Great Linford Primary School

Year 6	**The Blitz**	Autumn 1
ROOTS Link: Respect All	**Whole School Project**: Tree Week	**Ignites, Trips, Visits & Visitors**:

Vision:
For this project, the children will develop their knowledge of a significant turning point in British history. They will consider the events which lead to the beginning of the Second World War and the reasons behind these relating to the First World War. The children will study the different political views of governments at the time and consider the impact of bias and propaganda when analysing the importance of primary and secondary evidence. Whilst learning about the impact of The Blitz on British children at the time, they will learn the features of diary and story writing to retell historical events through the eyes of different fictional characters. In English and Reading in particular, children will widen their vocabulary to allow descriptive setting descriptions when describing London following bombing raids. Children will undertake different types of scientific enquiries to explore healthy bodies and learn about the circulatory system. An understanding of their personal goals in comparison to children around the world as well as across different time periods will be explored.

Key Texts:
- Goodnight Mr Tom – Michelle Magorian.
- The Silver Sword - Ian Serraillier.

History/ Geography

NC Links	Knowledge	Skills
A study of an aspect or theme in British history that extends pupils knowledge beyond 1066. A study of a significant turning point in British history.	• 1st September 1939—Germany invades Poland. • July 1940—Germany launches air attacks on Great Britain (The Battle of Britain and the Blitz begins). • June 6th 1944—D-day • September 2nd 1945—Japan surrenders and the war is over. • Winston Churchill was the UK Prime Minister 1940-45 and 1951-55. • Adolf Hitler was the leader of the Nazi Party and Chancellor of Germany 1933-45. • Children were evacuated across the country to protect them from the Blitz. OL: Can I explain the causes of WW2? OL: Can I explain what the Blitz was and the area's most likely to be affected? OL: Can I design a poster in WW2 propaganda style? OL: Can I understand the impact of the Blitz on children? OL: Can I compare the lives of children during the Blitz with today? OL: Can I create a circuit containing a switch to produce Morse Code? **(DT link)**	Understand that no single source of evidence gives the full answer to questions about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studies. Use sources of information to form testable hypotheses about the past. Identify periods of rapid change in history and contrast them with times of relatively little change.

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English			
Writing Focus:	Narratives	**Short Bursts**:	Setting Description – Settlement following a bombing raid. Diary entry – Child in an air raid shelter.
Cold Write:	Journey story evacuating to the country.		
WAGOLL:	Journey story evacuating from a city to the country or an air raid shelter.		
Hot Write:	Journey story evacuating during a German invasion.		
Purpose:	Written to track the locational and emotional changes during differing evacuations during The Blitz.	**Audience:**	All – especially to children sympathising with the emotions of leaving family behind during evacuations.

NC Links	Knowledge (Grammar)	Skills (Punctuation, Composition)
Plan • Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Noting and developing initial ideas, drawing on reading and research where necessary. • Consider how authors have developed characters and settings in example texts. **Draft and write** • Select grammar and vocabulary, understanding how choices can change and enhance meaning. • Describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action. • Use a wide range of devices to build cohesion within and across paragraphs. • Use organisational and presentational devices to structure text and to guide the reader. **Evaluate and edit** • Assess effectiveness of own and others' writing. • Propose changes to vocabulary, grammar and punctuation to enhance effects and meaning. • Ensure consistent and correct use of tense. • Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.	• Relative clauses to add additional information. • Modal verbs to express possibility or necessity. • Adverbs to modify a verb. • Creating expanded noun phrases for description. • Understanding perfect form of verbs show completed actions. • Using synonyms and antonyms. • Using a wide range of devices to build cohesion within and across paragraphs including flashbacks.	Consolidate year 5 list. Use of semi-colons to link sentences and ideas. Use colons to add detail or explanation. Using commas to clarify meaning. Using parenthesis (brackets, dashes or commas). Consider how authors develop characters and settings. Identify the purpose and audience of a piece of writing.

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Speaking & Listening	
Speaking & Listening	**Debating**
Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Speak audibly and fluently with an increasing command of Standard English. Gain, maintain and monitor the interest of the listener(s). Select and use appropriate registers for effective communication.	Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Participate in discussions, presentations, performances, role play, improvisations and debates. Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Spelling & Phonics		
NC Links	**Knowledge**	**Skills**
Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	• Know words on statutory words list. • Apply strategies for proof reading in smaller chunks (sentences and paragraphs). • Distinguish between homophones and other words which are often confused. • Use dictionaries to check the spelling and meaning of words.	Apply the following spelling rules: • Suffixes –able/–ably, and –ible/–ibly. • Adding suffixes beginning with vowels to words ending in –fer.

Handwriting		
NC Links	**Knowledge**	**Skills**
Write legibly, fluently and with increasing speed by: • Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letter.	Pupils can choose the writing implement that is best suited for a task.	• All letters are of a consistent size. • Handwriting is always joined and legible. • Pupils can write with speed.

