

## English

### Reading

- Read and discuss a range of texts as part of our Whole Class Reading work, including our class novel 'Letters from the Lighthouse' .
- Read and discuss extracts from a range of genres and texts, including those linked to our topics.

### Writing

- Explore and use different sentences structures to write a recount centred around the Blitz, a poem and newspaper report.
- Use a range of grammatical features within writing, including: relative clauses, adverbials, direct speech, parenthesis, noun phrases, contrasting conjunction and complex sentences
- Use language features such as dialogue, metaphors, similes, pathetic fallacy, alliteration, personification and onomatopoeia

## PE- Dance and Gymnastics

- Work collaboratively to include more complex compositional ideas
- Develop motifs and incorporate into self-composed dances as individuals, pairs and groups.
- Show tension through pattern and formation
- Create longer and more complex sequences and adapt performances.
- Develop symmetry individually, as a pair and in a small group.
- Compare performances and judge strengths and areas for improvements.

## RE—Power

- Explain what people might mean by *power*.
- Explain how God's power is significant for different people.
- In conjunction with the WW1 topic, explain the significance of believer's interpretations of God's power.
- Explain our own personal response to the concept of *power*.
- Explain how *power* affects our own and other peoples' lives.

## Computing—HTML

- To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

## Music

- To sing and play musically with increasing confidence and control
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations



## Year 6 Autumn 2 Britain at War (continued) Make Do and Mend

## MFL—Spanish—Time

- Practise telling and writing the time in Spanish
- Ask and answer questions about time and subject timetables in a real life context.
- Comparison and contrasts between Spanish and English education system, subjects, structure with discussion of advantages/disadvantages of each.
- Find out about Christmas customs from a religious perspective .

## History

- Describe the causes and consequences of conflict in British history—start and end of World War 2.
- Explain interconnections between alliances in the Second World War and how they compare to WW1.
- Evaluate the impact of WW1 on the preparation of WW2.
- Present a timeline of key events during WW2.
- Describe the significance of weaponry and technology in WW2.
- Explain the significance of the Battle of Britain during WW2.
- Evaluate the impact of the Second World War on civilians.
- Use appropriate historical sources.
- Understand the impact of the war on Jewish people (Anne Frank)
- Compare and contrast leadership and their significance during WW2.

## Science

- **Learn about light and how it travels in straight lines and how we see. Find out how shadows are formed and predict the size of a shadow when the position of the light source changes.**
- **To learn about electrical circuits and symbols and to investigate the effect of changing components in a series circuit.**
- **Research the life and works of Thomas Edison.**
- In order to commit our learning to long-term memory, we will revisit and build upon our understanding of these concepts in the Spring term

## PSHE - Valuing Differences

- Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences..
- Know that all people are unique but that we have far more in common with each other than what is different about us;
- Consider how a bystander can respond to someone being rude, offensive or bullying someone else;
- Demonstrate ways of offering support to someone being bullied.
- Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
- Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.

## Maths—Division

- Use long division
- Understand and solve multi-step problems
- Identify the order of operations
- Use mental calculations and estimation
- Reason with known facts

## Maths—Fractions

- Identify, name and write equivalent fractions of a given fraction.
- Use common factors to simplify fractions.
- Compare and order fractions.
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
- Multiply proper fractions and mixed numbers by whole numbers.
- Multiply simple pairs of proper fractions, writing the answer in its simplest form.
- Divide proper fractions by whole numbers.
- Find fractions of an amount

## DT

- Investigate and analyse a range of existing products
- Analyse how an invention or product has significantly changed or improved people's lives
- Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately
- Deconstruct garments to identify how they were made, the materials used and their properties
- Develop hand stitches including: running stitch, blanket stitch and whip stitch
- Select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities.
- Choose the best materials for a task, showing an understanding of their working characteristics
- Pin and tack fabrics in preparation for sewing and more complex pattern work
- Create a detailed comparative report about two or more products or inventions

