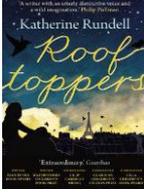
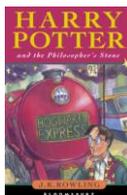
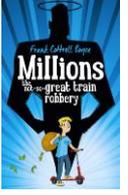
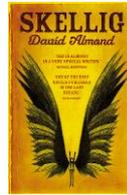


**Year Six Term 1      The Battle Of Britain**

	<b>Writing Map</b>		<b>Reading Spine</b>			
<b>English</b>	Theme	The Battle of Britain				
	Main Text	The Hand				
	Text Type	Tale of Fear Focus: Suspense				
	Poetry Unit	Observational				
	Narrative Unit	Extending narrative/overcoming the monster				
Non Fiction Unit	Newspaper report					
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Numbers to 10 Million</li> <li>• Four operations on Whole Number</li> <li>• Fractions</li> </ul>					
<b>Science</b> (Data logging)	<p><b><u>Working Scientifically</u></b></p> <p><b>Links to the statutory programme of study:</b></p> <ul style="list-style-type: none"> <li>• Can they plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary?</li> <li>• Can they take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate?</li> <li>• Can they record data and results with increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs?</li> <li>• Can they use test results to make predictions to set up further comparative and fair tests?</li> <li>• Can they 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?</li> <li>• Can they identify scientific evidence that has been used to support or refute ideas or arguments?</li> </ul> <p><b>Non-statutory notes &amp; guidance:</b></p> <ul style="list-style-type: none"> <li>• Can they raise questions given a stimulus involving light &amp; mirrors?</li> <li>• Can they find ways to explore &amp; find answers to their questions using this information to inform the design of a product such as a periscope?</li> <li>• Can they identify the impact on shadows relating to the position of a light source/distance between a light source, an object &amp; its shadow? E.g. to inform using shadow puppets.</li> <li>• Can they raise and answer further questions related to exploring the phenomena of light e.g. colours in soap bubbles, viewing objects in water...</li> </ul> <p><b><u>Light</u></b></p> <ul style="list-style-type: none"> <li>• Explore the way light behaves including light sources, reflection and shadows</li> <li>• Extend experience of light by looking at a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters</li> <li>• Recognise that light appears to travel in straight lines</li> <li>• Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>• Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>• Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects they cast them</li> </ul> <p><b>Ideas</b></p> <ul style="list-style-type: none"> <li>• <i>Explore the way that light behaves, including light sources, reflection and shadows.</i></li> <li>• <i>Pupils might work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. Telescopes, binoculars, magnifying glasses, Newton's first reflecting telescope.</i></li> <li>• <i>They might investigate the relationship between light sources, objects and shadows by using shadow puppets.</i></li> <li>• <i>They could extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur).</i></li> </ul>					
<b>Revision:</b> Sound Yr4						