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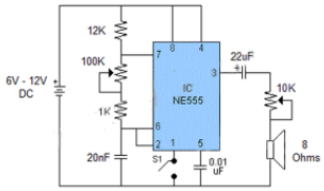
Design & Technology		
NC Links	**Knowledge**	**Skills**
Design • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. **Make** • Select from and use a wider range of tools and equipment to perform practical tasks accurately. • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. **Evaluate** • Investigate and analyse a range of existing products. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Understand how key events and individuals in design and technology have helped shape the world.	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products. Understand and use electrical systems in their products. Apply their understanding of computing to program, monitor and control their products. OL: Can I create a circuit containing a switch to produce Morse Code?	Scientific Enquiry: Can I create a circuit containing a switch to generate sound? • Design a circuit using appropriate icons to represent different elements. • Create a working circuit based on a design. • Test and evaluate a circuit. • Use a switch within a circuit to generate a message using Morse Code. **Morse Code Oscillator** A •– J •––– S ••• B –••• K –•– T – C –•–• L •–•• U ••– D –•• M –– V •••– E • N –• W •–– F ••–• O ––– X –••– G ––• P •––• Y –•–– H •••• Q ––•– Z ––•• 

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Science			
Enquiry Questions:	Do all animals have hearts? Does the heart ever get tired? What happens to people's organs when they don't exercise?	**Key Vocabulary**:	Addiction, aorta, artery, atrium, capillaries, circulatory system, oxygenated, respiration, pulse, ventricles, vein.

NC Links	Knowledge	Skills
Work scientifically by: Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Use test results to make predictions to set up further comparative and fair tests. Report and present 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.	**Focus**: Healthy Bodies • Heart rate increases with exercise. • The circulatory system is made up of the heart, the lungs, blood and the vessels it travels through. • The heart is a huge muscle that rests between each heartbeat. Arteries carry blood away from the heart; veins return de-oxygenated blood to the heart. Blood contains platelets which support the healing process by forming scabs. • Regular exercise, along with a balanced diet, can prevent obesity. • Smoking accounts for 1/4 of all deaths by cancer in the UK. Cigarette smoke contains around 4,000 different chemicals including tar, hydrogen cyanide and carbon monoxide. E-cigarettes still contain nicotine and other chemicals harmful to children. • Alcohol causes damage to the liver when too much is consumed for the liver to detoxify. OL: Can I identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood? OL: Can I recognise the impact of exercise on the way their bodies function? **(practical: exercise)** OL: Can I take measurements, using a range of scientific equipment, with increasing accuracy and precision to test lung capacity? **(practical: straws and bottles)** OL: Can I recognise the impact of diet and lifestyle on the way their bodies function? **(research: computing)** OL: Can I recognise the impact of drugs and lifestyle on the way their bodies function? **(research: computing)**	• Communicate answers using scientific vocabulary. • Ask a range of questions and use research to communicate to an audience. • Name parts of the circulatory system and describe the function of the heart. • Carry out a fair test and base a conclusion on the data. • Collect valid data and explain why the data is reliable. • Describe how food label information can help make dietary choices. • Know the difference between drugs and medicines and know that drugs affect how the body works.

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Music			
Termly Focus:	Composition	**Key Vocabulary**:	Timbre, phrase, blues, bar, repeat, chords, improvise, phrase, melody, blues scale, ostinato, riff, pedal notes, ternary, binary, rondo, cyclic patterns, ground bass, major, minor, modes, raga pentatonic scale.
Musical Focus:	Call and Response Blues Slave Music (e.g. Hoe Emma Hoe).		

NC Links	Knowledge	Skills
Perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Develop an understanding of the history of music.	Use knowledge of timbre to affect use of vocal and instrumental sound. Use the knowledge of instrumentalists to choose different timbre e.g. pizzicato/trills. Knowledge of how timbre affects mood/character/ genre/place/time. Can use knowledge to explain choice and to comment on the work of others'. OL: Can I explain musical vocabulary? OL: Can I research the history behind a piece of music? OL: Can I comment on different techniques used in a known piece of music? OL: Can I describe features and changes within a piece of music? OL: Can I note and perform bars of music? OL: Can I rehearse and perform in an ensemble?	Improvise using Blues scale and use movement of pitch to inform composition e.g. space. Explore other scales/modes from different cultures and genres. Select appropriate keyboard/computer-generated sounds. Use devices such as drone, ostinato/riff/pedal notes within structures such a binary, ternary, rondo blues, cyclic patterns, ground bass Use pentatonic scale chords, raga, blues, major/minor scales, modes Select metre/tempo, timbre, pitch and duration. Compose for effect/purpose and for specific instrumental requirements where appropriate. Feel confident to write down own rhythmic ideas using shorthand.

