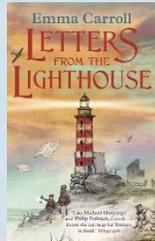


# Year Six

## Autumn Term – ‘Lest We Forget’

As readers, our children will use the following texts to support their learning:



### Fiction

‘Goodnight Mr Tom’ by Michael Magorian  
 ‘Letters from the Lighthouse’ Emma Carroll

### Non-Fiction

‘World War II’ by Dorling Kingsley

### Poetry

Poems from the Second World War  
 ‘Bournemouth, September 3<sup>rd</sup> 1939’ by Anthony Thwaite

**Our children will use the texts and the links to the curriculum to develop their skills as writers of:**

- **letters** – writing home once we have been evacuated
- **character descriptions** – understanding the characters in ‘Goodnight Mr. Tom’
- **newspaper articles** – reporting on The Blitz
- **narratives** – considering an alternative ending to ‘Letters from the Lighthouse’
- **poems** – poetry writing as an evacuee
- **diaries** – experiencing ‘the day the bomb landed’
- **biographies** – looking at the life of Winston Churchill

### Marshland Moments

44. Build a shelter
45. Visit St. Nicholas Church

### Key Events

**St Nicholas Church**  
 Educational Visit  
**Imperial War Museum**  
 - Manchester  
 Educational Visit

### Engaging Parents

#### Family Meal

Invite families for a taster session of their cooked meals using rations

(linked to Design and Technology)

#### Online Safety

#### Assembly

Share learning about ‘staying safe on-line’

As mathematicians, our children will access the ‘Mathematics Mastery’ programme and study:

- **Integers and decimals** - deepening their understanding of place value and the number system to include numbers to 10 000 000 and developing fluency and flexibility when adding and subtracting integers and familiar decimals
- **Multiplication and division** - exploring strategies, including the formal written algorithms for long and short multiplication and division and solving a range of problems giving rise to remainders
- **Calculation problems** - considering the effect of the order operations are completed in, including the use of brackets and learning and looking at formal algebra for the first time.
- **Fractions** - deepening their understanding of fractions, focusing on the numerical patterns and relationships and embedding a deep understanding of the relationships between values in equivalent fractions
- **Missing angles and lengths** - consolidating their understanding of angles using degrees to measure and also, drawing a range of angles and applying this knowledge to find and calculate missing angles in 2-D shapes.

<p><b>As scientists, our children will work scientifically:</b></p> <ul style="list-style-type: none"> <li>- planning different enquiries</li> <li>- taking measurements and using a range of scientific equipment</li> <li>- recording data and results and presenting these using a range of methods</li> <li>- using test results to make predictions and carry out further tests</li> <li>- reporting and presenting their findings</li> <li>- identifying scientific evidence that has been used to support or refute ideas</li> </ul>	<p><b>The children will also study the following two units:</b></p> <table border="1"> <tr> <td data-bbox="1126 236 1581 507"> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>- recognising that light travels in straight lines</li> <li>- explaining that objects are seen because they give out or reflect light</li> <li>- explaining how we see things</li> <li>- explaining why shadows are the same shape as the objects that cast them</li> </ul> </td> <td data-bbox="1581 236 2027 507"> <p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>- investigating how the number and voltage of cells affects a circuit</li> <li>- comparing and giving reasons for variations in how components function</li> <li>- using recognised symbols when representing a simple circuit in a diagram</li> </ul> </td> </tr> </table>		<p><b>Light</b></p> <ul style="list-style-type: none"> <li>- recognising that light travels in straight lines</li> <li>- explaining that objects are seen because they give out or reflect light</li> <li>- explaining how we see things</li> <li>- explaining why shadows are the same shape as the objects that cast them</li> </ul>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>- investigating how the number and voltage of cells affects a circuit</li> <li>- comparing and giving reasons for variations in how components function</li> <li>- using recognised symbols when representing a simple circuit in a diagram</li> </ul>
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<p><b>As designers and users of technology, our children will develop their cooking skills and their knowledge of nutrition by:</b></p> <ul style="list-style-type: none"> <li>- evaluating existing products that use recipes and ideas for meals using rations</li> <li>- design and make a meal considering the period from history</li> <li>- evaluate our own and the meals of others</li> </ul>	<p><b>As artists, our children will:</b></p> <ul style="list-style-type: none"> <li>- develop their knowledge and skills when drawing and sketching, producing perspective drawings based on the shelters in World War II</li> <li>- understand how 'Henry Moore' contributed to the culture, creativity and wealth of our country</li> <li>- recognise the influence of the great architect 'Daniel Libeskind'</li> </ul>			
<p><b>As geographers, our children will:</b></p> <ul style="list-style-type: none"> <li>- find out about the world as they study World War II</li> <li>- locate the world's countries and describe features studied using maps, atlases, globes and digital/ computer mapping</li> </ul>	<p><b>As historians, our children will develop an understanding of:</b></p> <ul style="list-style-type: none"> <li>- an aspect of British history beyond 1066, focussing on World War II</li> </ul>			
<p><b>As linguists, our children will study French by:</b></p> <ul style="list-style-type: none"> <li>- greeting each other</li> <li>- introducing themselves</li> <li>- counting up to 10</li> <li>- introducing their immediate family</li> </ul>	<ul style="list-style-type: none"> <li>- saying the days of the week</li> <li>- naming colours</li> <li>- counting between 11 and 20</li> <li>- naming countries</li> <li>- expressing likes and dislikes</li> </ul>	<p><b>As musicians, our children will:</b></p> <ul style="list-style-type: none"> <li>- listen with attention to detail to the music genres of pop and jazz,</li> <li>- use their voices and instruments to sing and perform with increasing accuracy, fluency, control and expression</li> <li>- improvise and compose using the inter-related dimensions of music</li> </ul>		
<p><b>In physical education, our children will:</b></p> <ul style="list-style-type: none"> <li>- play competitive netball and basketball games with a focus on Invasion</li> <li>- link their movement to the history unit studied with a focus on gymnastics</li> </ul>	<p><b>In Personal, Social and Health Education, our children will:</b></p> <p>Being Me in my World - <i>planning the forthcoming year, being a citizen and recognising the impact behaviour has on a group</i></p> <p>Celebrating Difference - <i>explaining how differences can be a source of conflict</i></p>			
<p><b>Investigating world religions through the Doncaster Agreed Syllabus for Religious Education, our children will investigate:</b></p> <ul style="list-style-type: none"> <li>- what do religions say to us when life gets hard? – <i>focus on 'believing'</i></li> <li>- is it better to express your religion in arts and architecture or in charity and generosity – <i>focus on 'expressing'</i></li> </ul>	<p><b>As computers and users of technology, our children will:</b></p> <ul style="list-style-type: none"> <li>- begin to use spreadsheets with simple formula</li> <li>- understand how binary is used in computing</li> <li>- use quizzing effectively</li> </ul>			