



## YEAR 6

### CURRICULUM LEAFLET

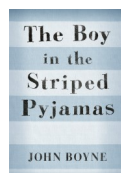
DISCOVER—AUTUMN 2

## Twentieth Century Conflicts



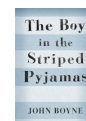
## READING

Children will begin to read *The Boy in the Striped Pyjamas* by John Boyne in Destination Reader. We will be combining strategies using evidence from the text to support our understanding. The children will also develop their fluency skills to increase their speed and accuracy of what they read.



## WRITING

Using *The Boy in the Striped Pyjamas* by John Boyne, children will learn and revise many of the key grammar requirements of Y6 and have opportunities to apply them by writing a diary entry, letters and war poetry. Using the book *Romeo and Juliet*, retold by Helen Street, children will build toward writing a play script. They will then practise these features in turn, diaries, letters, narratives, character descriptions and balanced arguments using a wide range of skills.



## MATHS

### Review Prior Learning:

- Add and subtract fractions with different denominators.
- Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.
- To know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
- To investigate angles within a shape.

### New Learning:

- Calculation problems/ Fractions/ Missing angles and length

## PSHE/ SATs

### PSHE: Health and Wellbeing

This unit focuses on:

- Considering ways to prevent illness.
- Identifying some actions to take if I am worried about my health or my friends' health.
- Knowing that changes in the body could be possible signs of illness.
- Understanding that vaccinations can give us protection against diseases.

### SATs Booster

In preparation for the SATs, pupils will receive various boosters and interventions, such as:

- Maths Tutoring
- SLT 1:1 Maths tutorials
- Weekly Reading and Grammar Boosters

## PE/ SPANISH

### Physical Education :

In Year 6, will have two weekly PE lessons.

Indoors: Yoga

Outdoors: Football



### Spanish: Spain, geographical features

Pupils will learn more about European and Spanish being countries, their capitals cities and nationalities.

Qué país és?

## COMPUTING/ MUSIC

### Computing systems and networks: Bletchley Park

Bletchley Park is considered the home of modern computing. In this unit, pupils can discover the history of Bletchley and learn about code breaking and password hacking. They will have the opportunity to demonstrate some of their digital literacy skills by creating presentations about historical figures.



### Music: Jazz 2

Year 6: students will continue their work on learning notes of the stave and the glockenspiel.

## ART/ DT

### Art: Painting and Mixed Media- Artist study

Exploring a selection of paintings through art appreciation activities. Collecting ideas in sketch-books and planning for a final piece after re-researching the life, techniques and artistic intentions of an artist that interests them.

### DT: Mechanical systems: Automata toys

Using woodworking materials and skills, pupils construct a window display using an automata mechanism; measuring and cutting their materials, assembling the frame, choosing cams, designing the characters that sit on the followers and also finishing with a foreground and background.



YEAR 6

HISTORY

AUTMUN 2

TWENTIETH CENTURY CONFLICTS

## PRIOR KNOWLEDGE

### Previously in Year 5:

- **Benin Kingdom**—Why did the British colonise Benin and what impact did this have?
- **Middle East** —What events led to the Arab-Israeli War in 1948?

### Previously in Year 6:

- **Industrial Revolution** —That population grew massively through this period.

## FUTURE KNOWLEDGE

### Later in Year Y6:

- **Population (Geography)** - Why slums develop around rapidly growing cities
- **Civil Rights (History)** - Make connections and contrasts between different time periods studied and talk about trends over time



### During this unit, I will learn:

- What caused the First World War to break out?
- Why were so many lives lost on the Western Front?
- Was the Treaty of Versailles fair?
- How did Hitler rise to power in the 1930s.
- What was life like in Nazi Germany?
- Was the Second World War inevitable?

## NEW HISTORY SKILLS

### During this unit, I will learn:

- **Chronological understanding:** Identify periods of rapid change in history and contrast them with times of relatively little change
- **Historical inquiry:** Understand how historical artefacts have helped us understand more about British lives in the present and past.
- **Knowledge and interpretation:** Make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same.

## KEY IDEAS AND VOCABULARY

Twentieth century conflicts such as world war I and world war II were often followed by periods of even more fighting because they:

1. Convinced citizens that their counties should become more isolated
2. Failed to resolve key issue and created resentments between counties
3. Helped powerful counties seize control over huge colonial empires

Blockade	Blocking the parts of a country with ships to stop them getting supplies
Bolsheviks	A group of communists who overthrew the Russian monarchy in 1918
Mobilisation	When a country prepares for war
Schlieffen Plan	A German strategy to quickly invade France then attack Russia
Trench warfare	Form of fighting where two sides dig trenches opposite each other
Propaganda	Information designed to persuade people of something, often biased or untrue
Rationing	Limiting the amount of food or other goods people receive
Western Front	The long line of trenches stretching from the English channel to Switzerland
Reparations	Money to be paid by the losers after a war



YEAR 6

SCIENCE

AUTUMN 2

SUSTAINABILITY

## PRIOR KNOWLEDGE

### Previously in Year 4:

- **Phases of Matter**—Recognise the properties of the particles in the three states of matter and the effect of heat on particles

### Previously in Year 5:

- **Physical and chemical changes**—what happens to particles when heating or cooling
- **Separating Mixtures**— know how to separate mixtures through boiling

### Previously in Year 6:

- **Chemical Reactions** —what happens to particles during burning?

## FUTURE KNOWLEDGE

### Later in Year 6:

- **Heat (Physics)** - Describe what happens to particles when they are heated
- **Energy (Physics)** - Give the names of different energy stores

## NEW KNOWLEDGE

### During this unit, I will learn:

- What are everyday materials made from?
- Why is recycling important?
- What is a life cycle assessment?
- What happens when fuels are burnt?
- What is global warming?
- What is climate change?



## SCIENTIFIC ENQUIRY

### During this unit, I will learn the following practical skills:

- To group and classify a broad range of materials based on their properties
- Planning different types of scientific enquiries to answer questions.
- To demonstrate that dissolving, mixing and changes of state can be reversible changes
- Using test results to make predictions to set up further comparative and fair tests

## KEY IDEAS AND VOCABULARY

### Sustainability:

Meeting the needs of the present without sacrificing the ability of future generations to meet their needs.

#### The **three Rs** of sustainability:

1. Reduce the amount of waste we are producing
2. Reuse goods before throwing them away
3. Recycle goods that are no longer used

#### sustainability



the ability to maintain natural resources at a steady level so that they are not used up or damaged

#### pollution



the introduction of something harmful or dangerous into the environment

#### global warming



a gradual increase in the average temperature of the Earth's atmosphere

#### climate change



a long-term change in the weather conditions around the world

#### greenhouse effect



Is a process that occurs when energy from a planet's host star goes through its atmosphere and heats the planet's surface

#### deforestation



the removal of trees from forested areas to make room for new land use, such as farming, mining or leisure

#### fossil fuels



fuels such as gas and oil with a high carbon content, that have been made in the Earth's crust from decomposing plants and animals