

Year group: 6

Term: Spring 1

Topic: Conflict and Resolution



Literacy

Book Talk

Book: Private Peaceful

Author: Michael Morpurgo

Reading Key Performance Indicators:

- Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling.
- Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions.
- Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration.
- Provide reasoned justifications for his/her views.

Writing Genres:

- Recount- Journalistic Writing
- Historical Narrative- Flashback

Assessed Writing:

- Recount- Journalistic Writing

Creative Writing:

- Autobiography- Linked to science topic
- Battle Scene

Pupils will learn to:

- Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form.
- Draft and write narratives, describing settings, characters and atmosphere and integrate dialogue to convey character and advance the action.
- Use a range of devices for cohesion within and across paragraphs.
- Draft and write by using organisational and presentational devices to structure text and to guide the reader.
- Evaluate and edit by ensuring consistent and correct use of tense throughout a piece of writing.
- Proof read for spelling errors linked to spelling statements for year 6.
- Use dictionaries to check the spelling and meaning of words.
- Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.
- Use the passive to affect the presentation of information in a sentence.
- Use layout devices to structure text.
- Use the colon to introduce a list and use semi-colons within lists.
- Use bullet points to list information.

Recount – Journalistic writing

Immerse

- To present current news affairs to explore the role of a newspaper reporter.
- To read a variety of newspapers to familiarise ourselves with the genre.

Analyse

- Use a given text, find language and layout features and identify the intent and audience for the writing.

Skills

- To use varying levels of formality within our writing.
- To use direct speech to convey character within a newspaper report.
- To use a range of cohesive devices – adverbials of time and place within a newspaper report.

Plan

- Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form.

Write

- To draft and write a newspaper report by using organisational and presentational devices to structure text and to guide the reader.
- To write a newspaper report using varying levels of formality, direct speech and cohesion.

Edit and review

- Evaluate and edit by ensuring consistent and correct use of tense throughout a piece of writing.
- Proof read for spelling errors linked to spelling statements for year 6.
- Use dictionaries to check the spelling and meaning of words.

Historical narrative - flashback

Immerse

- To explore historical footage and reports to immerse ourselves into the battles of WW1 and WW2.

Analyse

- Use a given text, find language and layout features and identify the intent and audience for the writing.

Skills

- To organise paragraphs around themes.
- To use a range of literary devices to develop vivid imagery
- To use language and vocabulary that reflect the era of the writing.

Plan

- Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form

Write

- Draft and write narratives, describing settings, characters and atmosphere and integrate dialogue to convey character and advance the action.
- Draft and write by using organisational and presentational devices to structure text and to guide the reader.
- To write a flashback using the skills learnt within the journey.

Edit and review

- Evaluate and edit by ensuring consistent and correct use of tense throughout a piece of writing.
- Proof read for spelling errors linked to spelling statements for year 6.
- Use dictionaries to check the spelling and meaning of words.

Maths

Decimals and Measure

Pupils will learn:

- To understand linear number sequences with decimals.
- To use, read and write standard units of measure including on scales.
- To interpret mass problems.
- To interpret problems involving mass and money.
- To reason about the perimeter and area of rectangles.
- To calculate the area of triangles and parallelograms.
- To solve missing side lengths of rectilinear shapes.
- To reason about the area of rectilinear shapes.
- To reason about the perimeter of rectilinear shapes.
- To calculate the volume of cubes and cuboids.
- To reason about the volume of cubes and cuboids.
- To convert between miles and kilometres.
- To convert between metric and imperial units of measure.
- To interpret time problems.
- To interpret problems involving timetables.

Geometry- Angles and Properties of Shapes

Pupils will learn:

- To categorise, estimate and measure angles.
- To use a protractor to draw angles accurately.
- To calculate unknown angles using known angle facts.
- To solve problems involving angles.
- To compare and classify 2-D shapes.
- To draw 2-D shapes.
- To illustrate and name parts of a circle.
- To compare and classify 3-D shapes.
- To recognise, describe and build 3-D shapes from nets.

Times Table Focus: Related Facts

Arithmetic Focus: Short and long division

Science

Evolution and Inheritance

Pupils will learn:

- Lesson 1: What can fossils tell us?
- Lesson 2: What is variation?
- Lesson 3: What is inheritance?
- Lesson 4: What is adaptation?
- Lesson 5: Why do animals have adaptations?

