

Year 6 – Learning Overview Autumn Term

Topic: Children's War

(linked to the Kindertransport and evacuation)



ENGLISH

Discuss and clarify the meaning of words, linking new meanings to known vocabulary

Read for pleasure, discussing comparing and evaluating in depth across a wide range of genres

Recognise more complex themes in what they read

Draw out key information and summarise main ideas in a text

Distinguish between statements of fact and opinion, providing reasoned justifications for their views

Compare characters, settings and themes within a text and across more than one text

Analyse and evaluate the use of language and how it is used for effect.

Consider different accounts of the same event and discuss viewpoints (both of authors and fictional characters)

Discuss how characters change and develop through texts by drawing inferences based on indirect clues

Confidently perform texts (including poems learned by heart)

Retrieve, record and present information from non-fiction texts and use non-fiction materials for purposeful information retrieval

Note down and develop initial ideas, drawing on reading and research where necessary

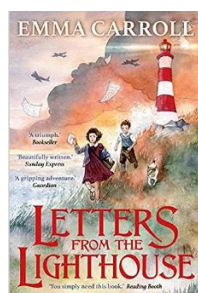
Use organisational and presentational devices to structure texts and guide the reader

Habitually proofread for spelling, grammar and punctuation errors

Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing

Select vocabulary and grammatical structures that reflect what their writing requires



MATHS

Read and write numbers to ten million

Tell the value of a digit in a number

Compare and arrange numbers within ten million

Round numbers to the nearest 10, 100, 1000, 10 000, 100 000

Interpret negative numbers in context, count forward and backwards with positive and negative whole numbers, including through zero

Perform mental calculations, including with mixed operations and large numbers

Use estimation to check answers to calculations

Use the order of operations

Solve problems involving addition, subtraction, multiplication and division

To multiply numbers by multiples of 10; to use number bonds as a key strategy in multiplication.

To multiply 3- and 4-digit numbers by 2-digit numbers without regrouping or renaming; to use both number bonds and the column method as key strategies.

To divide 3 and 4-digit numbers by 2-digit numbers using a variety of strategies; to use number bonds, long division and bar models to facilitate division by 2-digit numbers.

To divide 3 and 4-digit numbers by 2-digit numbers giving rise to remainders; to use number bonds and long and short division as key strategies to solve division problems.

To use the bar model heuristic to solve word problems involving multiplication and division.

To solve word problems involving multiple operations, including multiplication and division.

To use common multiples to solve problems; to organise mathematical thinking into tables and lists.

To find the largest common factor of 3-digit numbers; to use multiplication and division to find largest common factors.

To explore prime numbers using concrete materials; to identify prime numbers using multiplication or division.

To simplify fractions using division and common factors; to represent fractions using concrete

FOREIGN LANGUAGES

During the first half term the children will revisit asking, understanding and reading aloud and formulating replies in speaking and in writing using language presented in previous years with more independence. Through songs, games, native speaker clips, group, paired and independent tasks, they will explore the following content, topics and language including phonics and link their French to their class topic as follows:

- Recall extended feelings
- Recall key questions and answers about themselves
- Recall nouns for school subjects and extended opinions including reasons
- Revisit and recall numbers to 60
- Learn the structure for 'o'clock' time phrases and practise speaking and writing
- Learn key daily routine phrases
- Ask and answer questions about daily routine
- Learn about the invasion of France and the evacuation from Paris in 1940
- Explore and pronounce the names of some places in France
- Write a daily routine sequence for an evacuee
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During the second half term the children will:

- Recall nouns for items of clothing from Stage 3 and extend using a dictionary
- Read, say and describe in writing contents of evacuee's suitcase
- Discover, using dictionaries, items of furniture in a classroom and try to pronounce them
- Explore prepositions to answer: Where is the elf?

materials and pictorial representations.

To compare and order fractions using common factors.

To add and subtract fractions with different denominators; to add and subtract mixed numbers. To multiply fractions using pictorial representations and abstract methods.

To divide fractions by whole numbers using concrete materials and pictorial representations; to divide fractions when the numerator and divisor are not easily divisible.

To read and write decimals to thousandths; to use concrete materials to represent decimals.

To divide whole numbers by larger whole numbers; to use Base 10 materials to represent tenths, hundredths and thousandths.

To write fractions as decimals; to use long division as the key strategy for turning fractions into decimals.

To multiply whole numbers that include a decimal by other whole numbers; to use partitioning and the worded method as key strategies.

To multiply decimals by whole numbers using a variety of methods; to use the heuristic 'making a list' to help solve a problem.

To divide decimals using number bonds and number discs as the key strategies.

To divide decimals using bar models, number bonds and long division as key strategies, including regrouping and renaming.

To multiply decimals by a 2-digit whole number using number discs and the column method.

To divide decimals by 2-digit whole numbers using number bonds and the worded method.

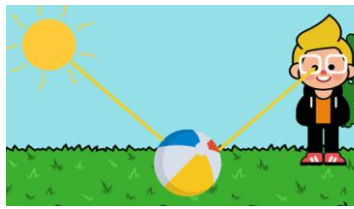
SCIENCE

Physics – Light
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 can 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 object that cast them



Physics – Electricity

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, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches

Use recognised symbols when representing a simple circuit in a diagram



GEOGRAPHY

Use maps, atlases, globes and digital maps to locate countries and features

COMPUTING



HISTORY

An aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 – World War II

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



Learn and understand that:

- The Second World War (1939-1945) began because Hitler, the leader of Nazi Germany, invaded Poland. Britain and France had promised to protect Poland if this happened.

