

Year 6 – Autumn

English – The Lion, the Witch and the Wardrobe

Guided Reading – The Boy in the Striped Pyjamas

Class text – Big Tom

	National Curriculum objective(s)	Success criteria	Project work	Key vocabulary (All pupils must be exposed to this) Tier 2	Key vocabulary (All pupils must be exposed to this) Tier 3	Links to previous and future learning
History	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (a significant turning point in British history, e.g. Battle of Britain)</p> <p>A local history study (a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality – Reginald Mitchel .)</p> <p>Focus on WW2</p>	<p>To be able to discuss key events, times and main historical figures from WW2.</p> <p>To understand the experiences of evacuees.</p> <p>To contrast the experience of English evacuees with Jewish children in labour camps. .</p>	<p>Create a timeline of key events from WW2. Outdoor treasure hunt WW2 facts.</p> <p>Letters in role from evacuees.</p> <p>To analyse propaganda posters.</p> <p>To create our own propaganda posters.</p> <p>(DT Linked to History make Anderson Shelters – with analysis of historical sources)</p>	<p>allies, battle war, propaganda, resolution, peace, conflict, leader, government,, steam train, luggage, troops, army, soldier, local, regional, national, international, cultural, economic, military, political, historical enquiry, sources, significance, cause and effect, continuity and change, analysis, compare, contrast, influence, bias, interpretation, empire.</p>	<p>ration, Nazi, gestapo, Fuhrer fascism , axes, mescherschmitt panzer, aushwitz, battle of the bulge battle of the atlantic, dunkirk, holocaust, third reich, concentration camps, luftwaffe, u-boat, Germany, Europe</p>	<p>To place time periods on a time line ad understand the chronology of the different time periods and to be able to distinguish between short- and long-term timescales.</p> <p>To make links between religious and social history.</p>
Geography	<p>Locational Knowledge identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>	<p>To locate the world's countries, using maps to focus on Europe - including the location of Russia- (and North and South America) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	<p>Revisit learning on continents and include longitude etc (see NC objective).</p> <p>Identify axis and allies countries for Europe and the wider world.</p> <p>Visit to Parkhall hills – Map Work to find WW2 features (decoy runway, observation etc)</p>	<p>Continent, country, sea, river, environments, features, terrestrial, marine, analyse, interpret, communicate, record, present, measure, fieldwork</p>	<p>map, atlas, globe, latitude, longitude, equator, hemisphere, physical and human processes, resources, topographical features</p>	<p>Link with KS1 work on the 7 continents and 5 oceans.</p>
Art and Design	<p>To create sketches to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing and painting.</p>	<p>Can select, use and manipulate a range of drawing tools, using them with control and dexterity to accurately represent from observation.</p>	<p>To use angles to draw art work created by Kandinsky. (WW1 Watercolour of poppies for Remembrance day)</p>	<p>Design, equipment, invent, experiment, craft, history, culture, creativity, sketch,</p>	<p>Perspective, dimension, form, texture, depth, shadow, shade, pressure, shape, composition, angles, position, polygon, focal point.</p>	<p>To improve their mastery of art and design techniques, including drawing and painting.</p>

