




A Childs War – Autumn 1 - Year 6



<p align="center">History- A child's war</p> <p align="center">Intent</p> <p>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 stormtroopers 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.</p>	<p align="center">Science</p> <p align="center">Light</p> <p align="center">Intent</p> <p>To be able to explain how light travels and is interpreted.</p>	<p align="center">Art and Design - Photography</p> <p align="center">Intent</p> <p>Through developing their photography skills, children cover useful artistic concepts in a new context, looking at: composition, colour, light, abstract images and underlying messages. Familiarising themselves with new photography artists, children gain a new perspective on the way they look at the people and objects around them, capturing and presenting images in different ways.</p>	<p align="center">RE</p> <p align="center">Beliefs and Meanings – Christianity – Is anything ever eternal?</p> <p align="center">Intent</p> <p>Children will learn to evaluate different beliefs about eternity and to understand the Christian perspective on this.</p>
<p align="center"><u>National curriculum links</u></p> <p>British history extends past 1066.</p>	<p align="center"><u>National curriculum links</u></p> <p>Yr. 6 programme of study – light</p> <ul style="list-style-type: none"> 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. 	<p align="center"><u>National curriculum links</u></p> <ul style="list-style-type: none"> Become proficient in drawing, painting, sculpture and other art, craft and design techniques Evaluate and analyse creative works using the language of art, craft and design To improve their mastery of art and design techniques. 	<p align="center"><u>National curriculum links</u></p> <p align="center"><u>(Areas of Enquiry A-F)</u></p> <ul style="list-style-type: none"> AT1 A Beliefs, teaching and sources AT2 E Meaning, purpose and truth
<p align="center"><u>Key knowledge components (taken from KO's)</u></p> <ul style="list-style-type: none"> WW2 lasted from 1939-1945. There were two sides, Axis powers (Germany, Italy, Japan) and the Allied powers (Britain, France Soviet Union and America). The Impact of the Blitz on Britain. The government decided to evacuate children from the cities to the countryside where it was safer. They went to live with families they didn't know. 	<p align="center"><u>Key knowledge components (taken from KO's)</u></p> <ul style="list-style-type: none"> Light travels in a straight line. When you place a torch on a table in a dark room, the beam travels in a straight line. Reflection is when light bounces off a surface – this changes the direction in which light travels. Because light travels in straight lines, when there is an opaque object blocking the light, a shadow is formed. These shadows have the same shapes as the object that casts them. The size of the shadow changes as the light source moves. Light travels in a straight line and hits an object, the ray of light is reflected off the object and travels in a straight line to the eye allowing it to see the apple. 	<p align="center"><u>Key knowledge components (taken from KO's)</u></p> <p>Photomontage is a type of collage in which photographs are placed into a single composition.</p> <p>The frame in photography, refers to the way you plan the composition to draw attention to something.</p> <p>Contemporary artists are artists who are alive and currently making art work.</p>	<p align="center"><u>Key knowledge components (taken from KO's)</u></p> <ul style="list-style-type: none"> I can explain the difference it would make to know that something was eternal. I can explain why Christians believe some things are eternal and the difference this makes to them. I can give me own answer to whether anything is eternal and give my reasons.
