| Year 6 | Post War Britain and Black History | Autumn 2 |
|---|---|---|

| ROOTS Link:   Overcome Challenges | Whole School Project:   Poetry week: Fireworks | Ignites, Trips, Visits & Visitors:   Possible Duxford trip |
|---|---|---|

| Vision: | Key Texts: |
|---|---|
| For this project, the children will consider the social, ethnic, cultural or diversity or post-war Britain. They will look at the impact of the Windrush generation on British life and how it linked with the creation of the NHS. The children will explore the thinking behind governmental decisions which changed the housing and business landscapes of Britain following the Second World War. In Science, they will classify living things into groups based on similar and differing characteristics, giving reasons for their choices. They will investigate the conditions which influence mould growth and record and present their findings in a variety of ways. In English and Reading, children will learn features of news report writing and create their own reports considering direct quotations and reported speech. | • Coming To England – Floella Benjamin |

| History/ Geography | | |
|---|---|---|
| **NC Links** | **Knowledge** | **Skills** |
| A study of an aspect or theme in British history that extends pupils knowledge beyond 1066.<br><br>A study of a significant turning point in British history. | • 5th July 1948 the NHS was created.<br>• Aueurin Bevin founded the NHS in 1948.<br>• The Windrush generation were named after the ship HMT Windrush which came from Africa and the Caribbean carrying many post war immigrants.<br>• Know who Benjamin Zephaniah was and his role as an important black historical individual.<br>• Know the importance of the Windrush generation and their part in modern history.<br>OL: Can I explain how Britain was rebuilt after the war?<br>OL: Can I explain how the British government changed after the war?<br>OL: Can I explain what the British empire was and why it is no longer functioning?<br>OL: Can I explain how the Windrush generation changed Britain in the 1950s?<br>OL: Can I understand the role of immigration in the creation of the NHS?<br>OL: Can I explain the role of new towns in post-war Britain? | Describe the social, ethnic, cultural or diversity of past society.<br><br>Give a broad overview of life in Britain from medieval until the Tudor and   Stuarts times.<br><br>Identify periods of rapid change in history and contrast them with times of       relatively little change.<br><br>Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. |

| English |
|---|

| **Writing Focus**: | Newspaper Reports (Recount) | **Short Bursts**: | Letter |
|---|---|---|---|
| **Cold Write**: | Newspaper Report – Stolen school equipment | | Biography |
| **WAGOLL**: | Newspaper Report – End of WW2 | | Argument/Speech |
| **Hot Write**: | Newspaper Report – Arrival of HMS Empire Windrush in Britain | | |
| **Purpose:** | To tell someone about something that has happened. | **Audience:** | Someone who wants to know about what has happened. |

| NC Links | Knowledge (Grammar) | Skills (Punctuation, Composition) |
|---|---|---|
| **Plan**<br>• Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.<br>• Noting and developing initial ideas, drawing on reading and research where necessary.<br>• Consider how authors have developed characters and settings in example texts.<br>**Draft and write**<br>• Select grammar and vocabulary, understanding how choices can change and enhance meaning.<br>• Describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.<br>• Use a wide range of devices to build cohesion within and across paragraphs.<br>• Use organisational and presentational devices to structure text and to guide the reader.<br>**Evaluate and edit**<br>• Assess effectiveness of own and others' writing.<br>• Propose changes to vocabulary, grammar and punctuation to enhance effects and meaning.<br>• Ensure consistent and correct use of tense.<br>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing. | • Using relative clauses<br>• Using modal verbs<br>• Using adverbs<br>• Using expanded noun phrases<br>• Using the perfect form of verbs<br>• Using synonyms and antonyms | Consolidate year 5 list.<br><br>Use of semi-colons to link related clauses.<br><br>Use brackets to clarify detail.<br><br>Use of dashes to embed extra information.<br><br>Use of commas in a list.<br><br>Identify the purpose and audience of a piece of writing.<br><br>Consider how authors use emotive language to impact upon the reader. |

| Speaking & Listening | |
| --- | --- |
| **Speaking & Listening** | **Debating** |
| Listen and respond appropriately to adults and their peers.<br><br>Ask relevant questions to extend their understanding and knowledge.<br><br>Use relevant strategies to build their vocabulary.<br><br>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.<br><br>Speak audibly and fluently with an increasing command of Standard English.<br><br>Gain, maintain and monitor the interest of the listener(s).<br><br>Select and use appropriate registers for effective communication. | Articulate and justify answers, arguments and opinions.<br><br>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.<br><br>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.<br><br>Participate in discussions, presentations, performances, role play, improvisations and debates.<br><br>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.<br>• Apply strategies for proof reading in smaller chunks (sentences and paragraphs).<br>• Distinguish between homophones and other words which are often confused.<br>• Use dictionaries to check the spelling and meaning of words. | Apply the following spelling rules:<br>  • Homophones 'ce' (nouns) and 'se' (verbs)<br>  • Suffixes –cious/tious |

