



SEAFORD PRIMARY SCHOOL

Year 6 Term 1

<p>Topic Title- The Home Front</p>		
<p>History Knowledge and understanding Choose reliable sources of factual evidence to describe aspects of life, people's beliefs and attitudes and differences in status. Describe how some changes impact both on subsequent periods and, in the long term, on today's society Chronology Use timelines to place events, periods and cultural movements from around the world and use these as a reference point. Use key timelines to demonstrate changes and development in 1 key areas. Historical Contexts Evaluate usefulness and accuracy of different sources understanding the effect of propaganda, bias, misinformation and opinion. Form own opinions about historical events from a range of sources. Select the most appropriate source material, using primary and secondary, for a particular task Organise, Evaluate and communicate information Present information in an organised and clearly structure way and in the most effective/ appropriate manner, e.g. written explanations, tables, charts, labelled diagrams. Enquiry Devise, ask and answer more complex questions about the past, considering key concepts in history Select sources independently and give reasons for choices Analyse a range of source material to promote evidence about the past Construct and organise responses by selecting and organising relevant historical data Causes and Consequences Begin to offer explanations about why people in the past acted as they did</p>	<p>Geography (links made with History topic focus) Location, Place and Knowledge ♣ locate the world's countries, using maps to focus on Europe (including the location of Russia) Map Work ♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Science</p> <ul style="list-style-type: none"> • Demonstrate that dissolving, mixing and change of state are reversible changes. • Explain that some changes result in the formation of new materials and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments
<p>English Text/Genres 'Rose Blanche' 'Once' 'German in the Woods' Diaries/letters Persuasive writing and debate Poetry Writing Opportunities Letters home</p>	<p>Maths (opportunities for maths links) Order of operations Mental calculations and estimation Reason from known facts The first quadrant Four quadrants Translations Reflections</p>	<p><u>Computing</u> E-Safety To test the credibility of sources on the internet <u>Digital Literacy: explore a topic</u> To create and share a Google Document To conduct an internet search Use Google Docs to record information To write a research based article To share a Google Doc</p>

Poetry – The Blitz
 Diary/ writing in role – As main character/ other characters
 Persuasive writing – Change behaviour
 Information text – Rules/ instructions

<p>Design Technology-No Specific DT this term. Investigate</p> <p>Design and Make</p> <p>Evaluation</p>	<p>Art and Design-Lowry Knowledge</p> <p>Describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects, taking in to account the influence of the different historical, cultural and social contexts in which they worked</p> <p>Look at different styles from war artists – Piper/Moore/Ravillious. Artists who worked on the 'Recording Britain' series</p> <p>Ideas</p> <p>Develop and express own personal ideas through open ended research.</p> <p>Drawing Skills</p> <p>Draw with increased skill and depth of refinement and incorporate shading, basic perspective, light and shade.</p> <p>Can plan and complete extended sets of drawings in sketchbook to plan a painting, print or 3d piece.</p> <p>Continue to develop a personal style of drawing, expressing what they like drawing.</p> <p>Painting Skills</p> <p>Paint with skill and control but with the ability to be looser and more expressive when the painting demands.</p> <p>Recognise how colour can harmonise and be contrasting.</p> <p>Use washes of varied hues for backgrounds.</p> <p>Understand how to thicken paint and use different brush marks to create texture</p> <p>Work with increasing independence to develop own style of painting through the development of colour, tone and shade.</p>	<p>P.E</p> <p>Athletics will be taught throughout term 1 alongside gymnastics. The following skills will be built on each term-</p> <p>Skilfulness</p> <p>To move and be still with control, composure, good body shape, tension and changes in speed and effort.</p> <p>To combine skills and actions with some fluency and consistency. To use a greater range of specific skills / techniques using equipment with consistent control.</p> <p>Condition, Health and Well-Being</p> <p>To create and use tactics and compositional ideas that suit the situation with some success.</p> <p>To respond to changes in situations and new challenges and conditions with some rationale.</p> <p>To know what a healthy lifestyle is and how to live their lives more healthily.</p> <p>Decision Making</p> <p>To make accurate comments about quality of their own and others' performances and actions.</p> <p>To assess performance and actions against criteria and suggest improvements.</p>
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PSHE

I understand there are different perceptions about what normal means.

I understand how being different could affect someone's life.

I can explain some of the ways in which one person or a group can have power over another.

I know some of the reasons why people use bullying behaviours.

I can give examples of people with disabilities who lead amazing lives.

I can explain ways in which difference can be a source of conflict and a cause for celebration.

R.E. Celebration

Compare the similarities and differences between the Gospel accounts of Christmas

Pupils compare the texts in the Christian gospels that tell the stories of shepherds and wise men at Jesus' birth, exploring how they are remembered and celebrated in a range of Christmas festivities

Music

Explore beat, syncopation, co-ordination and rhythm skills.

I know how to make creative use of the way sounds can be changed, organised and controlled (including ICT).

I can create rhythmic patterns with an awareness of timbre and duration.

I have a range of words to help me describe music. (e.g. dynamics, tempo, texture, and silence)

I can describe my music using musical words and I use this to identify strengths and weaknesses in my music.

French

We will revise all main areas of previous learning with the focus being mainly on food and drink vocabulary, and practising a selection of phrases that are needed for use in shops, cafés etc.

Super Start- WW2 Evacuee day
 Mystic Middle-Trip to Newhaven Fort or Imperial War Museum.
 Fabulous Finish-VE Day street party.
 Curriculum Careers link- RAF 100 Years of Awesome <https://www.raeng.org.uk/education/schools/teaching-and-learning-resources/raf100>
 Science links- <https://explorify.wellcome.ac.uk/>