

Knowledge Outcomes

World War Two took place between 1939 and 1945.

The aftermath of World War One influenced World War Two. The Allied Forces declared war on West Germany after they invaded Poland. Children who lived in big cities were evacuated to the countryside during the war.

The Blitz was a German bombing campaign against Britain in 1940 and 1941. People on the home front protected themselves through many ways - blackouts, Anderson shelters, air raid shelters, gas masks.

Strength Lies in Difference

Understand the strategies needed to be anti-racist

Be familiar with these key terms and understand their meaning: *Discrimination, Wealthy, Society, Perception, Stereotype, Heritage, Ethnicity, Identity, Justice, Injustice, Activism, Prejudice*

Understand that there are prejudicial views towards leaders

Expressive Art and Design

Art and Design: Collage

Add collage to a painted or printed background.

Use a range of mixed media to create a collage.

Plan and design a collage.

Develop skills in stitching using different threads and fabrics.

Music: Composing

Create music with multiple sections that include repetition and contrast.

Extend improvised melodies beyond 8 beats over a fixed groove.

Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A).

Incorporate rhythmic variety and interest into compositions.

These melodies can be enhanced with rhythmic or chordal accompaniment.

Compose a 3-part piece and use available music software/apps to create and record it.

Personal, Social and Emotional Development

PSCHE: How can drugs common to everyday life affect health?

Know how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing

Know that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal
Understand how laws surrounding the use of drugs exist to protect them and others

Know why people choose to use or not use different drugs
Know how people can prevent or reduce the risks associated with them

Understand that for some people, drug use can become a habit which is difficult to break

Know how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use

Know how to ask for help from a trusted adult if they have any worries or concerns about drugs

R.E.: Christianity - *Is Christianity still a strong religion 2000 years after Jesus was on Earth?*

Examine the influences Christianity still has in the world and evaluate whether it is still a strong religion.

Explain how the influence people have had on me has affected what I see as important.

Explain how some of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.

SPRING TERM 2

Objectives

Blasted Blitz! History theme

Year 6

Languages

Hobbies:

Learn the nouns for different hobbies

Learn nouns for equipment you use in hobbies

Begin to understand the verb 'to do'

Create extended opinions about hobbies (including reasons)

Read and understand information about hobbies

Write a short description of a hobby

Talk about other people's hobbies using 1st, 2nd and 3rd person

Understanding of the World

HISTORY: World War Two

Learn about an aspect of British history that extends pupils' chronological knowledge beyond 1066 - World War Two

Start to understand the difference between primary and secondary evidence and start to question its reliability

Show an awareness of the concept of propaganda
Know that people in the past represent events or ideas in a way that may be to persuade others

Science: Living Things and their Habitats

Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals

Give reasons for classifying plants and animals based on specific characteristics.

Computing: iProgram

To understand the difference between games and simulations

To identify the various inputs that computer games can use

To program a computer game by sequencing conditional statements

To program an algorithm according to a plan

To develop a program according to a plan

To develop strategies for testing and debugging computer programs

English / Mathematics

Included on the termly Success and Challenge cards

Physical Development

Dance

Perform to an accompaniment expressively and sensitively

Perform dances accurately, fluently and with control

Communicate the artistic intention of a dance clearly, musically, accurately, consistently and with control