

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.