




YEAR 6 AUTUMN 1 2020/2021



<p>Class Team Class Teacher: Rosie Support Staff: Naima Class Name: Elizabeth Garrett Anderson</p>	<p>TERM TOPIC - WORLD WAR II</p> 	<p>SCHOOL VALUES Ambitious: Compassionate: Empowered:</p>
<p>Important Dates Class Assembly on 17th September PE on Tuesday and Friday Trips on *</p>	<p>TOPIC HOOK Blitz day</p>	<p>SHARING CELEBRATION Children teach one aspect of WW2 to parents</p>
<p>ENGLISH Anne Frank Otto: Autobiography of a Bear When My Name was Keoko</p>	<p>MATHS Number & Place Value Addition and Subtraction</p>	<p>SCIENCE Light Straight lines, how we see, shadows (link to Blitz/blackout)</p>
<p>HISTORY/GEOGRAPHY What was the impact of WWII on people on the Isle of Dogs? (Change and continuity enquiry) Hist: A significant turning point in British history (WWII)</p>	<p>RE Believing U2.3 What do religions say when life gets hard? Christianity, Hindus (Links to WWII)</p>	<p>COMPUTING E-Safety: Reporting concerns Data handling: analyse and evaluate WW2 databases</p>
<p>ART Painting - colour, tone, shade Paint Goodnight Mr Tom scene/war scene Moore</p>	<p>PSHE Being Me in My World</p>	<p>SPANISH Revision Topic El Mundo Español</p>
<p>PE - SPECIALIST TEACHER Table Tennis Cricket</p>	<p>MUSIC - SPECIALIST TEACHER Singing and Composing Songs</p>	<p>TRIPS Mudchute farm to see the anti aircraft gun Local walk to see areas bombed in WW2 HISTORY</p>

	31.8.2020 (2 day week)	7.9.2020 (Assessment Week)	14.9.2020	21.9.2020	28.9.2020	5.10.2020	12.10.2020	26.10.2020
ACE	Ambitious - Compassionate - Empowered -	Ambitious - Elizabeth garrett Anderson Compassionate - understanding how times were hard for Anne Frank Empowered -	Ambitious - Compassionate - pov Anne frank Empowered - use what I know to make something science	Ambitious - arguing why an event is most significant Compassionate - showing respect to other religions Empowered - being able to explain mistakes in maths	Ambitious - Compassionate - for those who lost homes in the blitz Empowered -	Ambitious - long division Compassionate - understanding different roles of the empire Empowered - all children contribute to the group	Ambitious - using ambitious vocab in poem Compassionate - understanding women's role in the past to present Empowered - understanding how women's roles have changed	Ambitious - teaching a lesson Compassionate - understanding different views in religion Empowered - creating own kaleidoscope
Book Titles		Anne Frank	Anne Frank	Otto the bear	Otto the bear	When my name was Keoko (previously have read book to children)	When my name was Keoko	
English	Writing assessment: write a letter to their future self.	Use modals to show possibility To write an informal letter (using brackets) To use parenthesis - write diary Diary entry - question tags Use noun phrases - describe the annex Use relative clauses in dialogue	Write a character description Write a diary from another perspective - use dashes Write a newspaper - adverbials for time Write a newspaper article Write newspaper article	Expanded noun phrases using prepositions- describe the bear Modal verbs and question tags - who the bear belongs to To infer using the text Use synonyms for effect - describe goodbye scenes News paper article - adverbial phrases	Newspaper article - dashes to cut through sentences Newspaper article - prefixes for effect on word Plan story Write historical story Write historical story	Respond to a story - give opinions (from first chapter) - cohesion of paragraphs Diary entry - uncle when he runs away - relative clauses Noun phrases - description of Koreo and changes after Pearl harbour Letter writing - from Tae -yul final letter being Kmakazi - dashes for thoughts	Read poems by Keoko then other poems from the war - look at use of imagery Collect phrases - imagery Create own poem based on life in Japan in WW2 - use of imagery Edit own poem	Plan non chron report Write non chron report on an aspect of WW2 from all reading done Edit non chron report
Reading	Assessment	Assessment (when not assessing start reading When my name was Keoko)	Clarifying - non fiction texts on WW2	Retrieval - Now or never	Predicting - Now or never	Summarising - Now or never	Inferring - Now or never	Making links/evaluating - poetry soliloquy of a parachute jumper
Spellings /Phonics	N/A	Revise how to use a dictionary to find words	Revise morphemic and etymological strategies to be used when learning	Revise morphemic and etymological strategies to be used when learning	Revise year 5 homophones	Words ending '-able/ably', '-ible/ibly	Revise words with i sound	Learn words from year 5/ year 6 spelling list

