

## Knowledge Outcomes

When did World War Two begin and end?  
Why did the Allied forces declare war on Nazi Germany?  
Why were children evacuated during World War Two?  
What was the holocaust?  
How did the aftermath of World War One partly influence World War Two?  
What were the roles of men and women in World War Two?

## Literacy

### Spoken language

**WALT** listen and respond appropriately to adults and their peers.

### Reading

**WALT** discuss the text '*Goodnight Mister Tom*' checking our understanding and exploring the meaning of words in context.

**WALT** ask questions to improve our understanding

**WALT** draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text, '*Goodnight Mister Tom*.'

### Writing:

**WALT** develop our understanding of sentence structures and types to include a range in our writing.

**WALT** plan our writing by discussing and recording ideas.

**WALT** use adverbial phrases within and across paragraphs for cohesion.

**WALT** use apostrophes for omission and contraction.

**WALT** use hyphenated words.

**WALT** use the range of punctuation taught in KS2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).

**WALT** (in narratives) describe settings, characters and atmosphere and integrate dialogue to convey characters and advance the action.

**WALT** ensure the consistent and correct use of tenses throughout a piece of writing.

**WALT** understand how to write in a range of tenses.

**WALT** assess the effectiveness of our own and others' writing.

**Writing styles: narrative, letter, school report and a diary entry.**

## Physical Development

### Gymnastics

**WALT** use running, jumping, throwing and catching in isolation and in combination.

**WALT** develop flexibility, strength, technique, control and balance.

**WALT** perform dances using a range of movement patterns.

**WALT** compare our performances with previous ones and demonstrate improvement to achieve our personal best.

## Personal, Social and Emotional Development

### PSCHE: How can the media influence people?

**WALT** Understand how the media can affect people's wellbeing – their thoughts, feelings and actions.

**WALT** understand and know that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions.

**WALT** understand how text and images can be manipulated or invented; learn strategies to recognise this.

**WALT** understand and know how to evaluate how reliable different types of media are, e.g. videos, news, reviews, adverts.

**WALT** know how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them.

**WALT** discuss and debate what influences people's decisions, taking into consideration different viewpoints.

### Being Different and Equal

**WALT** explore the question: What does it mean to be free?

### R.E.: Marriage Rites

**WALT** understand that marriage plays an important role within most religions.

**WALT** know that marriage rituals are performed in places of worship, the home and other places.

**WALT** understand that marriage serves different purposes for example the joining of two families, love, creation of children and service to the community.

**WALT** understand and know that marriage rites use symbols which have a religious significance.

## SPRING TERM 1

### Activities

#### Blasted Blitz!

#### Year 6

**Engage:** Evacuation Exploration.

**Express:** VE Day Celebration!

## Mathematics

*Included on the termly Success and Challenge cards*

## Languages

### Sports

**WALT** recognise, say and write some nouns for sports.

**WALT** recognise and use parts of the verb to play in the present tense.

**WALT** express a like or a dislike and my opinion about a sport.

**WALT** express simple opinions about sports.

**WALT** describe a sport simply.

## Understanding of the World

### HISTORY: World War Two

**WALT** learn about an aspect of British history that extends pupils' chronological knowledge beyond 1066

### Being Different and Equal

**WALT** understand the key historical events beyond living memory that are significant nationally or globally.

### Geography

**WALT** name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and how these have changed over time.

**WALT** 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

**WALT** associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.

**WALT** 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

**WALT** use recognised symbols when representing a simple circuit in a diagram

### Computing: iSafe

**WALT** identify risks and benefits of forms of communication, **WALT** understand the concept of personal and private information and that privacy matters (how it relates to online security).

**WALT** understand what types of situations call for getting help or talking things out with a trusted adult.

**WALT** talk about when and why to report online abuse

**WALT** understand the definition of bullying and cyber bullying, exploring the differences and similarities Identify some types of cyber bullying.

**WALT** know what positive behaviour looks like online and offline.

## Themed Days

Going to extremes (Geography)

What is Religion? (Religious Education)

When the Going Gets Tough! (PSCHE)

Marine Meltdown (BeDifferent)

Go Big or Go Bust! (Art)

Stars in their Eyes (Music)

## Expressive Art and Design

### Art and Design: Sculpture

**WALT** (as independently as possible) plan, create and evaluate a sculpture using artistic language.

**WALT** incorporate form, pattern, and texture and to use a wide variety of tools and to refine skills.

### Music

**WALT** appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

**WALT** develop an understanding of the history of music.