| Handwriting | | |
| --- | --- | --- |
| **NC Links** | **Knowledge** | **Skills** |
| Write legibly, fluently and with increasing speed by:<br>• 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.<br>• Handwriting is always joined and legible.<br>• Pupils can write with speed. |

| Design & Technology | | |
|---|---|---|
| **NC Links** | **Knowledge** | **Skills** |
| **Design**<br>• 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<br>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.<br><br>**Make**<br>• Select from and use a wider range of tools and equipment to perform practical tasks accurately.<br>• 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.<br><br>**Evaluate**<br>• Investigate and analyse a range of existing products.<br>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.<br>• Understand how key events and individuals in design and technology have helped shape the world. | Develop an understanding for the visual aesthetics of different stitch types.<br><br>Know how use the properties of materials to create suitable visual and tactile effects.<br><br>Understand how to use stitching as a method to fasten two items together.<br><br>Know general domestic fabric items which required fixing during the period of WW2.<br><br>OL: Can I create a stitched design inspired by WW2? | **Scientific Enquiry**: Can I create a stitched decorative pattern?<br>• Design a pattern using appropriate knowledge of WW2.<br>• Collect feedback on a design and make improvements to designs.<br>• Create a stitched pattern or image.<br>• Fasten items such as buttons to a fabric using appropriate stitching techniques.<br><br> |

# Science

| | |
|---|---|
| **Enquiry Questions**: Are trees plants? How can you tell?<br>Is a Venus fly trap a plant or animal? What makes it unusual?<br>Is bacteria always bad? What causes mould growth? | **Key Vocabulary**: Amphibian, bacteria, fauna, fermentation, flora, fungi, genus, invertebrate, microbe, organisms, reptile, species, vertebrate. |

| NC Links | Knowledge | Skills |
|---|---|---|
| **Work scientifically by**:<br>Using classification systems and keys to identify some animals and plants in the immediate environment.<br>They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.<br><br>Key People – Carl Linnaeus | **Focus**: Living things, Classification, Micro organisms<br>• There are five kingdoms in living things: plants (make own food), animals (feed on living things), monera (bacteria), fungi (decomposers) and protists (amoeba/algae).<br>• Vertebrates are animals with a backbone.<br>• Some animals have an exoskeleton.<br>• Plants are divided into two groups: flowering (roses/lilies) and non-flowering (mosses/ferns).<br>• Photosynthesis is the process by which a plant uses energy from sunlight to produce its own food.<br>• Fungi (decomposers) break down plant and animal material.<br>• Mushrooms are the reproductive parts of fungi that appear above the ground to spread spores.<br>• Bacteria are single-celled microscopic organisms without a nucleus.<br><br>OL:  Can I create classification keys and explain how items have been sorted? **(practical: sweets)**<br>OL: Can I create questions to identify differing features of organisms?<br>OL: Can I explain the importance of Carl Linnaeus to science? **(research: computers)**<br>OL: Can I debate whether bacteria is good or bad? **(resource: glitter needed)**<br>OL: Can I investigate what conditions influence mould growth? **(practical: bread, sandwich bags)**<br>OL: Can I present my findings about mould growth? | • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.<br>• Give reasons for classifying plants and animals based on specific characteristics.<br>• Take measurements using scientific equipment.<br>• Record data and results using scientific diagrams and labels.<br>• Use test results to make predictions.<br><br>**Common Misconceptions**:<br>✗ There are only two groups of living things – animals and plants.<br>✗ Plants are green and 'traditionally plant-like'.<br>✗ Coral is a plant.<br>✗ Fungi aren't alive.<br>✗ Mushrooms and other fungi are plants.<br>✗ Microbes are always bad.<br>✗ All animals move and have legs. |

| Music |
|---|

**Termly Focus**:     Composition

**Musical Focus**:     Call and Response Blues Slave Music (e.g. Hoe Emma Hoe).

**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.

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

| Computing | | |
|---|---|---|
| **NC Links** | **Knowledge** | **Skills** |
| 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.

Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Recognise, describe and build simple 3D shapes, including making nets.