			specific words	specific words				
Maths Starter	N/A	Maths assessment	Order numbers to 1,000,000 Negative numbers Roman numerals	Adding and subtracting numbers both mentally and written	Multiply and divide numbers by 10, 100 and 1000	Multiply and divide numbers mentally Factors, prime numbers and multiples	Mixture addition, subtraction, multiplication and division mentally	Rounding numbers
Main Maths	N/A	Maths assessment Numbers to 1 million Compare and order numbers	Round numbers to 10, 100 and 1000 Round numbers Negative numbers Negative numbers Add numbers 4 digits Subtract numbers 4 digits	Inverse operations Multi step addition and subtraction Add and subtract integers Short multiplication by 1 digit Multiply 2 digits Multiply 2 digits by 2 digits	Multiply 2 digits by 3 digits Multiply 2 digits by 4 digits Divide 4 digits by 1 digit Divide with remainders Short division	Long division Long division Long division Factors Multiples	Common factors and multiples Prime numbers	Square and cube number First 4 quadrant 4 quadrants Reflection Translations
PS/ Reason	N/A	Maths assessment	Odd one out, spot the difference	Explain the mistake, teach your partner	Explain the mistake Teach a friend	Explain the mistake Teach a friend, find another way	Odd one out	Spot the mistake
Science	N/A	Recognise that light appears to travel in straight lines Use mirrors to see how can move light around corners	Make a periscope based on what they found about light	Decide where rear view mirrors should be placed on cars to see what is behind them	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 - understand how that happens look at features of the eye and why it happens	Investigate shadows. What happens when an object is moved towards a light source	Understand light can be split into different colours use a prism to see the light spectrum of colours	Make a kaleidoscope
Working Scientifically	N/A	Ws3 Planning enquiries to answer questions	Ws4 using test results to set up further tests	Ws4 Using test results to set up further tests	Ws6 Reporting data using diagrams	Ws3 Planning enquiries to answer questions	Ws6 Reporting data using diagram	
Hist/ Geog content	Elizabeth Garrett Anderson - research who she is	Blitz day (hook)	How did the war start?	Key events in the war - what were they? Why important?	Local history- how was the local area affected/changed	The empire during the war - who helped? Why significant now?	Women in the war - how did their roles change? Implications for the future	children create own lessons on WW2 based on what they have learnt and give lesson to parents.
Hist/ Geog skills	Understand a significant person in history	Use a range of sources to find out about the past.	Place events on a timeline	Know key events in a time studied	Understand primary and secondary sources of information.	Bring knowledge from a range of sources for finding out	Compare beliefs with another time	Use what we have found out to make a display

Hist/ Geog outcome	Create presentation	Rationing (cooking based upon it) Intro to blitz. Children come dressed up, create model Anderson shelter etc.	Create a timeline to show the order of events leading up to the war	Children have to put events in order in terms of how significant they think they were for England during the war	Compare images from WW2 go on a local area walk and see those places now to understand the damage	Children research who helped the country and present their findings	Create poster to encourage women to work in the war	Lesson to parents
RE	N/A	Consider questions such as What happens when we die?	Describe the impact that the belief that we have a soul might have on the way someone might live their life	Describe the Hindu belief in reincarnation and Karma	Look for similarities and differences between the Muslim belief in Judgement and Christian belief in Judgement and how that is similar and different to the Hindu belief in reincarnation	Think of reasons why some people might be comforted by their beliefs when someone dies	Describe how not believing in life after death might make a difference to how someone lives	Look for similarities and differences between their own views about life after death and the beliefs of Hindus, Christians, Muslims or non-religious people
Comp	N/A	Reporting concerns	Create google forms finding out what people know about WW2	Look at the data - present in a variety of graphs. Identify areas people know and don't know.	Look at graphs based on WW2 data - what do they show? Which are best at showing this why?	Put data from tables into appropriate graphs	Put data from tables into appropriate graphs with explanations of what this shows	Create powerpoint showing all the data they have gathered.
Comp Vocab	N/A	E safety Concerns	Google forms Data	Graphs Data analysis	Data analysis Analyse Spread sheets	Graphs Data Analysis excel	Graphs Data Analysis excel	Powerpoint Copy, paste
Art/DT skills	N/A	N/A - Blitz day	Develop a personal style from looking at work of artists	Combine colours and tones to create mood in a piece Create a colour palette based on images	Sketch lightly before painting	Combine colours and tones to create mood in a piece	Use qualities of watercolours to create an interesting image	Use qualities of watercolours to create an interesting image
Art/DT outcome	N/A	N/A - Blitz day	Create a mood board based on images from Blitz period and history	Practise painting a wash of colours for background Look at how to create different tones and shades of a colour	Practise sketching image of planes and buildings from London at the time	Aa tone and shading to sketches	Final piece scene from blitz wash with water colour then images sketched on top	Final piece scene from blitz wash with water colour then images sketched on top
PSHE SED learning outcome	N/A	I feel welcome and valued and know how to make others feel the same	I understand my own wants and needs and can compare these with children in	understand my own wants and needs and can compare these with children in	I understand that my actions affect myself and others; I care about other people's	I can contribute to the group and understand how we can function best as a whole	I understand why our school community benefits from a Learning Charter	I understand why our school community benefits from a Learning Charter

			different communities	different communities	feelings and try to empathise with them		and how I can help others to follow it	and how I can help others to follow it
PSHE Learning outcome	N/A	I can identify my goals for this year, understand my fears and worries about the future and know how to express them	I know that there are universal rights for all children but for many children these rights are not met	I understand that my actions affect other people locally and globally	I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities	Understand how an individual's behaviour can affect a group	I understand how democracy and having a voice benefits the school community	I understand how democracy and having a voice benefits the school community
Spanish	N/A							