Pupils will know and understand:

	<ul style="list-style-type: none"> • Why the information fossils give us is so important. • Who Mary Anning was and why her findings are significant. • Living things have adapted or changed over time to be able to survive in their environments. • Why animals need to adapt to their environments.
History	<p><u>Conflict and Resolution</u></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • Lesson 1: How did the First World War begin and why did Britain fight? • Lesson 2: Who fought for Britain in the First World War? • Lesson 3: What was trench warfare? • Lesson 4: What did women do during the First World War? • Lesson 5: How did the First World War end and what followed? <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • Archduke Franz Ferdinand, the Austro-Hungarian heir, was killed on 28 June 1914 in Sarajevo. • The Triple Entente was made up of the British, French, and Russian empires. • Triple Alliance was made up of the German, Austro-Hungarian, and Italian empires. • In 1916, the Military Service Act introduced conscription, calling for every unmarried man aged between 18 and 41 to enlist for military service. • The Battle of the Somme is regarded as one of the most devastating and costly battles of the First World War. • Because of the war, women had to do the jobs that were reserved for men only before the war. • Up to 1 million women worked in munitions factories. • The First World War ended at 11am on 11 November 1918. Armistice Day is still acknowledged in Britain today.
Geography	
Art	<p><u>Painting and Mixed Media</u></p> <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • Use sketchbooks to research and present information • Develop ideas into a plan for a final piece • Make a personal response to the artwork of another artist • Use different methods to analyse artwork such as drama, discussion and questioning <p>Pupils will learn:</p> <ul style="list-style-type: none"> • Lesson 1: To understand how to analyse a famous painting. • Lesson 2: To understand how to find meaning in a painting. • Lesson 3: To apply drama techniques to explore the meaning of a painting. • Lesson 4: To apply interpretation skills to analyse and respond to an abstract painting. • Lesson 5: To understand how art can tell stories or portray messages. • Lesson 6: To develop starting points for creative outcomes. • Lesson 7: To demonstrate an understanding of painting techniques to make personal choices.

Design Technology	
Computing	<p>iSafe</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • Lesson 1: iSecure- To recognise the importance of protecting passwords. • Lesson 2: iPrivate- To customise privacy settings for the online services. • Lesson 3: iPlay- To put into practice what they have learnt about privacy and security. • Lesson 4: iKind- To identify situations of harassment or bullying online. • Lesson 5: iUpstand- To learn there are different ways to intervene in a specific situation. • Lesson 6: iNice- To express feelings and opinions in positive, effective ways. • Lesson 7- iTone: To make good decisions when choosing how and what to communicate. • Lesson 8: iGet Help- To recognise that seeking help for oneself or others is a sign of strength. • Lesson 9: iReport- to be aware of online tools for reporting abuse. <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • To use technology safely, respectfully and responsibly. • To recognise acceptable/unacceptable behaviour. • To identify a range of ways to report concerns about content and contact.
PE	<p>Gymnastics</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • Lesson 1: To develop the straddle, forward and backward roll. • Lesson 2: To develop rolling into sequence work and on apparatus. • Lesson 3: To develop counter balance and counter tension. • Lesson 4: To develop counter balance and counter tension into sequence work with apparatus • Lesson 5: To develop jumps and explore the effect of height. • Lesson 6: To explore jump sequence work with consideration of performance tools. <p>Pupils will know and understand how to:</p> <ul style="list-style-type: none"> • Combine and perform gymnastic actions, shapes and balances with control and fluency. • Create and perform sequences using compositional devices to improve the quality. • Lead a small group through a short warm-up routine. • Use appropriate language to evaluate and refine my own and others' work. • Work collaboratively with others to create a sequence. • Understand how to work safely when learning a new skill. • Understand what counter balance and counter tension is and can show examples with a partner.
French	<p><u>In My French House</u></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To know how to describe houses in French. • To know how to write a description of a house. • To know how to use prepositions to describe position of items in a bedroom.

