THE WOODSIDE ACADEMY

# Year 6 Autumn Topic 1: **Let the Battle Commence** (7 weeks)

WOW Ending: WW2 day

**Questions**.

Week 1: What was the Battle of Britain?

Week 2: How were people affected by the Battle of Britain?

Week 3: How was Croydon affected?

Week 4/5: Who influenced the outcome?

Condover Hall Week

Week 6: Why do we remember the Battle of Britain?

Week 7: Can you make a cake using rations available in WW2?

**Texts**: Lion and the Unicorn Article 3, 12, 42

Writing outcomes:

Fiction: Personal Response Narrative Writing In Role Character Study Description

Non Fiction: Recount Information Journalism Persuasive Biography

**Maths** Article 13, 28

Number: place value (2 weeks)

Number: addition, subtraction, multiplication, division (4 weeks)

**Science**: Light Article 12, 13, 28, 29

- 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.

**Computing** Article 13, 28, 29

E-safety—discuss the risks of online use of technology; identify how to minimise risks

Cryptology—recap and extend Y5 work

**Enrichment**

Trip to Croydon Clock tower or IWM

WW2 day—make do and mend

Learn national anthem

Blitz art

Ration cookery

Make model aeroplanes

Visit from evacuees

Chislehurst caves

**Assessment Foci**

**Science:** I can take measurements, using a range of scientific equipment, with increasing accuracy and precision.

**History:** I can use an increasing depth of factual knowledge to describe past societies & periods and make links between them.

I can select and record information from an appropriate range of sources.

I understand historical concepts of cause and consequence

**PE:** I can identify and explain the effective elements of skills and sequences in my own and others performance.

I can use skills and tactics for attacking and defending in game situations

**Music:** I can compare and contrast the impact that different composers have had on people of that time.

**Art:** I can explain why I have chosen specific techniques to create my art.

**Foundation Subjects Coverage**

**History**: Article 14, 13, 2, 12 Continue to develop a chronologically secure knowledge of British, local and world history through: study of a significant turning point in British history; study of an aspect of history that is significant in the locality; use a range of sources to describe a key event in Britain's past; summarise how Britain has had a major influence on the world; identify and explain propaganda; understand historical concepts of cause and consequence; explain how Parliament affects decision making in England.

**PE**: Article 31, 29 Hockey - identify the techniques need to practise to improve ; play to agreed rules; explain rules; use a number of techniques to pass, dribble and shoot.

Dance: combine work with that of others; link sequences to specific timings; identify and explain effective elements of skills and sequences in own and others performances.

**Art:** Article 29 develop techniques using sketch books to record observations, using them to review and revisit ideas; use a range of e-resources to create art.; explain reasons for choosing specific techniques to create art.

**Geography:** Article 13 locate the countries and cities of Europe using maps; know the countries that make up the European Union; name and locate some of the main islands that surround the UK; use maps, aerial photographs, plans and e-resources to locate countries and describe what a locality might be like; use the 8 points of a compass, grid references, symbols and keys to build their knowledge of the UK and the wider world.

**French:** Understand the main points and some of the detail from a spoken passage made up of familiar language in simple sentences. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Classroom routines, register, date, objects, instructions, weather.

**PSHE/ British Values:** What Makes Me, Me. Article 14, 13, 2, 12, 30, 42 - developing self-awareness, self-respect and their self-esteem; identifying their current strengths and weaknesses; developing an insight into their potential and capabilities; and identifying and practising effective learning strategies.

**Music:** Article 13, 28, 29 compare and contrast the impact of different composers from different times on people of that time; develop an understanding o the history of music; analyse features with different pieces of music; listen with attention and recall sounds.

**RE:** retell the stories and parables Jesus told to his followers; explain why and how the parables are still relevant to Christians now. Article 14, 30