

## Literacy

WALT: Distinguish between statements of fact and opinion.  
WALT: Retrieve, record and present information from non-fiction.  
WALT: Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.  
WALT: Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.  
WALT: Provide reasoned justifications for their views.  
WALT: Develop spelling and handwriting skills in line with curriculum objectives.  
WALT: Plan my writing.  
WALT: Draft and write.  
WALT: Evaluate and edit my writing.  
WALT: Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.  
WALT: Use hyphens to avoid ambiguity.  
WALT: Use brackets, dashes or commas to indicate parenthesis.  
WALT: Use semi-colons, colons or dashes to mark boundaries between independent clauses.  
WALT: Use passive verbs to affect the presentation of information in a sentence.  
WALT: Use the perfect form of verbs to mark relationships of time and cause.

**Engage: Topic Based  
Afternoon  
Express: VE Day  
Celebration**

## Physical Development

### Athletics:

WALT: Use running, jumping, throwing and catching in isolation and in combination.  
WALT: Develop flexibility, strength, technique, control and balance.  
WALT: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## Mathematics

*Please see termly objectives on the Success and Challenge cards*

## Personal, Social and Emotional Development

### PSCHE: Relationships

WALT: Changing an unfair situation.  
WALT: Being pleased for someone's achievements.  
WALT: Telling the truth, saying sorry or making amends.  
WALT: Helping someone who is feeling sad or lonely.

### R.E.: Islam - Does belief in Akhirah (life after death) help Muslims lead better lives?

WALT: Understand that the concept of Jihad can be interpreted differently leading to different actions and consequences.  
WALT: Give examples of times our personal choices have been influenced and may have changed when we considered the consequences that might follow.  
WALT: Explain how believing in Akhirah influences Muslims to do their best to lead good lives.  
WALT: Recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.

## SUMMER TERM 1 Activities *Blasted Blitz Continued!* Year 6

## Knowledge Outcomes

When did WWII take place?  
Who declared WWII?  
What is the Blitz and who did it effect?  
What is the Holocaust?

### Challenge

**Why did WWII start? Was it linked to WWI in any way?**

## Languages

### Café culture and restaurants

WALT: Recall and use familiar personal information questions and answers to create a simple dialogue with a friend.  
WALT: Understand, say and ask politely for snacks and drinks in a French café.  
WALT: Listen to and understand some information from a short café culture podcast.  
WALT: Participate in a spoken performance of a humorous café sketch.

## Understanding of the World

**HISTORY: World War Two World War Two** (An aspect of British history that extends pupils' knowledge since 1066)

The children will be looking in detail at many areas of WWII, including:

-The Holocaust: how were the Jewish people treated? What happened to them? What were the concentration camps? What happened at the concentration camps - linked to the text 'The boy in the striped pyjamas'.

-The aftermath of WWII - how long did it take for Britain to recover from WWII?

### Being Different and Equal

WALT: To understand the key historical events beyond living memory that are significant nationally or globally

### Geography

The children will name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. They will also describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

### SCIENCE: Animals including humans

WALT: Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood

WALT: Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

WALT: Describe the ways in which nutrients and water are transported within animals, including humans.

### COMPUTING: Multimedia

The children will be selecting, using and combining 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

They will accomplish given goals, including collecting, analysing, evaluating and presenting data and information

## Expressive Art and Design

### DESIGN & TECHNOLOGY:

WALT: Select from and use a range of tools and equipment to perform practical tasks

WALT: Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

WALT: Investigate and analyse a range of existing products

### MUSIC:

WALT: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

WALT: Improvise and compose music for a range of purposes using the inter-related dimensions of music