

## Knowledge Outcomes

When did World War Two begin and end?  
Why did the Allied forces declare war on Nazi Germany?  
Why were children evacuated during World War Two?  
What was the holocaust?  
How did the aftermath of World War One partly influence World War Two?  
What were the roles of men and women in World War Two?

## Literacy

### Text: The Boy in the Striped Pyjamas.

#### Reading

**WALT** distinguish between statements of fact and opinion.  
**WALT** retrieve, record and present information from non-fiction.  
**WALT** participate in discussions about books that we read and those that we can read ourselves, building our own and others' ideas and challenging views courteously.  
**WALT** explain and discuss our understanding of what we have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.  
**WALT** provide reasoned justifications for our views.

#### Writing

**WALT** develop spelling and handwriting skills in line with curriculum objectives.  
**WALT:**  
- plan our writing  
- draft and write  
- evaluate and edit  
**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

**Writing styles: biography, non-chronological report, persuasive letter and a diary entry.**

## Physical Development

#### Cricket

**WALT** develop our co-ordination & ability to field effectively.  
**WALT** develop our ability to hold & use the cricket bat effectively.  
**Rounders**  
**WALT** develop our co-ordination & ability to field & strike effectively.  
**WALT** develop our understanding of the rules of Rounders.

## Personal, Social and Emotional Development

### PSCHE: What affects mental health and how can we take care of it?

**WALT** understand how mental and physical health are linked.  
**WALT** know how positive friendships and being involved in activities such as clubs and community groups support wellbeing.  
**WALT** recognise early signs of mental ill-health and what to do about this, including whom to speak to in and outside school.  
**WALT** know that mental health problems can build up if they are not recognised, managed, or if help is not sought early on.  
**WALT** understand that anyone can experience mental ill-health and to discuss concerns with a trusted adult.  
**WALT** understand that mental health difficulties can usually be resolved or managed with the right strategies and support.

### 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**

**Express: Visit to Chislehurst Caves!**

#### Languages

##### Café culture and restaurants

**WALT** know about the culture of going to cafés and restaurants in France.  
**WALT** know key vocabulary for food and phrases for ordering food in a café.  
**WALT** role play going to a café and ordering some food and drinks.  
**WALT** follow a story in a restaurant setting.  
**WALT** create own themed menus.

## Understanding of the World

### 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.  
**Working scientifically**  
**WALT** take measurement, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.  
**WALT** record data and results of increasing complexity using scientific diagrams and labels, classification keys, scatter graphs, bar and line graphs.  
**WALT** identify scientific evidence that has been used to support or refute ideas or arguments.

### COMPUTING: iModel

**WALT** become familiar with basic Sketchup tools.  
**WALT** build a house to scale using Sketchup.  
**WALT** use features of graphical modelling software to develop a 3D model.  
**WALT** evaluate and improve 3D models.  
**WALT** add images to 3D models.  
**WALT** import a Sketchup model into Google Earth.

## Themed Days

All you can eat... (Geography)  
Hopelessly devoted... (Religious Education)  
Eat, move, sleep, repeat (PSCHE)  
What a load of rubbish! (Art)  
Re -e -wind (Music)

## Mathematics

*Included on the termly Success and Challenge cards*

## 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 our 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.