

History World War II	Key Skills
I know how and why WWII began and who were the key countries involved	See two sides of a question and can offer arguments on both sides
I understand why Britain went to war again 20 years later	See why some people might have different interpretations of the same event
I understand what life may have been like for evacuated children during WWII	Raise historical questions and answer them
I can retell the main events of the evacuation at Dunkirk	Understand what is meant by a turning point.
I know how Britain won the Battle of Britain	Recognise primary and secondary sources and explain the difference
I know what life may have been like during the Blitz	
I know how Britain coped with the effect of the war on the home front	
I can use dates and specific terms confidently to establish period detail	

English
Year 6 follow the National Curriculum for English focussing on spoken language, reading and writing. We work to the Year 6 expectations of spelling, vocabulary and grammar.
Talk For Writing—Spiderwick Chronicles Explanation texts
Grammar- revision of key stage 2 content
Spelling –Read Write Inc pathway

Science	Key Skills
Working scientifically	I can record data and results using scientific diagrams and labels, classification keys I can explain causal relationships in an enquiry.
Living things and their habitats – Classifications and the Linnaean System	I can classify living things into broad groups according to observable characteristics and based on similarities & differences. I can describe how living things have been classified. I can give reasons for classifying plants and animals in a specific way.

Year 6 – Autumn Term 1

‘World War Two’

Subjects and skills

Computing	Key Skills
Blogging and programing	To know the qualities of a good digital citizen. To use a search engine and know how they select and rank results. To recognise why the order of results is important, and to whom. To recognise how we communicate using technology and evaluate different methods of online communication.

Maths
We follow the National Curriculum Year 6 Programme of Study in Maths. Topics for this half term include Place value, addition, subtraction, multiplication and division

PE	Key Skills
Invasion games	I can pass a ball accurately to a target I can develop my first touch control I can dribble a ball I can perform a dance fluently and with control
Dance	I can use dance terminology I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances. I can use counts when choreographing to improve the quality of my work.

PATHS
Study and organisational skills

Languages	Key Skills
French	To use avoir in the 3rd person I understand how adjectives must agree with nouns in French I can describe someone’s nationality in French and ask what nationality someone has. Begin to recognise adjective agreement in French and how endings change depending on whether nouns are masculine or feminine e.g. Il vs Elle

Design & Technology– Sewing Unit
Identify needs, wants and preferences of consumer.
Use surveys, interviews, questionnaires and web resources to research (e.g. research existing products, costs, sustainability and impact).
Develop design specification to guide thinking.
Join fabric using over sewing, back stitch, blanket stitch or machine stitching.
Accurately measure, mark out and shape materials. I can accurately assemble and combine materials.

Music—Charanga
You've Got A Friend
I can perform with accuracy, fluency, control and expression
I can listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.

RE	Key Skills
Does religion bring peace, conflict, or both?	To consider one narrative, many beliefs: Why do people interpret things differently?
Multifaith	I can state the similarities and differences between several religion’s view on peace. To recognise some areas of controversy when interpreting and explaining the nature of religion and belief To learn about a famous religious figure who worked to bring about peace.