<b>History</b>	<p><i>Possible starting point / stimulus:</i> <i>History off the page workshop</i>  <i>Visit to the Imperial War Museum / Battle of Britain Memorial</i></p> <p><b><u>A Theme in British History – A Major Turning Point – The Battle of Britain</u></b></p> <p><b>Knowledge and interpretation</b></p> <ul style="list-style-type: none"> <li>• Summarise key events from a specific historical era explaining the order in which key events happened.</li> <li>• Summarise how Britain has had an influence of world history.</li> <li>• Can they compare and contrast features of their own life with life at the time of the Battle of Britain e.g. communication &amp; the media</li> <li>• Recognise and describe differences and similarities/changes and continuity between different periods of history.</li> <li>• Appreciate that significant events in history have helped shape the country we have today.</li> <li>• Can they summarise what Britain may have learnt from other countries and civilisations through time gone by and more recently.</li> <li>• Describe features of historical events and people from past societies and periods they have studied.</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.</li> <li>• Identify and explain their understanding of propaganda</li> <li>• Describe a key event from Britain’s past using a range of evidence from different sources.</li> <li>• To pose and answer their own historical questions</li> <li>• Devise historically valid questions about change, cause, similarity and difference and significance</li> <li>• Suggest relationships between cause &amp; effect in history</li> <li>• Suggest why there may be different interpretations of events.</li> <li>• Suggest why certain events might be seen as more significant than others.</li> <li>• Appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today?</li> </ul> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• To say where a period of history fits on a timeline</li> <li>• Place a specific event in a timeline by decade</li> <li>• Place features of historical events, people from the past and historical periods in a chronological framework.</li> <li>• Can they order artefacts relating to the time period studied and/or order major events/inventions/eras re pre/during /post the battle of Britain (without being given the dates?)</li> </ul>
<b>Geography</b>	No geography
<b>e-safety</b>	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>•Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family?</li> <li>•Do they understand the potential risk of providing personal information online?</li> <li>•Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content?</li> <li>•Do they understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented?</li> <li>•Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)?</li> <li>•Do they understand that some material on the internet is copyrighted and may not be copied or downloaded?</li> <li>•Do they understand that some messages may be malicious and know how to deal with this?</li> <li>•Do they understand that online environments have security settings, which can be altered, to protect the user?</li> <li>•Do they understand the benefits of developing a ‘nickname’ for online use?</li> <li>•Do they understand that some malicious adults may use various techniques to make contact and elicit personal information?</li> <li>•Do they know that it is unsafe to arrange to meet unknown people online?</li> <li>•Do they know how to report any suspicions?</li> <li>•Do they understand they should not publish other people’s pictures or tag them on the internet without permission?</li> <li>•Do they know that content put online is extremely difficult to remove?</li> <li>•Do they know what to do if they discover something malicious or inappropriate</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>•Do they follow the school’s safer internet rules?</li> <li>•Can they make safe choices about use of technology?</li> <li>•Do they use technology in ways which minimises risk, e.g. responsible use of online discussions, etc?</li> <li>•Can they create strong passwords and manage them so that they remain strong?</li> <li>•Can they independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school?</li> <li>•Can they competently use the internet as a search tool?</li> <li>•Can they reference information sources?</li> <li>•Can they use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources?</li> </ul>

