):

Why was the Battle of Britain a turning point for British history?

Links to Our School Values &



The British Values

Pupils will learn about showing **mutual respect and tolerance** to those with different faiths and beliefs by discussing rules and beliefs of different faiths in RE and during circle time.

Pupils will continue to use **individual liberty** with making decisions about their learning in lessons. They will be reminded of **the rule of law** when learning & embedding the school rules and value the importance of **democracy** during their Mock Trial fantastic finish in History. They will also have **self-belief** and **determination** as they prepare for and sit the KS2 SATS exams.

Save The Dates!



Day: World War 2 movie day

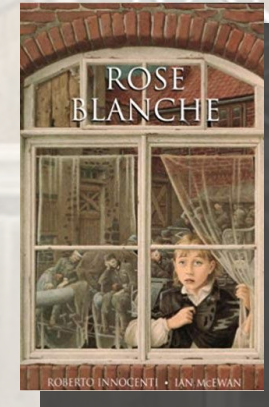


Finish: Mock trial: Rose Blanche Art display

Presenting Day - 23rd May 2019

English

Learning will be based on our Main Text:



Rose Blanche by Roberta Innocenti

Pupils will continue to explore the underlying themes in this story.

They will make lots of cross curricular links with History & RE through role play & drama.

Writing outcomes:

- Newspaper article
- Short Story
- Non-chronological report
- Predictions
- Writing in role

Reading:

In preparation for SATS, pupils will have regular reading sessions where they will focus on key reading skills such as inference, retrieval and prediction.

They will explore the best strategies to help them to be successful in comprehension and work on time and pace.

They will be creating their own comprehension questions using the reading domains for their friends to answer.

Maths

Revision for SATS

Solving Problems & Reasoning

During the lead up to the SATS, pupils will be working on a range of topics within maths.

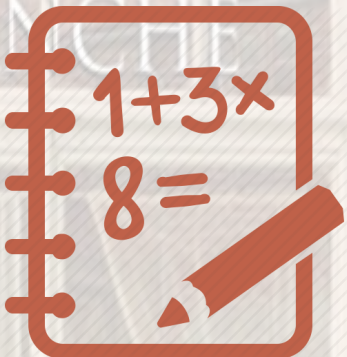
They will focus on using and applying their prior knowledge on to word problems and reasoning style questions.

They will work in pairs and groups to talk through the most effective strategies when solving problems.

Daily/weekly homework will be given out to consolidate learning. This will be dependant on outcomes of the lesson during the day.

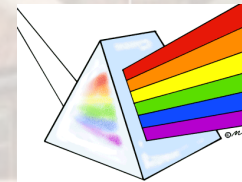
Key areas pupils will focus on:

- Ratio & Proportion
- Measurement
- Calculations
- Fractions, decimals & percentages
- Statistics
- Number & Place Value
- Arithmetic
- Shape, space & Measure
- Algebra
- Geometry



Science

Can we solve the mystery of the missing laptop? (Light)



By the end of this unit, all pupils should be able to:

- 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

Pupils will develop their scientific thinking by:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording results using scientific diagrams and labels, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

Religious Education

Spirituality through Art



Pupils will be exploring how people connect with—and express—their spirituality through art.

They will:

- understand that light is often a source of inspiration for people; explore how this is reflected in art, architecture and ritual.
- understand that it is possible to convey powerful beliefs and emotions through art; think about the creative ways they might use to express their emotions and beliefs.
- understand that many representations in religious art are symbolic; begin to understand how symbols can represent aspects of their life.
- understand that religious art and architecture reflect the artist's aesthetic sense as well as their religious beliefs; understand that aesthetics can be a matter of individual taste.

Computing

Pupils will be learning about:

- **Digital Literacy:** E-Safety (How to stay safe online & when using technology).
- **Computer Science:** Building on from their learning on programming using Lift off, pupils will develop their knowledge of Loops and Sequences and use programming (Understanding controls 1– 5)
- **Cross-curricular information technology (using IT to research our topics):** researching WW2 & Creating power-points for their Presentation Day.

PSHE

Relationships



Overarching aims of this terms theme:

Identity (personal qualities, attitudes, skills, attributes and achievements and what influences these)

Relationships (including different types and in different settings)

Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)

Diversity and **equality** (in all its forms)

Rights (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)

A **healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)

Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)

During their lessons, pupils will be taught:

- How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- How to recognise and manage emotions within a range of relationships
- How to recognise risky or negative relationships including all forms of bullying and abuse
- How to recognise and manage emotions within a range of relationships
- How to respond to risky or negative relationships and ask for help
- How to respect equality and diversity in relationships.

French

Our School



By the end of this unit:

All children should be able to:

- listen and respond to topic vocabulary;
- demonstrate understanding with actions;
- write sentences converting le/la to un/une;
- answer questions using the topic vocabulary.

Most children will be able to:

- ask and answer questions using the topic vocabulary;
- from memory, begin to know if nouns from the topic are masculine or feminine.

Some children will be able to:

- use a dictionary/the internet to develop topic
- vocabulary further;
- write a sentence with an adverbial phrase e.g.
- I like to sing in the music room. 'J'aime chanter
- dans la salle de musique'.

Home Learning

Reading: Year 6 pupils will receive weekly tasks related to their reading journals. These tasks will support with reading skills and writing summaries.

Daily/Weekly homework activities will be linked to SATS revision for this half-term. These will be completed through CGP Learning books that pupils have been provided with.

A creative project homework will be provided

PE

Circuit Training (Indoor) Rugby (Outdoor)

In indoor PE pupils will focus on:

- Co-ordination
- Speed
- Fitness

In outdoor PE lessons will focus on:

- Throwing & catching
- Moving & Dodging
- Tagging
- Intercepting
- Attacking & defending tactics

Music

Y6 Music Production

During the summer term, Year 6 will work on their end of year musical production which will be performed to the school, parents and Governors towards the end of the academic year.

Children rehearse weekly, focusing on the songs, staging, script and acting. This whole unit of work gives an opportunity for the class to use their individual creativity and collaborate with one another to produce a final performance.

