

Year group: 6	Term: 2		Enquiry Question: How did WW2 impact the local
	Facential knowledge:	Essential vocabulary	area? Skills:
	Essential knowledge: Art	Essential vocabulary	Art
Creative	Att		Att
development	 Landscapes Know how to create sketchbooks with creativity to record ideas and observations. Know how to review and revisit ideas. Know how to improve mastery techniques when painting. To know how to compose a painting using different materials. Know about the landmarks in Hull and use observational skills to paint them. To know how to use ICT to recreate artwork. 	Mastery Evaluation Tint Dry and wet media Brush strokes Silhouette Tone Layers Textures Vibrant Shade	 Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition). Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions
	 Colour, pattern, texture, line, shape, form and space Know how to use observations to create a drawing of WW2 artefacts. Know how use cross hatching and shading for effect. Know how to continue to create sketch books with creativity to 	Shading Tone Texture Dry media Mixed media Line Form Space Genre Style	 Colour, pattern, texture, line, shape, form and space Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook.



record observations and use them to review and revisit ideas. Music	Tradition Variety Cross hatching Observations	 Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work.
Classroom Jazz 2 Focal Composer – Duke Ellington Listen and appraise / History of music To know five songs from memory, who sang or wrote them, when they were written and why? To know the style of the songs and to name other songs in those styles. To choose three or four songs and be able to talk about: The style indicators of the songs (musical characteristics that give the song their style) The lyrics: what the songs are about	Style indicators Melody Pulse Rhythm Pitch	Music Classroom Jazz 2 Focal Composer – Duke Ellington Listen and appraise / History of Music To identify and move to the pulse with ease To think about the message of songs To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical vocabulary when talking about songs. To talk about the musical dimensions working together in the songs.



_	Any musical dimensions features in
	songs and where they are used

- Identify the structure of the songs
- Name some of the instruments used in the songs

To know about the historical context of songs and understand what else was going on at that time- musically and historically?

To know and talk about the fact we each have musical identity.

Improvising

- To know and be able to talk about improvisation:
- Improvisation is making up your own tunes on the spot
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
- To know that using one, two or three notes confidently is better than using five
- To know that if you improvise using the notes you are given, you cannot make a mistake

Spring 1 – A New Year Carol

Listen and Appraise

 Appreciate and understand a wide range of high-quality live and recorded music drawn from Tempo
Dynamics
Timbre
Texture
Structure

Dimensions of music

Introduction

Verse Chorus Bridge Hook

Riff Solo

Unison

Harmony Compose

Improvise

Jazz Ostinato Phrases

Bossa Nova

 Talk about the music and how it makes you feel, using musical language to describe the music.

<u>Improvising</u>

- Improvise using instruments in the context of a song to be performed using up to three notes.
- Improvise with a feeling for the style of Bossa Nova and Swing.

Spring 1 – A New Year Carol

Listen and Appraise



	different traditions and from great composers and musicians Play an instrument in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations.	Spring 1 - A New Year's Carol Composers Classical Gospel Rhythm Verse Chorus Bridge Introduction Texture Structure Timbre	 To control how percussion instruments, create sounds To identify and analyse the structure of a range of music To identify aurally a wide range of instruments and their features To play rhythmic accompaniments to music with control, accuracy and adaptation.
Knowledge & understanding of the world	History How did WW2 impact the local area? A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. - Know how and why Britain entered WW2? - What did Germany do to bring Britain into the war? What was appeasement?	Anti-Semitism Holocaust Raids Commemoration Air raid Blitz Allies Axis Dictator	History How did WW2 impact the local area? Children have a good understanding of the causes of an event (e.g. rationing), can infer other factors that may have contributed (e.g. men going to fight in the war) and can give examples of consequences on a larger scale (e.g. people in Britain were the healthiest they have been). Children consider questions around a piece of evidence, be capable of inferring what the piece is telling us and consider their reliability (e.g. have analysed propaganda).



