

## Maths

- Fractions, decimals and percentages.
- Four operations.
- Algebra.
- Four operations in the context of money.
- Measurement: time
- Geometry: position and direction.
- Geometry: properties of shapes.
- Ratio and proportion.

## Geography

- Explore a European region other than Britain: Germany and France.
- How our local area was affected by WWII.

## History

- Why WWII started and the impact on the wider world, including the Holocaust.
- The impact of WWII on Britain and the everyday lives of British people, covering topics such as: rationing, evacuation, the Blitz, key figures.

## PSHE/SMSC/British Values

- What different changes do we or might we experience?
- How will I feel if I lose something or someone or if things change?
- How have I been affected by changes I have already experienced?
- How are my friendships and relationships changing?
- In what different ways do people grieve?
- How might I or other people behave when we are living through change?
- How might I feel when I move to another school?

**Miss Carson and  
Mrs Blake**

## Science

Light – how we see things.

- 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 eyes.
  - Explain that we see things because light travels from light sources to our eyes or from light sources, to objects, 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.
  - Investigate the best materials for blackout.
- Electricity – changing circuits.
- 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.
  - Use recognised symbols when representing a simple circuit in a diagram.

## English

- To understand aspects of Narrative Structure – develop their understanding of viewpoint and learn to take account of viewpoint in a novel through identifying the narrator; explain how this influences the readers' view of events and how events might look from a different person's point of view.
- To recognise how poets, manipulate words and analyse how messages, moods, feelings and attitudes are conveyed in poetry
- To write own stories using flashbacks or a story within a story to convey the passing of time
- Word Classes; higher-level punctuation; grammar & dictation; complex sentences

## Languages (French)

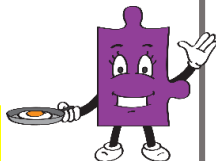
- Learn the French for sports and free time activities
- Understand how to order say what their hobbies are in French.

## Computing

- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.

## Art/DT

- WWII propaganda posters using appropriate medium and style.
- 'Make-do-and-mend' rag rugs and pom-poms, manipulating and joining, using a range of materials.
- Plan, prepare and produce a menu using ingredients available during rationing and those which are home grown.
- Follow instructions to assemble a model Spitfire from sheet materials.



## World War II

### Year 6 Spring Term 2020

**Key vocabulary:** Air raid, Anderson shelter, allies, allotment, Armed Forces, blackout, Blitz, British Empire, civilians, Civil Defence, Commonwealth, concentration camp, coupons, D-Day, evacuee, evacuation, gas mask, home front, Home Guard, Holocaust, host family, invade, Jews, land army, liberate, military, munitions factory, naval, Nazi, Prime Minister, prisoner of war, propaganda, rationing, refugee, scrap metal, siren, slogan, steam train, telegram, warden.

Learning Culture - **LORIC**

## PE

- Link ideas, skills and techniques with control, precision and fluency when performing basic skills.
- Understand composition by performing more complex sequences.
- Describe how to refine, improve and modify performances.
- Demonstrate specific aspects of warm-up and describe effects of exercise on the body.

## RE (Judaism)

- Know that there are different groups of Jewish people and compare and contrast traditional and progressive Judaism.
- Understand the basic difference between a traditional and progressive Synagogue.
- Know some differences between the ways traditional and progressive Jews celebrate Shabbat.
- Develop a deeper understanding of the Jewish scriptures and their teachings.
- Know the Jewish calendar, develop knowledge of key festivals/dates.

