

## Literacy

### Spoken language

The children will continue to learn how to listen and respond appropriately to adults and their peers as well as use relevant strategies to build their vocabulary. They will articulate and justify answers, arguments and opinions and give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

The children will maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

### Reading

The children will be reading the story of **Goodnight Mister Tom** by **Michelle Magorian** over the course of the half-term. The children will be applying their comprehension skills in line with the statutory reading domains through our Reading approach known as 'Vipers'. The activities planned will enable them to learn and apply new vocabulary, infer, predict, explain, retrieve and sequence or summarise events.

### Writing

**Weeks 1 and 2: Goodnight Mr. Tom**  
Fiction writing

**Weeks 3 and 4: Goodnight Mr. Tom**  
Diary writing in the role of a fictional character

**Weeks 5 and 6: Goodnight Mr. Tom**

Writing a formal school report about a fictional character

The children will be learning a range of punctuation and grammar skills which they will be expected to apply in their extended writing each week. These will vary depending on the writing genre.

**Engage:  
Express:**

## Physical Development

### Gymnastics:

Use running, jumping, throwing and catching in isolation and in combination

Develop flexibility, strength, technique, control and balance

Perform dances using a range of movement patterns

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## Mathematics

*Please see termly objectives on the Success and Challenge cards*

## Personal, Social and Emotional Development

### PSCHE: Going for Goals

Taking responsibility – for our successes and when things go wrong

Waiting for what you want – persistence (keeping going)

Resilience – bouncing back/maintaining effort

Setting and achieving goals

Ladder to success I would be, but .....

Excuses, excuses! Making wise choices

Planning for: "Looking at risk"

### Being Different and Equal

What does it mean to be free?

### R.E.: Marriage Rites

Pupils should learn:

- that marriage plays an important role within most religions
- that marriage rituals are performed in places of worship, the home and other places
- that marriage serves different purposes for example the joining of two families, love, creation of children and service to the community
- that marriage rites use symbols which have a religious significance

## SPRING TERM 1 Objectives *Blasted Blitz!* Year 6

### Knowledge Outcomes

When did WWII take place?

Who declared WWII?

What is the Blitz and who did it effect?

What is the Holocaust?

### Challenge

**Why did WWII start? Was it linked to WWI in any way?**

## Languages

### Sports

Recognise, say and write some nouns for sports.

Recognise and use parts of the verb to play in the present tense.

Express a like or a dislike and my opinion about a sport.

Express simple opinions about sports.

Describe a sport simply.

## Understanding of the World

**HISTORY: World War Two World War Two** (An aspect of British history that extends pupils' knowledge since 1066)

The children will be looking in detail at many areas of WWII, including:

-Evacuation: what happened to the children in WWII (British and German Children), where did they go, how were they treated, who was involved?

-The Holocaust: how were the Jewish people treated? What happened to them? What were the concentration camps? What happened at the concentration camps – linked to the text 'The boy in the striped pyjamas'.

-The role of the women during WWII – how were the lives of the women different during WWII? How did WWII change the women's role?

-The aftermath of WWII – how long did it take for Britain to recover from WWII?

### Being Different and Equal

To understand the key historical events beyond living memory that are significant nationally or globally

### Geography

The children will name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. They will also describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

### SCIENCE: Electricity

The children will learn to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. They will compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. They will also use recognised symbols when representing a simple circuit in a diagram.

### Computing: E-Safety

The children will learn to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

## Expressive Art and Design

### Art and Design:

The children will prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. They will select from and use a wider range of materials and components according to their functional properties and aesthetic qualities. They will also apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

### Music:

The children will improvise and compose music for a range of purposes using the inter-related dimensions of music. They will also appreciate and understand a wide range of music from different traditions and from great composers and musicians.