- Why were there two teams: Allies and the Axis? Which countries belonged to either side?
- Know how WW2 impacted the local area and the lives of people e.g. financially, lifestyle, jobs, housing, leisure.
- Children understand the process of evacuation and discuss this with an evacuee.
- Did everyone agree with the war?
 What was a conscientious objector?
- How did we adapt our homelives to meet the needs of the war effort? What is the meaning of ration? Was this restricted to food?
- How did the war impact housing in our local area? How did Hull change because of this? Why did Hull have it so bad?
- How did the role of women change during WW2? How was this different to the role of women prewar?
- Whose lifestyle changed the most?
 The father, the mother, the son or

- Children ask meaningful, relevant and generally open questions and can hypothesise (show thought) to possible answers regarding WW2 and life back in Britain.
- Children understand that WW2 had a significant impact on their life and the modern world around them.
- Children consider aspects WW2 changed and consider culture, economy, politics and military.
- Can children see continuity and changes between time periods they have studied as well as the present day. Teachers to pick two and compare similarities and differences.



the daughter? Which factors would influence this?

- Understand what life was like during WW2 – including being a Jew and evacuees.
- What is a Jew? What is anti-Semitism? How did life change for a Jewish person during the war? Why were the Jews targeted?
 What did this mean for the Jewish people? What evidence have we that this was happening? Primary sources Anne Frank, Memorials, Auschwitz.

RE

Unit 6.2 Living a faith-what is identity?
Religion and World view focus:
Christianity, Islam and Humanism

Easter-what is the message of Easter to the world for today?
Year 6 focus: the message of Easter for today.

<u>French</u>

<u>RE</u>

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<u>French</u>



SMSC Celebrating Difference

Children are taught that normal is a perception and that disability can affect this. Similarly, children are taught that another person or people can have power over another person: this topic includes bullying behaviours.

We will achieve this whilst learning:

- To understand there are different perceptions about what normal means
- To understand how having a disability could affect someone's life
- To explain some of the ways in which one person or group can have power over another
- To know some of the reasons why people use bullying behaviours
- To give examples of people with disabilities who lead amazing lives

Changing Me

Children will be taught to identify when change occurs and reflect upon changes, they see in themselves. Normal Ability Disability Visual impairment

Empathy
Perception
Medication

Vision

Blind

Role model Cerebral palsy

Inspire

Independent

Power

Struggle Imbalance

Control

Harassment

Bullying

Direct

Indirect

Argument

Recipient

Sport

Accolade

Paralympian

Perseverance

Admiration

Stamina

Responsibilities Respect

Trust

Pregnancy

Embryo

Celebrating Difference

- I can emphasis with people who are living with disabilities
- I can be aware of my attitude towards people with disabilities
- I can be aware of how it feels to be excluded
- I can tell you a range of strategies in managing my feelings in bullying situations
- I can appreciate people for who they are
- I can show empathy for people in either situation
- Identify what is in place for people who need additional support. Which external agencies/charities are there and what support do they offer?

Changing Me



	We will achieve this whilst learning to: Understand that everyone is unique and special. Express how they feel when change happens. Understand and respect the changes they see in themselves. Know who to ask for help if worried about change. Begin to look forward to changing. Understand how being physically attracted to someone changes the nature of the relationship.	Foestus Placenta Umbilical cord Labour Contractions Cervix Midwife Independence Grown up Attraction Relationship Friends Journey Worries Anxiety Hopes Excitement Consent	 Children will: Be aware of my own self-image and how my body image fits into this. Explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. Ask the questions I need answered about changes during puberty. Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. Identify what I am looking forward to and what worries me about the transition to secondary school.
Scientific & technological understanding	Animals including Humans - Name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood - Describe the ways in which nutrients and water are transported within animals, including humans - Recognise the impact of diet exercise drugs and lifestyle on the way their body's function. Light	Circulatory system Veins Arteries Capillaries Nutrients Oxygen Carbon di-oxide Nutrients Protein Carbohydrates Minerals Vitamins Absorption Digestion Ingestion Reflection Shadow Refraction Opaque	Science Circulatory system Veins Arteries Capillaries Nutrients Oxygen Carbon di-oxide Nutrients Protein Carbohydrates Minerals Vitamins Absorption Digestion Ingestion Light - Make systematic and careful observations - Take accurate measurements



_	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.

Translucent Transparent

 Use test results to make predictions and set up further comparative and fair tests.

