

## History- World War Two

Know how and why WWII began and some of the key moments  
Know how my local area was affected by WWII bombings  
Know how Britain coped with the effect of war on the home front  
Know how the Battle of Britain was won. With the success criteria  
Know how the Allies helped win the war  
Know how the war was won. Did the 'few' win the war for the many

## Art & DT—War artist study: Paul Nash

Use vocabulary to compare and evaluate the work of different artists  
Know about art from different periods of history and about a famous artist in detail  
Respond to artwork from a historical period by making my own responses to chosen style  
Understand background, foreground and middle ground and use one point perspective  
Experiment with a range of media to overlap and layer creating texture  
Explain why I have chosen specific techniques and tools

## RSHE: PATHS : Emotions and Resilience

Review PATHS objectives  
Re-introduce and identify steps of problem solving  
Know and use techniques to calm down  
Discuss peer pressure  
Discuss the importance of independent decision-making

## Music—Singing (Happy) and Glockenspiel

Listen to and appraise a song  
Sing in solo, unison with diction and pitch control  
Play a rhythm to a song with instruments  
Perform a song with musical accompaniment

## English

Talk For Writing

### **Short Burst Writing**

Practise key skills based on year 6 writing toolkit

### **Narrative including chasing/hiding plot**

**BASE TEXT:** The Ironwood Tree/The Wrath of Mulgrath (The Spiderwick Chronicles) by Holly Black:

**Outcome:** To write an exciting suspense story with a chasing/hiding plot.

**Innovated write:** Children will write the chasing/hiding part of the story from the perspective of the creature (change of viewpoint)

**Independent write:** Children will write their own suspense story with a chasing/hiding plot

# Year 6 – Autumn Term 1

## Subjects and skills

## RE - Does religion bring peace, conflict, or both?

Revise key information about the main religions  
Consider one narrative many beliefs  
Have an understanding of what a Just /holy war is  
Understand the relationship between Christianity and conflict  
State the similarities and differences between several religions  
view on peace  
Recognise some areas of controversy when interpreting and explaining the nature of religion and belief  
Learn about a famous religious figure who promotes peace

## Languages (French ) - Salut Gustave!

Greet people and tell them how I am  
Read and answer questions in French  
Talk about sister and brothers  
Say what people have and don't have using "avoir "in the 3rd person  
Spot the difference between positive and negative  
Describe a family member

## Science – Animals -including Humans

Identify and name the parts of the circulatory system  
Understand and explain the circulatory system's role in the body  
Investigate the effect of exercise on the body  
Know the parts of the heart and the sequence of blood flow  
Understand the impact of diet on the body  
Understand the impact of drugs and alcohol on the body

## Working scientifically

Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  
Use diagrams to present findings  
Can make predictions  
Can make conclusions and explain relationships/differences in results

## PE— Yoga or swimming, Health and fitness

### **Yoga**

Develop an understanding of yoga.  
Develop flexibility through the sun salutation flow.  
Develop strength through yoga flows.  
Create your own flow showing quality in control, balance and technique.  
Work collaboratively to create a controlled paired yoga flow.  
Create your own yoga flow that challenges technique, balance and control.

### **Health and Fitness**

Take part in a range of fitness challenges to test and record their scores.  
Learn different components of fitness including speed, stamina, strength, coordination, balance and agility.  
Work at their maximum and improve their fitness levels. Persevere when they get tired or when they find a challenge hard and support others to do the same.  
Recognise areas in which they make the most improvement using the scores they have collected.

## Computing—Online safety and Communication

Know the potential risks of technology online and how to minimise risks.  
Use different search engines  
Understand how results are ordered  
Evaluate different methods of online communication