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | **Creating Media 3D Modelling**
Select, move, and delete a digital 3D shape.

Modify graphical objects.

Know how to resize a 3D object.

Understand how to change the colour of a 3D object.

Rotate 3D objects with a degree of accuracy. | Discuss the similarities and differences between 2D and 3D shapes.

Explain why we might represent 3D objects on a computer.

Identify the 3D shapes needed to create a model of a real-world object.

View 3D objects virtually from different angles. |

| RE | | |
|---|---|---|
| **Termly Focus**: Christmas | | **Key Question**: How significant is it that Mary was Jesus' mother? |
| **Religion Focus**: Christianity | | **Concept**: Incarnation |

| NC Links | Knowledge | Skills |
|---|---|---|
| To develop understanding of concepts and mastery of skills to make sense of religion and belief.<br><br>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:<br>• Listen and respond appropriately to adults and their peers.<br>• Ask relevant questions to extend their understanding and build vocabulary and knowledge.<br>• Articulate and justify answers, arguments and opinions<br>• Give well-structured descriptions and explanations<br>• Participate actively in collaborative conversations<br>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas<br>• Participate in discussions, presentations, performances and debates<br>• Consider and evaluate different viewpoints, attending to and building on the contributions of others. | Identify some qualities that someone chosen for an important job would need.<br><br>Explain the significance of why Mary was chosen as Jesus' mother.<br><br>Consider why Mary being Jesus' mother is important to Christians.<br><br>Make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation).<br><br>Consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views. |

| PSHE | |
|---|---|
| **Knowledge** | **Skills** |
| **Focus: Celebrating Difference**<br>• Understand there are different perceptions about what normal means.<br>• Understand how being different could affect someone's life.<br>• Explain some of the ways in which one person or a group can have power over another.<br>• Know some of the reasons why people use bullying behaviours.<br>• Give examples of people with disabilities who lead amazing lives.<br>• Explain ways in which difference can be a source of conflict and a cause for celebration. | Empathise with people who are different.<br><br>Aware of my attitude towards people who are different.<br><br>Know how it can feel to be excluded or treated badly by being different in some way.<br><br>Describe a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one.<br><br>Appreciate people for who they are.<br><br>Show empathy with people in either situation. |

| PE | | |
|---|---|---|
| **NC Links** | **Knowledge** | **Skills** |
| Develop a broad range of skills.<br><br>Link actions to make sequences of movement.<br><br>Understand how to improve and evaluate own success.<br><br>Develop flexibility, strength, technique, control and balance. | **Indoor Focus**: Gymnastics (Pt.1)<br>OL: Can I explore symmetrical body shapes?<br>OL: Can I explore symmetrical body shapes and actions?<br>OL: Can I explore body shapes and actions which show movements of both symmetry and asymmetry?<br>OL: Can I explore body shapes and actions which show movements of both symmetry and asymmetry in unison or canon with a partner?<br>OL: Can I create a floor and apparatus sequence showing symmetrical and asymmetrical body shapes and actions?<br>OL: Can I improve and perform a sequence? | Link 3 symmetrical body actions into a short movement phrase and explore ways of involving a bench in the performance of those actions.<br><br>Improve the quality of a movement phrase and explore ways of involving small/low apparatus in the performance of symmetrical and asymmetrical body actions.<br><br>Link 3 actions into a pair sequence showing moments of both symmetry and asymmetry and perform those actions with a partner involving a variety of apparatus.<br><br>Create a floor and apparatus sequence of 8+ actions incorporating a variety of symmetrical and asymmetrical body shapes and actions. |
| Applying skills and techniques to small and larger game situations. Using tactics and strategies to improve performance. | **Outdoor Focus**: Tag Rugby<br>OL:  Can I develop ball handling skills and pass the ball in pairs and small groups? Can I develop the action of tagging a player?<br>OL: Can I dodge and use space effectively? Can I use TAG belts correctly? Can I run with the ball, make effective passes and keep possession of the ball?<br>OL: Can I make appropriate decisions about when to pass/score/dodge?<br>OL: Can I run with the ball, make backwards passes, keep possession of the ball to score a try in end zone?<br>OL: Can I apply attacking/defending tactics in a game situation? | Throw and catch with control 3-4 metres apart, on the move and tag another player.<br><br>Are able to throw, catch and dodge with control on the move, tag other players and keep possession of the ball.<br><br>Are able to throw, catch and dodge with control. Run with the ball, make effective backwards passes, tag other players and keep possession of the ball.<br><br>Know how to score applying simple attacking/ defending tactics. |