<p align="center"><u>Key progression skills</u></p> <p><u>People in the past and how they lived.</u></p> <p>I can compare and contrast challenges for Britain, Europe and the wider world 1901 to the present day.</p> <p><u>Historical Events</u></p> <p>I can interpret a key historical event and evaluate looking at different viewpoints from the event/ time period.</p> <p><u>Chronology - Finding out about the past</u></p> <p>I can extend and deepen chronological knowledge and understanding of British, local and world history.</p> <p><u>Finding out about the past - Enquiry</u></p> <p>I can use sound evidence to support enquiry and conclusions</p> <p>I can use appropriate terminology and methods to present information about the past.</p>	<p align="center"><u>Key progression skills</u></p> <p>PZAZ focus areas for whole school KS2 (Y6 focus)</p> <p>Can define the 3 Types of Variable (1 week)</p> <p>Can name 5+ of the 3 types of Variable (1 week)</p> <p>Can construct questions from chosen variables (1 week)</p> <p>Can identify variables from questions.</p> <p>Can justify a prediction (1 week)</p> <p>Can list equipment needed to carry out an investigation (1 week)</p> <p>Can write a method for an investigation (1 week)</p> <p>Can identify risks and mitigation procedures associated with an investigation (1 week)</p> <p>Can produce a full plan for an investigation (2 weeks)</p>	<p align="center"><u>Key progression skills</u></p> <p><u>Craft, design, materials and techniques:</u> Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.</p> <p><u>Creating original artwork:</u> Develop personal, imaginative responses to a theme.</p>	<p align="center"><u>Key progression skills</u></p> <ul style="list-style-type: none"> I can use increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. I can explain how religious sources are used to provide answers to ultimate questions and ethical issues.
<p align="center">Implementation</p> <ul style="list-style-type: none"> Mind map of what they already know about the topic and explore related vocabulary Why did WW2 happen and how were people in the UK and Europe affected by this. Timeline of significant event during World War 2, chronological order of events Blitz and the air raids Creation of Anderson shelter and their impact. Rationing – what did this mean for children? 	<p align="center">Implementation</p> <ul style="list-style-type: none"> To recognise that light appears to travel in straight lines (PZAZ 6.6 Three holes and a torch activity) To 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 (PZAZ 6.6 The tube and candle activity) To 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 (PZAZ 6.6 Luminous and non – luminous activity) 	<p align="center">Implementation</p> <ol style="list-style-type: none"> 1)Photography – Truisms 2) Photography – Macro Photography 3)Photography – Self portraits 4)Photography – Expressions in Photography 	<p align="center">Implementation</p> <ul style="list-style-type: none"> Does anything last forever? Revisit the question – Does anything last forever? Link to wedding vows. Is it possible to forgive someone who was about to kill you like Jesus did? Can everybody go to Heaven? What would the world look like is everyone 'loved their neighbour'? Evaluation – summarise the Christian teaching of eternal life and unconditional love.

<ul style="list-style-type: none"> • What spurred the idea to evacuate children? What did evacuation mean for children? • War time leaders and their impact due to their beliefs. • Explore how the war changed the structure of the UK and what happened in Europe as a consequence. 	<ul style="list-style-type: none"> • To 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 (PZAZ 6.6 Ray diagram activity) • To 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 (PZAZ 6.6 Our eyesight activity) • To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them (PZAZ 6.6 Shadow shapes activity) 		
<p style="text-align: center;"><u>End composite</u></p> <p>Children to plan a street party to celebrate the end of the war. Rationing will still be in place – what can they eat?</p>	<p style="text-align: center;"><u>End composite</u></p> <p>To use their knowledge of how Sir Isaac Newton discovered colour to create a secret message using the visible spectrum.</p>	<p style="text-align: center;"><u>End composite</u></p> <p>Children to successfully complete lesson elements to achieve the unit end goal.</p>	<p style="text-align: center;"><u>End composite</u></p> <p>Children to complete 'Is anything ever eternal?' activity sheet.</p>
<p style="text-align: center;"><u>Impact</u></p> <p>Children can articulate their understanding of how the UK and Europe has been impacted by WW2.</p>	<p style="text-align: center;"><u>Impact</u></p> <p>Use scientific vocabulary to explain how light and sound travel and how different variant can impact on their intensity.</p>	<p style="text-align: center;"><u>Impact</u></p> <p>Children to understand the process of considering images in all aspects of art, including photographs.</p>	<p style="text-align: center;"><u>Impact</u></p> <p>Children will be able to explain different beliefs about eternity and to understand the Christian perspective on this.</p>

