



# The World Wars



English – National Curriculum	Skills	Overview
<p>Inspired by <i>Friend or Foe</i>, pupils write:</p> <ul style="list-style-type: none"> <li>- Letters,</li> <li>- Recounts,</li> <li>- Persuasively,</li> <li>- Biographies,</li> <li>- and in a journalistic style, both formally and informally.</li> </ul> <ul style="list-style-type: none"> <li>• in narratives, describe settings, characters and atmosphere;</li> <li>• integrate dialogue in narratives to convey character and advance the action;</li> <li>• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs;</li> <li>• use the range of punctuation taught at key stage 2 mostly correctly;</li> <li>• distinguish between the language of speech and writing and choose the appropriate register.</li> </ul>	<p>Selecting appropriate grammar and vocabulary for effect; Use ‘show not tell’ to describe feelings; Use fronted adverbials; Use connectives and phrases to indicate time; Advanced punctuation: brackets, dashes, commas to show parenthesis; Empathy with, and understanding of, a text; Varying sentence starters; Researching and selecting relevant information; Using fronted adverbials; Use modal verbs; Use relative clauses. Using ‘language of debate’; Use modal verbs; Structuring texts; Use subordinate clauses; Use direct speech; Use reported speech; Use a wide range of cohesive devices.</p>	<p>Immersing them in the text the children write a diary home as an evacuee placed in the Devon countryside, with an emphasis on ‘show not tell’ to describe characters and settings.</p> <p>They write a formal letter to the war office to persuade them to allow their mothers to visit at Christmas, using the Y6 expected range of punctuation.</p> <p>They write a balanced argument using the language of debate and modal verbs.</p> <p>The pupils write a newspaper story in the appropriate style with both direct and reported speech accurately punctuated.</p> <p>Pupils research and select information to include in their biographies of Anne Frank; varying sentence starters and using relative clauses.</p>



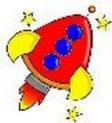
Science – National Curriculum	Skills	Overview
<p>Electricity</p> <ul style="list-style-type: none"><li>• associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li><li>• compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li><li>• use recognised symbols when representing a simple circuit in a diagram</li></ul>	<p>Can say why it is important to use repeat readings for reliability.</p> <p>Can recognise and control variables in an investigation.</p> <p>Can use scientific language to communicate and justify ideas and conclusions based on a set of results.</p> <p>Can use standard symbols to draw a circuit diagram.</p> <p>Can describe different ways to make a bulb brighter or dimmer (motor faster / slower, buzzer louder/ quieter).</p> <p>Can work systematically, changing one component at a time in an investigation.</p>	<p>Children will learn how to draw and read circuit diagrams, identify and troubleshoot problems with circuitry and build circuits for different purposes. They will also investigate lots of different ways to make bulbs brighter and dimmer including dimmer switches.</p> <p>They will also explore parallel circuitry as a way to make bulbs bright without needing too many cells. They will learn how electricity can be generated by conservation of energy from different sources and demonstrate this by making a generator and a lemon battery.</p>

Geography – National Curriculum	Skills	Overview
<ul style="list-style-type: none"><li>• Locate the world's countries, with a focus on Europe and countries of particular interest to pupils</li></ul>	<ul style="list-style-type: none"><li>• I can answer questions by using a map.</li><li>• I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like.</li></ul>	<p>Children will carry out a number of mapping activities to help them locate the countries that were involved in WW2 and their allegiance. They will learn why Britain is strategically advantaged as an island.</p>



History – National Curriculum	Skills	Overview
<ul style="list-style-type: none"><li>• continue to develop a chronologically secure knowledge and understanding of British, world history, establishing clear narratives within and across the periods they study.</li><li>• construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li></ul>	<ul style="list-style-type: none"><li>• I can summarise the main events from a period of history, explaining the events and what happened.</li><li>• I can identify and explain propaganda.</li><li>• I can describe a key event from Britain’s past using a range of evidence from different sources.</li><li>• I can describe the features of historical events and way of life from periods I have studied; presenting to an audience.</li></ul>	<p>Using the book ‘Friend or Foe’ as a stimulus, children study the causes of WW2 and how this impacted on the lives of children in the UK and the wider effects on the country. To enrich this they dress as evacuees and take part in three activities at Ryedale Folk Museum followed by visiting Pickering during their ‘War Weekend’ event which immerses the children into the life of an evacuee.</p> <p>To coincide with Remembrance Day the children learn the causes, events and aftermath of WW1- largely through poetry- and how this lead to WW2.</p>