Design and Technology	<p>Develop the creative, technical and practical expertise needed to perform everyday tasks competently. Build and apply a repertoire of knowledge, understanding of skills in order to make high quality prototypes. Critique and evaluate and test their ideas. To understand and apply the principles of nutrition and learn how to cook.</p>	<p>Design: use research and develop ideas to inform the design (functionality, appearance, purpose) Generate, develop, model and communicate their ideas (sketches, diagrams, prototypes) Make: select and use a wide range of tools and equipment – cutting, shaping and joining.</p>	<p>Create a Christmas wreath. Use a WW2 recipe to create our own ration food. (Compare with a less healthy equivalent)</p>	<p>Design, bake, cook, slice, grate, chop, knife, spoon, stir, fry, instruction,</p>	<p>Prototype, critique, evaluate, refine, test, nutrition, product</p>	<p>Build on the skills learned in Y5 about seasonal produce. Build on the culinary skills used in Y3 (jam tarts).</p>
R.E.	<p>To Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). To ask questions and suggest some of their own responses to ideas about God (C1). To suggest why having a faith or belief in something can be hard (B2). To identify how and say why it makes a difference in people’s lives to believe in God (B1). To explore whether Christmas has lost its true meaning.</p>	<p>Examine similarities and differences between varied ideas about God. Explore the influence believing in God has on the lives of believers. Explore the fact that many people do not believe in God. Reflect on pupils’ own questions and ideas about God in light of their learning. Explore modern day traditions- advent calenders, adverts. Have an opinion about whether Christmas is too commercial.</p>	<p>Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts Retell and suggest the meanings of stories from sacred texts about people who encountered God (A1). Analyse adverts. Debates to share opinions.</p>	<p>Muslim, Christianity, Mosque, symbol, encountered, belief, architecture Commercial, debate, Christianity</p>	<p>Muslim, Christianity, Mosque, symbol, encountered, belief, architecture Commercial, debate, Christianity</p>	<p>Relate back to the Christmas story and why Christians celebrate it.</p>
P.S.H.E/R.S.E	<p>To recognise different types of relationship, including those between acquaintances, friends, relatives and families. To recognise that their actions affect themselves and others. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p>	<p>I can explain the importance of respecting my VIPs. I can identify different ways to calm down when I am feeling angry or upset. I understand that people have different opinions that should be respected. I can identify negative influences on my behaviour and suggest ways that I can resist these influences.</p>	<p>create a list to show different ways we can care for our VIPs; • show a calming technique on a poster; • discuss how a disagreement could either be avoided or handled; • write and explain what to do when feeling pressured; • identify and discuss which secrets are OK to keep and which need to be shared; • identify healthy and unhealthy relationships</p>	<p>Behaviour, pressure, frustration, relationship, conflict, respect, relatives, acquaintances.</p>	<p>Behaviour, pressure, frustration, relationship, conflict, respect, relatives, acquaintances.</p>	<p>Build on the skills and conversations form Y5.</p>
Computing	<p>To understand and apply the fundamental principles and concepts of computer science including logic, algorithms and data.</p>	<p>To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour.</p>	<p>To explore how 2Code can be used to make a text-based adventure game. To use a spreadsheet to model a real-life situation and come up with solutions that can be applied to real life.</p>	<p>application, bug, backup, configure, cyber-space, de-bug, development, hardware, software, programmer, programme, cell (spreadsheet) column, row, formula, highlight, drag</p>	<p>encrypt(encryption), format, Java, operating system, input, output, mouse, monitor, coding.</p>	

Science	To use the following practical scientific methods, processes and skills: Planning different types of scientific enquiry to answer questions, take measurements using a range of scientific equipment, including repeat readings, recording data and results (diagrams, keys, tables, results), using results to make predictions, identify scientific evidence that has been used to support/refute arguments.	Describe how living things are classified into broad groups. Give reasons for classifying plants and animals based on specific characteristics. Identify, name and describe the main parts of the human circulatory system. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	Classify a range of animals and plants using a variety of criteria. Create a poster about the features of insect.	Science, biology, insect, arachnid, invertebrates life-cycle, vertebra, mammal, reptile, fish, bird, eggs, lungs, veins, arteries, heart, beat, pulse, rate	Antennae, thorax, abdomen, wing, legs, exoskeleton, endo-skeleton, compound eyes, larvae, vena cava, atrium, ventricle, valve, oxygenated, deoxygenated, aorta, capillaries, diaphragm.	Build on skeletons (Y3) to classify vertebrates. Build on Y4 work on classification of living things. Add to knowledge of the digestive system from Y4.
Music	-	-	-			
Languages	<p>Develop sentences about weather</p> <p>Describe flags using colour.</p> <p>Learn vocabulary about places and towns.</p>	<p>Express preferences and ask questions about the weather.</p> <p>Adjectives agree with the nouns they describe, forming plural nouns and using masculine and feminine adjectives, determiners and nouns.</p> <p>Recall names of buildings, give opinions and locate on a map of a town.</p>	Play a game of 'Guess Where?' to speak and listen about the colours and shapes that make up a flag.	Agreement, flag, coat of arms, translate, phonics, museum, restaurant, stadium, commercial, theatre	<p>Soleado, nublado, nevando, lloviendo, ventoso, tronando</p> <p>estrella, franjas, escudo des armas, disco</p> <p>centro commercial, supermercado, hospital, iglesia, restaurante, teatro, museo, estadio, cine</p>	Revision: colours, numbers, countries, days and months.