- Hitler and the Nazi party introduced anti semitic laws.

- At the start of the war, the Allies were Britain, France and Poland. The Axis Powers were Germany and Italy.

- Many children were evacuated from cities to the countryside where it was safer. Cities were likely to be bombed during the Blitz.

- Rationing was introduced to ensure Britain didn't run out of food and to make sure that everyone was healthy.

'Kristallnacht', the night of broken glass highlights the need for Kindertransport.

- The port of Harwich was the main point of entry for most of the children who found refuge in Britain through the Kindertransport rescue programme, from December 1938 to the outbreak of war in September 1939.

- Almost 10,000 children, mostly Jewish escaped Nazi persecution.

- Nearly 2,000 of those children spent their first weeks at the Dovercourt holiday camp just two miles from the Harwich docks.

- A memorial statue, called Safe Haven, shows the figures of five children descending a ship's gangplank. It has been cast in bronze and will be a lasting memorial to the unaccompanied children who arrived here from late 1938 to the outbreak of war.

- Safe Haven differs from other Kindertransport memorial in that it emphasises Harwich's maritime role; the children are seen descending from a ship's gangplank on to dry land.

ART



Learn some of the syntax of a text-based programming language.

Use commands to display text on screen, accept typed user input, store and retrieve data using variables and select from a list. Learn to thoroughly debug a program.

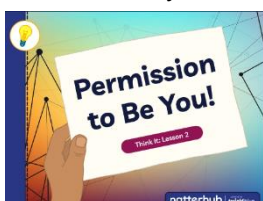
Learn to generate logical sequences to solve problems when programming a Sphero Bolt.

Develop skills in decomposition, pattern recognition and abstraction to debug programs.

Edit a text-based program and understand how AI Chatbots work.



Online safety:



Understand the importance of respectful communication.
Understand what positive and negative online interactions look like and how we can respond to them

Drawing

Use a variety of techniques to add interesting effects

Use a choice of techniques to depict shadows and reflection

Choose a style of drawing suitable for the work

Sculpture

Show life-like qualities and real life proportions

Use tools to carve and add shape, texture and pattern

Combine visual and tactile qualities

Use frameworks (such as wire or moulds) to provide stability and form

Give details (including own sketches) about the style of some notable artists– Ian Wolter

Show how the work of those studied was influential in both society and to other artists

Create original pieces that show a range of influences and styles

RELIGIOUS EDUCATION

Research and review different religious beliefs of peace.

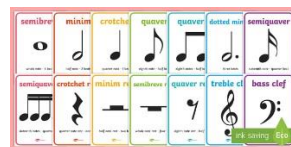
Examine the connection between religion and conflict.

Investigate the motives, actions and impact of activists promoting peace.

Identify the different ways in which religious members express their desire for peace.

Construct a balanced argument which examines both viewpoints and expresses a personal conclusion.

MUSIC MUSIC (Notin' Around)



Recognising names & time values of written musical notes and rests (including dotted notes) using various media. Develop the understanding and skills required to write musical notation in simple and compound time signatures. Further develop the understanding and use of all the musical elements within composition. Learn about World War 2 / Evacuation of Children / Kinder Transport / Remembrance through musical songs and activities. Develop further the listening and teamwork skills required to perform as a group. Cross link songs and musical activities to the wider curriculum. Delve deeper into the 'Christmas Story' combine music and art. Continue to build self-confidence and self-esteem through live performance by developing further the use of 'Harmony' (part singing). Audition for lead singing parts in Year 6 Christmas Cantata. Rehearse, prepare and perform collaboratively in a live performance of the Year 6 Christmas Cantata.

PSHE

Identify goals for this year, understand fears and worries about the future and know how to express them.

PHYSICAL EDUCATION

- To work as part of a team successfully and competitively, applying previously learnt and developed skills

<p>Know how to use Jigsaw Journal.</p> <p>Know that there are universal rights for all children but for many children these rights are not met.</p> <p>Understand that actions affect other people locally and globally.</p> <p>Can make choices about behaviour because I understand how rewards and consequences feel and I understand how these relate to rights and responsibilities.</p> <p>Understand how an individual's behaviour can impact on a group.</p> <p>Understand how democracy and having a voice benefits the school community.</p>	<ul style="list-style-type: none"> - Perform skills in a variety of positions, both offensively and defensively - Apply appropriate rules fairly to competitive game scenarios - Enhance understanding of tactics and when to use them successfully as part of a team in various competitive scenarios - Develop and enhance confidence and competence in previously learnt gymnastics skills - To develop skills for movement, including rolling, bridging and dynamic movement - To make up longer sequences and perform them with fluency and clarity of movement - To develop the skill of critique, including the ability to identify strengths and areas for improvement - Travel up, along and through the gymnastics wall frame competently and safely, using various grips <p>Introduce benches on to wall frame and combine equipment to challenge individuals</p>
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