	•Can they use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information
<b>Computing</b>	<b>Digital Literacy</b> <b>Computer Science:</b> Scratch (Crab Maze)
<b>Religious Education</b>	<b><u>What qualities are important to present day religious leaders?</u></b> <b>Place of worship visit to the Buddhist Temple</b> <ul style="list-style-type: none"> <li>• What qualities are important to present day religious leaders?</li> <li>• Why do we need leaders?</li> <li>• What qualities do leaders possess?</li> <li>• What are the expectations of a leader?</li> <li>• Who is an important leader for?</li> <li>• What does it mean to be a leader in this community?</li> <li>• Why is the role of the leadership important?</li> </ul>
<b>Physical Education</b>	<b><u>Games – Handball</u></b> <b>Acquiring and developing skills</b> <ul style="list-style-type: none"> <li>• Can they explain complicated rules?</li> <li>• Can they make a team plan and communicate it to others?</li> <li>• Can they lead others in a game situation?</li> <li>• Do they apply their skills, techniques and ideas consistently?</li> <li>• Do they show precision, control and fluency?</li> </ul> <b>Evaluating and improving</b> <ul style="list-style-type: none"> <li>• Can they analyse and explain why they have used specific skills or techniques?</li> <li>• Can they modify use of skills or techniques to improve their work?</li> <li>• Can they create their own success criteria for evaluating?</li> </ul> <b>Health and fitness</b> <ul style="list-style-type: none"> <li>• Can they explain how the body reacts to different kinds of exercise?</li> <li>• Can they choose appropriate warm ups and cool downs?</li> <li>• Can they explain why we need regular and safe exercise?</li> </ul> <b><u>Fairplay House – Outdoor adventurous games</u></b>  <b><u>Coach – Kwik cricket</u></b> <b>Acquiring and developing skills</b> <ul style="list-style-type: none"> <li>• Can they explain complicated rules?</li> <li>• Can they make a team plan and communicate it to others?</li> <li>• Can they lead others in a game situation?</li> <li>• Do they apply their skills, techniques and ideas consistently?</li> <li>• Do they show precision, control and fluency?</li> </ul> <b>Evaluating and improving</b> <ul style="list-style-type: none"> <li>• Can they analyse and explain why they have used specific skills or techniques?</li> <li>• Can they modify use of skills or techniques to improve their work?</li> <li>• Can they create their own success criteria for evaluating?</li> </ul> <b>Health and fitness</b> <ul style="list-style-type: none"> <li>• Can they explain how the body reacts to different kinds of exercise?</li> <li>• Can they choose appropriate warm ups and cool downs?</li> <li>• Can they explain why we need regular and safe exercise?</li> </ul>
<b>Art and Design</b>	Link to RE for place of worship competition Painting
<b>Design and technology</b>	No DT
<b>Music</b>	Exploring Rounds <ul style="list-style-type: none"> <li>• Can they sing a harmony part confidently and accurately?</li> <li>• Can they perform parts from memory?</li> <li>• Can they perform using notations?</li> <li>• Can they take the lead in a performance?</li> <li>• Can they take on a solo part?</li> <li>• Can they provide rhythmic support?</li> <li>• <i>Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?</i></li> </ul>
<b>French</b>	<b>Listening and responding</b> <ul style="list-style-type: none"> <li>•Do they listen and show understanding of more complex sentences containing familiar words and gist with unfamiliar words?</li> <li>•Do they read the text of familiar rhymes and songs and identify patterns of language and link sound to spelling?</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>•Do they engage in a short conversation using familiar questions and express opinions?</li> <li>•Do they manipulate language to create and say sentences of their own choice using familiar language?</li> <li>•Do they manipulate language using a language scaffold to present their own ideas /information in more</li> </ul>

	<p>complex sentences?</p> <p><b>Reading and responding</b></p> <ul style="list-style-type: none"> <li>•Do they follow a familiar more complex text and read aloud?</li> <li>•Do they understand the gist of an unfamiliar text using familiar language?</li> <li>•Do they pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules?</li> <li>•Do they read and show understanding of a series of complex sentences using familiar language?</li> <li>•Do they use a bi-lingual dictionary to find the meaning of words in a text and understand their meaning in its context?</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>•Do they write and say a complex sentence manipulating familiar language, using a dictionary for new language?</li> <li>•Do they write complex sentences from memory manipulating familiar vocabulary with understandable accuracy?</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>•Do they demonstrate understanding of knowledge adjectival agreement; 3rd person sing/pl. of regular/ high frequency verbs; definite article; elision WITH a relative clause in construction of complex sentences?</li> </ul>
<b>PSHE</b>	<p><b>e-safety</b></p> <p><b><u>Jigsaw-Being Me in My World</u></b></p> <p><b>My year ahead</b></p> <p><b>Being a global citizen 1</b> Can we help others to feel welcome?</p> <p><b>Being a global citizen 2</b> Can we try to make our school community a better place?</p> <p><b>Rewards and consequences</b> Can we think about everyone's right to learn?</p> <p><b>Our learning charted</b> Do we care about other people's feelings?</p> <p><b>Owning our learning charter</b> Can we work well with others?</p> <p>Do we choose to follow the learning charter?</p>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>• History Off the Page</li> <li>• Imperial War Museum</li> <li>• British Museum</li> <li>• RAF Museum</li> <li>• Buddhist Temple</li> <li>• Focus Week Black History/Cross country run</li> <li>• Parent workshops</li> </ul>