



SEAFORD PRIMARY SCHOOL

Year 6 Term 1

<p>Topic Title- The Home Front</p>		
<p>History History</p> <p>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</p> <p>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.</p> <p>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</p> <p>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.</p> <p>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</p> <p>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)</p> <p>Location, Place and Knowledge ♣ locate the world's countries, using maps to focus on Europe (including the location of Russia)</p> <p>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"> To explain and classify living things into broad groups according to common observable characteristics and based on similarities and differences of micro-organisms. <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</p> <p>Writing Opportunities Letters home Poetry – The Blitz Diary/ writing in role – As main character/ other characters Persuasive writing – Change behaviour</p>	<p>Maths (opportunities for maths links)</p> <p>Order of operations Mental calculations and estimation Reason from known facts The first quadrant Four quadrants Translations Reflections</p>	<p>Computing-It's cool to be kind (online safety) To agree to the Be Internet Awesome pledge & E-safety assembly To respond to bullying online To discuss different ways to respond to bullying To turn negative interactions not positive ones To interpret emotions behind texts and messages To model behaviour to others To put my learning into practice</p>

Information text – Rules/ instructions			
<p>Design Technology-No Specific DT this term.</p> <p>Investigate</p> <p>Design and Make</p> <p>Evaluation</p>	<p>Art and Design-Lowry</p> <p><u>Knowledge</u></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><u>Ideas</u></p> <p>Develop and express own personal ideas through open ended research.</p> <p><u>Drawing Skills</u></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><u>Painting Skills</u></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><u>Skilfulness</u></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><u>Condition, Health and Well-Being</u></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><u>Decision Making</u></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>	
<p>PSHE</p> <p>I can identify my goals for this year, understand my fears and worries about the future and know how to express them.</p> <p>I know that there are universal rights for all children but for many children these rights are not met.</p> <p>I understand that my actions affect other people locally and globally.</p> <p>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.</p> <p>I understand how an individual's behaviour can impact on a group.</p> <p>I understand how democracy and having a voice benefits the school community.</p>	<p>R.E.</p> <p><u>Beliefs and Questions</u></p> <p>Investigate the 5 pillars of Islam</p> <p>Pupils use their detailed understanding of religious practice such as the Five Pillars of Islam and worship of a deity in a Hindu family and a mandir to describe the significance of being part of a religion</p> <p>Pupils discuss and apply ideas from different religious codes for living (e.g. Commandments, Precepts or Rules) to compile a charter of their own moral values, applying their ideas to issues of respect for all</p>	<p>Music</p> <p>Music will be taught to each class for two terms a year.</p> <p>The children are learning songs related to their Learning Adventure. These involve part singing and good listening/timing.</p> <p>Skills</p> <p>I can sing in tune</p> <p>I breathe well and pronounce words, change pitch and show control in my singing.</p> <p>I perform songs with an awareness of the meaning of the words.</p> <p>I hold my part in a round.</p> <p>I perform songs in a way that reflects there meaning and the occasion.</p> <p>I can sustain a drone or melodic ostinato to accompany singing.</p> <p>At present, we are awaiting East Sussex guidelines RE: the resumption of singing.</p>	<p>French</p> <p>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.</p> <p>NB: French will be taught to each class for two terms a year.</p>

Super Start- WW2 Evacuee day

Mystic Middle-Trip to Newhaven Fort.

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/>