

Blasted Blitz! Knowledge Outcomes:

When did World War Two take place?	World War Two took place between 1939 and 1945.
How did World War One influence World War Two?	The aftermath of World War One influenced World War Two. The Allied Forces declared war on Germany after they invaded Poland.
What happened to the children who lived in big cities during the war?	Children who lived in big cities were evacuated to the countryside during the war.
What was the Blitz and how did people on the home front protect themselves?	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.
What was 'rationing' during the war?	Rationing was a scheme to endure fairness in a time of national shortage.

PSCHE: How can we recognise and manage pressure within a relationship?

Understand that people have different kinds of relationships in their lives, including romantic or intimate relationships
Know that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another

Understand that adults can choose to be part of a committed relationship or not, including marriage or civil partnership
Know that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime

R.E.: Does belief in Akhirah (life after death) help Muslims lead good lives?

Give examples of times our choices have been influenced and may have changed when we considered the consequences that might follow.

Explain how believing in Akhirah influences Muslims to do their best to lead good lives.

Recognise what motivates or influences us to lead a good life and compare

Summer Term 1

Blasted Blitz! Year 6

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: 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 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 objects that cast them.

These are the knowledge outcomes (the things we must aim to know) for our learning this half term.

Design Technology

Use research and design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
Generate, develop, model and communicate their ideas through discussion, annotated sketches, and prototypes
Select from and use a wider range of tools and equipment to perform practical tasks

Select from and use a wider range of materials and components, including textiles according to their functional properties and aesthetic qualities

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Mathematics

In Mathematics, this half term children will be working on the following objectives from the Year 6 Success and Challenge cards:

- **Algebra** – 1-step/2-step function machines; form expressions; substitution; formulae; form equations; solve 1-step and 2-step equations; find pairs of values; solve problems with two unknowns.
- **Statistics** – Line graphs; dual bar charts; read and interpret pie charts; pie charts with percentages; draw pie charts; the mean.
- **Position and Direction** – the first quadrant; read and plot points in four quadrants; solve problems with coordinates; translations; reflections.
- **Using and Applying** – revising and recapping what has been learned in calculation so that children are able to apply to use what they know when problem solving.

Computing: iApp

Understand the value of mobile technology and its future development
 Use development tools to create an app
 Understand that procedures are a sequence of statements that can be called repeatedly using only one command
 Create an app involving variables and procedures
 Develop an app according to a plan
 Develop strategies for testing and debugging computer programs

Languages: Café Culture and Restaurants

Learn about the culture of going to cafés and restaurants in France
 Learn key vocabulary for food and phrases for ordering food in a café
 Role play going to a café and ordering some food and drinks
 Follow a story in a restaurant setting
 Create own themed menus

Key Vocabulary:

Campaign Blitz
 Influence Shortage
 Rationing Evacuate

Physical Development

Rounders

Link together a range of skills and use in combination.
 Collaborate as a team to choose, use and adapt rules in games.
 Recognise how some aspects of fitness apply to rounders e.g. power, flexibility and cardiovascular endurance
 Throw and catch under pressure.
 Use fielding skills to stop the ball effectively.
 Learn batting control. Learn the role of backstop.
 Use Skills/Tactics in game.
 Apply consistently rounders rules in conditioned games.
 Play small sided games using standard rounders pitch layout.

Express:
VE Day 22nd May 2026

English

In English, this half term children will be working on the following objectives from the Year 6 Success and Challenge cards:

- Use expanded noun phrases to describe Ambleside and the Calgarth Estate where Yossi and other Auschwitz survivors are staying following their liberation.
- Use abstract nouns to capture how Yossi has been feeling since his liberation.
- Use subordinating conjunctions of time to sequence events, as Yossi begins his new life in Ambleside.
- Use a colon to introduce an explanation as to how Yossi is feeling or why events have taken place.
- Use past perfect and past progressive tense to shift between tenses and time when writing our flashback narrative.
- Use adverbs to support cohesion within all written pieces.

Learn the meaning and use the following vocabulary in our writing: turbulence, scrambling, concentration camp, hurtled, Paradise, refuge, disinfected, generations, possessions, hesitated, glimpse, clusters, vaguely, berating, brutality, recollect/remember, yearned, uncertainty, suffering, liberation and transferred.

What are we writing this half term?

Diary Entry in character as Yossi as he arrives in England after liberation from Auschwitz.

Diary Entry in character as Yossi, as he adapts to his new life of freedom in Ambleside.

Flashback Narrative Writing a flashback memory narrative detailing what Yossi has experienced

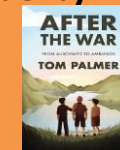
A letter to the Red Cross persuading them to continue to look for Yossi's father.

Important Dates:

SATS week: 11th May

VE Day celebration: 22nd May

This half term, we will be reading the book 'After the War' From Auschwitz to Ambleside' by Tom Palmer



Expressive Art and Design

Music:

Recognise the legacy that some musicians leave as a result of their music and their actions
 Understand how some musicians have become influential amongst certain groups of people and within particular cultures

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.