Computing

Spreadsheets (Unit 6.3)

- Exploring Probability
- Use of spreadsheets in 'real life'
- Creating a computational model
- Use a spreadsheet to plan pocket money spending
- Plan a school event

Spreadsheets (Unit 6.3)

Cell Formula(e) Copy Paste Sort

Filter

Computing

Spreadsheets (Unit 6.3)

- Create a spreadsheet to answer a mathematical question relating to probability.
- Take copy and paste shortcuts.
- Problem solve using the count tool.
- Create a machine to help work out the price of different items in a sale.
- Use the formula wizard to create formulae.
- Use a spreadsheet to solve a problem.
- Use a spreadsheet to model a real-life situation and come up with solutions.
- Make practical use of a spreadsheet to help plan actions



Stop Motion (Bespoke)

- To take a photographs and sequence them into a 'movie'
- To understand the role framing in photography plays in stop motion
- To understand that 2Animate orders the photographs into a sequence using onion skin
- To evaluate the sequence
- To use the wider features of PurpleMash to edit and improve using onion skin
- To use a range of programs to achieve a given aim
- To add auditory commentary including sound features
- To understand the history of animation and its impact upon society
- To evaluate the pros and cons of methods for animation

Design Technology

Making a belt for garden tools (Dig for Victory)

Design:

 Know that a 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.

Stop Motion (Bespoke)

Smooth

Programs
2Animate
Evaluate
Onion Skin
Auditory Commentary
Animation
Impact
Society
Focus
Web-based program
Narrate
Sequence

Mock up
Pattern/ Template
Seam allowance
Specification
Tacking

- Use a spreadsheet to model a real-life situation and come up with solutions that can be applied to real life.
- Use a spreadsheet to model a real-life situation.
 Represent the ingoing and outgoings associated with the community meals.

Stop Motion (Bespoke)

- Focus a photograph using a tablet
- Analyse the sequence of photographs so that movement looks 'smooth'
- Edit a sequence of photographs to achieve a given aim
- Transfer the skills learned in the previous years onto a web-based program
- Narrate a story
- Choose an appropriate sound effect and/or soundtrack to enhance the sequence
- To choose a preferred method for animation

Design Technology

Making a belt for garden tools (Dig for Victory)



	Make: - Fabrics can be strengthened, stiffened and reinforced when appropriate - Know how to use the equipment safely - Explore a range of fabrics Evaluate: - Know the intended user - Know how to compare the product to the original design specification	Working drawing seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces name of textiles and fastenings used, pins, needles, thread, mock-up, prototype	Design: - Develop, model and communicate ideas through talking, templates, drawing, mockups and protypes. - Design a purposeful, functional and appealing product for the intended user that is fit for purpose based on a simple design specification. Make: - Produce a detailed list of equipment and fabrics
	- Similar textile products		appropriate for the given task. - Formulate a step by step plan - Select the appropriate tools and equipment to make a product that is accurately assembled and well finish Evaluate: - Test the products with intended user and critically evaluate the - Compare the final product to the original design specification Investigate and analyse textile products linked to the products
Physical development	Physical Development Dynamic Dance (Unit 6.2) - Understand the style of street	Dynamic Dance (Unit 6.2) Street Dance Canon	Physical Development Dynamic Dance (Unit 6.2) Identify and practise the patterns and actions in a
	dance	Unison	street dance style



To learn some street dance rand devise poses To explore dance patterns armoving to the beat To know how to use express movements in dance	Match Pose Routine	 Demonstrate an awareness of the music's rhythm and phrasing when improvising Create a dance that represents a street dance style Work with a partner to create a short dance phrase Create a dance as a group, using any street dance moves Work as a group to co-operate and adapt two routines and put them together Perform and analyse own and others performance
Mighty Movers (Unit 6.2) - To know and understand the principles of a good warm-up - To understand how moves calinked together to perform moves complex/challenging moves	Aerobic warm-up Jab	Mighty Movers (Unit 6.2) To compose an aerobic warm-up that raises the heart rate over a sustained time Demonstrate fluency of moves Perform complex moves to music To perform and devise a sequence of movements to music Demonstrate understanding of boxercise moves and how they can be linked together to make a routine

Guided Reading text and other linked books	Previous Learning Links	Adaptations to the Curriculum for SEND	Key Questions
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Punch



Good Night Mr Tom	Stone Age, Roman Britain, Anglo Saxons, Vikings, Tudors and Victorians. Continuing the sequence of the key historic events in British History.	Social stories right and wrong. Actions affect others Watching clips – breaking down timeline into chunks that are relevant and linked.	Why did the war start? Why was it called a world war? Why did some countries become allies and some the axis?
	events in British Flistory.	Exploring different viewpoints Series of light experiments –	
		structured experiment reports.	