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Computing		
NC Links	**Knowledge**	**Skills**
Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Communication** Know how to complete a web search to find specific information including ways of refining searches. Understand how search results are ranked and ordered. Recognise how search engines make money and how this influences how results may be displayed. Understand different ways people communicate using technology. Understand the information which should and should not be shared online.	Describe and assess the benefits and the potential risks of sharing information online. Use various additional tools to refine my searches (e.g. search filters: size, type, usage rights etc.). Explain how to use search effectively and use examples from my own practice to illustrate this. Explain how search engine rankings are returned and can explain how they can be influenced (e.g. commerce, sponsored results).

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RE		
Termly Focus: Beliefs and Practices **Religion Focus**: Islam		**Key Question**: What is the best way for a Muslim to show commitment to God?
NC Links	**Knowledge**	**Skills**
To develop understanding of concepts and mastery of skills to make sense of religion and belief. To provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.	Pupils should be taught to: • Listen and respond appropriately to adults and their peers. • Ask relevant questions to extend their understanding and build vocabulary and knowledge. • Articulate and justify answers, arguments and opinions • Give well-structured descriptions and explanations • Participate actively in collaborative conversations • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Participate in discussions, presentations, performances and debates • Consider and evaluate different viewpoints, attending to and building on the contributions of others.	Express why showing commitment to something may be a good thing. Describe some of the ways that Muslims choose to show commitment to God. Explain why there might be different ways of showing commitment. Describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.

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PSHE	
Knowledge	**Skills**
Focus: Being Me in My World • Identify my goals for this year, understand my fears and worries about the future and know how to express them. • Know that there are universal rights for all children but for many children these rights are not met. • Understand that my actions affect other people locally and globally. • Make choices about my own behaviour because I understand how rewards and consequences feel an I understand how these relate to my rights and responsibilities. • Understand how an individual's behaviour can impact on a group. • Understand how democracy and having a voice benefits the school community.	Feel welcome and valued and know how to make others feel the same. Understand my own wants and needs and can compare these with children in different communities. Understand my own wants and needs and can compare these with children in different communities. Understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them. Contribute to the group and understand how we can function best as a whole. Understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself.

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PE		
NC Links	**Knowledge**	**Skills**
Develop skills of unison, mirroring, contact, level, speed, direction, control, jumping, turning gesture, action/reaction, and repetition.	Indoor Focus: Dance (Football) OL: Can I develop the actions of gesture and travel, including stepping patterns which express different characters and explore compositional ideas of action/reaction? OL: Can I create and perform movement phrases for getting dressed and warm-ups using the compositional ideas and introduce the music? OL: Can I explore the movements and actions of a match, create and perform movement phrases integrated for dance using speed, level, unison, mirroring and repetition? OL: Can I create and perform movement phrases for action/reaction, canon, unison, mirroring based on the actions of match officials? OL: Can I combine all the different sections of the dance together by practising and refining performance to include post-match actions?	Copy and repeat a taught movement phrase (Football Fan Motif) and movements to create a movement phrase. Compose a movement phrase and perform a kit motif and a warm up movement phrase in combination. Compose a match play movement phrase and to repeat a taught motif performing to music showing clear dynamics and control. Perform a match officials phrase showing unison, repetition and changes in speed, level, and direction. Combine with other pairs to perform the whole dance.
Develop skills of unison, mirroring, contact, level, speed, direction, control, jumping, turning gesture, action/reaction, and repetition.	Alternate Indoor Focus: Dance (Haka) OL: Can I develop the actions of gesture and travel, including stepping patterns which express different characters and explore compositional ideas of action/reaction? OL: Can I perform and evaluate a movement sequence showing unison/canon, containing strong and forceful dynamics? OL: Can I explore the movements and actions of sport, create and perform movement phrases integrated for dance using speed, level, unison, mirroring and repetition? OL: Can I combine all the different sections of the dance together by practising and refining performance?	Explain the origins of the Haka dance. Copy and repeat a taught movement phrase (Haka). Compose a movement phrase to develop their learned Haka sequence (linking to sporting actions). Perform a sports influenced phrase showing unison, repetition and changes in speed, level and direction.

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Applying skills and techniques to small and larger game situations. Using tactics and strategies to improve performance.	**Outdoor Focus**: Hockey OL: Can I use the correct stance and grip when using a hockey stick and improve control when moving with the ball. Pass and receive the ball over a short distance? OL: Can I pass and receive the ball with control? Can I apply shooting technique to an attacking situation, using space effectively? OL: Can I shoot accurately, applying shooting technique to an attacking situation? Can I tackle safely in a game? OL: Can I intercept the ball and tackle safely? Can I apply intercepting and tackling (defending techniques) to a game situation? OL: Can I understand the basic rules and utilise the square pass? Can I practice moving to the wing area of the pitch? Can I apply intercepting and tackling to a game situation and use space effectively? OL: Can I practise and improve accuracy and control of dribbling and passing skills and apply these skills into small-sided competitive games?	Pass the ball with control 3-4 metres apart and can dribble the ball showing consistent control. Pass the ball with control and can dribble, shoot and tackle showing consistent control and use space effectively. Pass, dribble, shoot and tackle showing consistent control and use the wide space effectively. Play effectively in a game situation.