 <p style="text-align: center;">Music Happy – Pop music/soul influence Intent</p> <p>To be able to play a simple rhythm on an instrument and to sing in tune.</p>	<p style="text-align: center;">PSHE Being me in my world Intent</p> <p>In this Puzzle (unit), the children discuss their year ahead, they learnt to set goals and discuss their fears and worries about the future. The children learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. They discuss their choices and actions and how these can have far-reaching effects, locally and globally. The children learn about their own behaviour and how their choices can result in rewards and consequences and how they feel about this. They explore an individual's behaviour and the impact it can have on a group. They learn talk about democracy, how it benefits the school and how they can contribute towards it.</p>	<p style="text-align: center;">Computing Communication. Intent</p> <p>In this unit, the class will learn about the World Wide Web as a communication tool. First, they will learn how we find information on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines. They will then investigate different methods of communication, before focusing on internet-based communication. Finally, they will evaluate which methods of internet communication to use for particular purposes. Purple Mash Unit 6.2 Online Safety Purple Mash Unit 6.6 Networks</p>	<p style="text-align: center;">PE -Football Intent</p> <p>As in all units, pupils develop physical, social, emotional and thinking whole child objectives.</p> <p>Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball.</p>	<p style="text-align: center;">MFL (French) ME Intent</p> <p>Children will learn to introduce themselves and give basic information about themselves.</p>
<p style="text-align: center;"><u>National curriculum links</u></p> <p>-Pupils should be taught to sing and play musically with increasing confidence and control. -Play and perform using their voices and playing musical instruments in increasing accuracy, fluency, control and expression.</p>	<p style="text-align: center;"><u>National curriculum links</u></p> <ul style="list-style-type: none"> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed how important friendships are in making us feel happy and secure, and how people choose and make friends the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs practical steps they can take in a range of different contexts to improve or support respectful relationships the conventions of courtesy and manners what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations how to judge whether what they are feeling and how they are behaving is appropriate and proportionate 	<p style="text-align: center;"><u>National curriculum links</u></p> <ul style="list-style-type: none"> 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 Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p style="text-align: center;"><u>National curriculum links</u></p> <ul style="list-style-type: none"> -use running, jumping, throwing and catching in isolation and in combination -play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p style="text-align: center;"><u>National curriculum links</u></p> <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
<p style="text-align: center;"><u>Key knowledge components (taken from KO's)</u></p> <p>To identify style indicators of genre of music. Describe the structure of a song? Can identify different instruments in a song Describe the musical dimensions.</p>	<p style="text-align: center;"><u>Key knowledge components (taken from KO's)</u></p> <p>Knowledge:</p> <ul style="list-style-type: none"> Know about children's universal rights (United Nations Convention on the Rights of the Child) Know about the lives of children in other parts of the world Know that personal choices can affect others locally and globally <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> Know own wants and needs Be able to compare their life with the lives of those less fortunate Demonstrate empathy and understanding towards others 	<p style="text-align: center;"><u>Key knowledge components (taken from KO's)</u></p> <ul style="list-style-type: none"> To recall how to use a search engine To explain why search engines exist To define 'communication' To explain why the order of results is important, and to whom 	<p style="text-align: center;"><u>Key knowledge components (taken from KO's)</u></p> <p>-To know how balance and counter tension work together. -To understand how a sequence of movements can fit together. -How to safely position their body to avoid injury during certain movements.</p>	<p style="text-align: center;"><u>Key knowledge components (taken from KO's)</u></p> <ul style="list-style-type: none"> Introduce yourself Give basic information about yourself Greet and have a basic conversation Count from one to ten Give your age and ask others their age Describe which family members you have Describe your nationality and which languages you speak
<p style="text-align: center;"><u>Key progression skills</u></p> <p>To identify and move to the pulse with ease.</p> <ul style="list-style-type: none"> To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. 	<p style="text-align: center;"><u>Key progression skills</u></p> <p>Knowledge:</p> <ul style="list-style-type: none"> Know how to set goals for the year ahead Understand what fears and worries are Know about children's universal rights (United Nations Convention on the Rights of the Child) Know about the lives of children in other parts of the world Know that personal choices can affect others locally and globally 	<p style="text-align: center;"><u>Key progression skills</u></p> <p>Technology in our lives:</p> <ul style="list-style-type: none"> Describe different services provided by the Internet & how information moves around the Internet. Describe different parts of a computing device & how it connects to the Internet. Identify appropriate forms of online communication for different audiences. 	<p style="text-align: center;"><u>Key progression skills</u></p> <ul style="list-style-type: none"> Use a range of techniques when passing Change direction and speed when dribbling the ball. Show growing consistency and control in games 	<p style="text-align: center;"><u>Key progression skills</u></p> <ul style="list-style-type: none"> Understand spoken words and phrases that I have been learning, including classroom language and praise words. Understand some familiar written words and short phrases.