	<ul style="list-style-type: none"> • To know how to use prepositions to describe positions of objects in a bedroom. • To know how to write a letter. <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • Understand the French words for different types of houses and their rooms. • Ask and answer questions using vocabulary about houses and rooms. • Remember and understand the elements of a house and family. • Use a writing frame to create a written description of their house. • Label things in a bedroom and use the related vocabulary in simple sentences. • Use prepositions accurately, both verbally and in written sentences. • Write a letter to describe all the rooms in their house, where they live and with whom, using at least three prepositions accurately and including questions.
Music	<p><u>Unit Theme: Theme and Variations</u></p> <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • To know that a 'theme' is a main melody in a piece of music • To know that 'variations' in music are when a main melody is changed in some way throughout the piece • To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten • To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To explore the musical concept of theme and variations • To compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra' • To use complex rhythms to be able to perform a theme • To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time • To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms
RE	<p><u>Galilee to Jerusalem * Pupils are accessing the new RED curriculum</u></p> <p><u>Believe</u></p> <p>By the end of this unit of study, pupils will know that the Church teaches that:</p> <ul style="list-style-type: none"> • God inspired the authors of Sacred Scripture. • Scripture is understood literally and spiritually. • Mary prays and asks Jesus for help at Cana. • The Church has seven sacraments. The sacraments of initiation are baptism, confirmation, and Eucharist. The sacraments of healing are penance and anointing of the sick. The sacraments in service to Holy Communion are marriage and Holy Orders. • The purpose of sacraments is to help people grow more like Jesus, and through him become children of God. • The sacraments engage all the senses, not just intellect and are earthly signs of the presence of God, especially in the Eucharist. <p><u>Celebrate</u></p> <ul style="list-style-type: none"> • The sacraments are meeting points with God that bring people into a closer relationship with God and the community of the Church. They are holy, visible signs of God's presence and action in the life of a Catholic. Through them Catholics experience the 'healing, forgiving, nourishing, strengthening, presence of God that enables them to love in turn' (YC p105).

- Different representations in art or music of one of the signs from St John's gospel or one of the 'I am' statements studied.

Live

- How sacraments are celebrated in their local parish community and how these form part of the life of the local Church.
- How their local parish community (Parish priest and laity) hand on the teaching of Jesus.

Understand, Discern, Respond

Pupils will learn:

- To know the seven Sacraments of the Catholic faith and their purpose in the life of the Church.
- To describe some of the ways our parish celebrates the Sacraments and the role of the priest administering them.
- To explore John's Gospel and how it differs from the synoptic.
- To understand The Wedding at Cana and make links between the miraculous sign and Christian beliefs about Jesus.
- To understand the Healing of the Officer's Son and its literal and spiritual meaning.
- To understand the scripture passage of the Healing at Bethesda.
- To understand the scripture passage of Feeding the 5000.
- To understand the scripture passage of Walking on Water.
- To understand the scripture passage of Healing the Blind Man.
- To understand the scripture passage of Raising Lazarus.
- To explore the statement 'I am the bread of life'.

RSE

Created and Loved by God

Emotional Well-being

Body Image

Pupils will learn:

- To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.
- That thankfulness builds resilience against feelings of envy, inadequacy etc, and against pressure from peers or the media.

Funny Feelings

Pupils will:

- Deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action.
- Learn that some behaviour is wrong, unacceptable, unhealthy or risky.

Emotional Changes

Pupils will learn:

- That emotions change as they grow up (including hormonal effects).
- To deepen their understanding of the range and intensity of their feelings; that feelings are not good guides for action.
- That openness with trusted parents/carers/teachers when worried helps with healthy emotional well-being.
- That beauty, art, etc. can lift the spirit and also contribute to our sense of well-being.

Seeing Stuff Online:

Pupils will learn:

- The difference between harmful and harmless videos and images.
- The impact that harmful videos and images can have on young minds.
- Ways to combat and deal with viewing harmful videos and images.

Created and Loved by God
Life Cycles

Making Babies (Part One Only*)

Pupils will learn:

- How a baby grows and develops in its mother's womb.
- Pregnancy and childbirth are God's way of giving the gift of life: He creates new life, but entrusts parents with the job of making us.

Menstruation

Pupils will learn:

- About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life.
- Some practical ways to manage the onset of menstruation.

Immersive
Events/Visits/Visitors etc