French – National Curriculum	Skills	Overview
<ul style="list-style-type: none"><li>• Create present tenses</li><li>• Use a bilingual dictionary to broaden vocabulary</li><li>• Phonics</li></ul>	<ul style="list-style-type: none"><li>• I can name the days and months of the year</li><li>• I can count to 100</li><li>• I can say the date</li><li>• I can ask and answer questions about birthdays</li><li>• I can talk about nationalities and countries</li></ul>	<p>Children will learn to recognise and spell the days and months of the year and be able to write the date correctly in French. They will learn the numbers to 100, using songs to support their learning. They will do speaking and listening exercises to improve their recall of the numbers and understanding of dates, including asking an answering questions about birthdays. They will talk</p>



		about countries and nationalities, including the agreement of masculine/feminine adjectives.
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<b>Art – National Curriculum</b>	<b>Skills</b>	<b>Overview</b>
<ul style="list-style-type: none"><li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li></ul>	<ul style="list-style-type: none"><li>Improve mastery of art and design techniques, including sculpture using clay.</li></ul>	Children design and make scaled model Anderson shelters using a range of materials. They make clay poppies (inspired by the Tower of London art installation) which are planted on Armistice Day.

<b>RE – National Curriculum</b>	<b>Skills</b>	<b>Overview</b>
<ul style="list-style-type: none"><li>Studying Judaism</li></ul>	<ul style="list-style-type: none"><li>How do Jews worship at home and in the Synagogue?</li><li>What are the key Jewish beliefs?</li><li>What can we find out about Anne Frank and how Jews were persecuted during the war?</li></ul>	In RE, children study the 'Diary of Anne Frank' and write a biography of her. Linked to this the children study the Jewish faith as well as looking at the Holocaust and their persecution during the war. (British Values: tolerance).

<b>Music – National Curriculum</b>	<b>Skills</b>	<b>Overview</b>
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## MEDIUM TERM PLANNING | UNIT OBJECTIVES

Nunthorpe Primary Academy

Year Group: 6

Pupils should be taught to sing and play musically with increasing confidence and control.	To sing with control of pitch and tone	Opportunities to sing are at Harvest Festival, Christmas performance and the Carol concert in Church
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Physical Ed – National Curriculum	Skills	Overview
<ul style="list-style-type: none"><li>• Use a range of techniques when passing and play with speed &amp; flow</li><li>• Use a range of tactics to keep possession of the ball and to attack goal</li><li>• Strike a ball with intent and throw it accurately when bowling/fielding</li><li>• Explain the importance of exercise on the body and the impact it can have on their lifestyle</li></ul>	<ul style="list-style-type: none"><li>• combine and perform skills with control, adapting them to meet the needs of the situation<ul style="list-style-type: none"><li>• perform skills with greater speed, choosing when to pass or dribble;</li><li>• use attacking and defending skills appropriately in games;</li><li>• choose and use different formations to suit the needs of the game;</li><li>• use different ways of bowling;</li><li>• bat effectively, using different types of shot and field with increased accuracy;</li><li>• can throw over arm with accuracy and for a good distance;</li></ul></li></ul>	Children will be taught skills and coached by three specialist PE teachers in the autumn term competing in invasion games and striking & fielding games. They will make best use of the autumn weather, playing games on the field whenever possible.



# MEDIUM TERM PLANNING | UNIT OBJECTIVES

Nunthorpe Primary Academy

Year Group: 6

	<ul style="list-style-type: none"> <li>direct the ball away from fielders, using different angles and speeds</li> </ul>	
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PSCHE – National Curriculum	Skills	Overview
<ul style="list-style-type: none"> <li>Stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>What is a stereotype?</li> <li>What are the key British Values of tolerance and respect and how do they relate to you?</li> </ul>	The children will learn about Stereotypes and tolerance of people of different genders, beliefs, religions etc.

Computing – National Curriculum	Skills	Overview
<ul style="list-style-type: none"> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<ul style="list-style-type: none"> <li>Use technology safely, respectfully and responsibly;</li> <li>Recognise unacceptable/acceptable behaviour;</li> <li>Use and combine a variety of software to create content to present data and information.</li> </ul>	Children learn how to create strong passwords and secure profiles on social media in order to protect their private information and accounts online. They make a ‘website’ with links to pages containing information about keeping safe online. They also create a multimedia presentation linked to WW2

<b>British Values</b>	<b>Debate &amp; Discussion Opportunities</b>	<b>Trips and Experiences</b>	<b>Possible Linked Texts</b>
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## MEDIUM TERM PLANNING | UNIT OBJECTIVES

Nunthorpe Primary Academy

Year Group: 6

Mutual Respect: discussions about tolerance and breaking stereotypes.	What is tolerance? What are stereotypes?	Ryedale Folk Museum/Pickering War Weekend  Nissan factory STEM visit	Friend or Foe by Michael Morpurgo War Poetry The Best Christmas Present in the World
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