	<ul style="list-style-type: none"> Understand that their own choices result in different consequences and rewards Understand how democracy and having a voice benefits the school community Understand how to contribute towards the democratic process <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> Be able to make others feel welcomed and valued Know own wants and needs Be able to compare their life with the lives of those less fortunate Demonstrate empathy and understanding towards others Can demonstrate attributes of a positive role model Can take positive action to help others Be able to contribute towards a group task Know what effective group work is Know how to regulate my emotions 		<ul style="list-style-type: none"> Apply skills effectively in different types of game Defend effectively, slowing games down and making it hard to find space Evaluate performance and decide what they need to practise Know how to make the most of strengths and weaknesses in games 	<ul style="list-style-type: none"> Write some single words from memory, with plausible spelling. Use indefinite articles in the singular with masculine and feminine nouns
<p><u>Implementation</u></p> <ul style="list-style-type: none"> begin to recognise the style indicators of Pop music with a Soul influence. begin to recognise the style indicators of a Pop song with a Country groove How are the songs different, how are they similar? Learning parts of the song and keeping in tempo using instruments Does the tempo stay the same all the way through the song, can you improvise a new tempo? Describe the style indicators of the song/music. Describe the structure of the song. Identify the instruments/voices they can hear. Talk about the musical dimensions used in the song. 	<p><u>Implementation</u></p> <ul style="list-style-type: none"> I can identify my goals for this year, understand my fears and worries about the future and know how to express them. I know that there are universal rights for all children but for many children these rights are not met I understand that my actions affect other people locally and globally I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities I understand how an individual's behaviour can impact on a group I understand how democracy and having a voice benefits the school community 	<p><u>Implementation</u></p> <ul style="list-style-type: none"> To explain the importance of internet addresses To recognise how data is transferred across the internet To explain how sharing information online can help people to work together To evaluate different ways of working together online To recognise how we communicate using technology To evaluate different methods of online communication 	<p><u>Implementation</u></p> <ul style="list-style-type: none"> To be able to dribble the ball under pressure. To pass the ball accurately to a target to help to maintain possession. To use different turns to keep the ball away from defenders. To develop defending skills to gain possession. To develop goalkeeping skills to stop the opposition from scoring. To be able to apply the rules and tactics you have learnt to play in a football tournament. 	<p><u>Implementation</u></p> <ul style="list-style-type: none"> Me Greetings Numbers 0-10 How old are you Languages Family Members
<p><u>End composite</u></p> <p>Children to record their performance of Happy including sections of improvisation, instrument play and voice. To record and evaluate.</p>	<p><u>End composite</u></p> <p>Children to create their own learning charter and understand how it impacts on the school community.</p>	<p><u>End composite</u></p> <p>To be able to problem solve different scenarios around information sharing.</p>	<p><u>End composite</u></p> <p>To be able to apply the rules and tactics you have learnt to play in a football tournament.</p>	<p><u>End composite</u></p> <p>Family tree / Poster about themselves</p>
<p><u>Impact</u></p> <p>Children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse</p>	<p><u>Impact</u></p> <p>Pupils will be able to compare and contrast their own wants and needs with others in their immediate community and some from global communities. From this they can infer some universal rights and responsibilities that we share.</p>	<p><u>Impact</u></p> <p>Children to be able to make an informed decision when using search engines and making judgements of the results.</p>	<p><u>Impact</u></p> <p>Pupils will learn to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.</p>	<p><u>Impact</u></p> <p>Children will be able to independently introduce themselves in French and to discuss basic information about themselves and their families.</p>