



Year 6. Spring 2/Summer 1



World War 2

In Spring 2, pupils will be gaining an understanding of what life was like during WW2 in Britain. Topics covered will include:

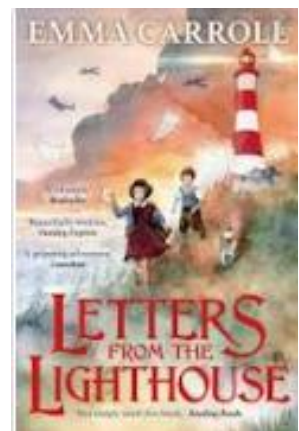
- Evacuation
- Rationing
- Dig for Victory/Make Do and Mend
- The Blitz



Our visit to Michelham Priory will provide us with an opportunity to explore primary and secondary sources of evidence and participate in immersive activities helping us to understand the experiences of evacuees in the war.

Our class novel, 'Letters to a Lighthouse' focuses on the experience a group of evacuees have during the war. Children will be role playing as evacuees and writing a letter home.

We will hold our World War 2 themed day, which will include a range of artefacts, WW2 vehicles, code busting activities and a VE day tea party with scones and jam!



We are Seismologists

In geography we will be returning to tectonic plates to explore how earthquakes are created and can be measured. A comparison between the location of earthquakes and volcanoes will allow us to consider the hazards associated with them both especially in different areas – revisiting different settlements, urban and rural areas, and considering the impact on resources and trade in an impacted area.



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Subject Overview

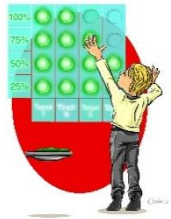






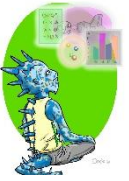
	<p>READING: Our class novel will be Letters to a Lighthouse – linked to our evacuee letter and our World War 2 topic. We will also be drawing on a wide range of World War 2 evacuee literature such as Good Night Mr Tom and Carrie’s War during our guided reading lessons to support immersion in the subject and enable children to write with appropriate tone and vocabulary.</p>
	<p>WRITING: Our young authors will make links with their World War 2 knowledge of evacuation and ‘life on the home front’ to write a letter home in role as an evacuee. Following on from this, we will then provide children with the choice to create a non-fiction text to convey information about life on the home front. This could be in the style of a government allocated pamphlet, a non-chronological report or even as a factually based diary entry.</p>
	<p>MATHS: ‘Nasty’ maths will be used to continue to improve pupils’ problem solving and reasoning skills. The main mathematical topics this term will be measurement, geometry, statistics, algebra and ratio. Multiplication tables and written methods need to be secure to support quick recall and application.</p>
	<p>ART AND DESIGN: Scherenschnitte Children will be able to identify Scherenschnitte inspired art and understand it’s relevance to today (through the design of many cards and prints such as by Rob Ryan). It will build on their cutting skills, progression from scissors to craft knives. Children will create their own Scherenschnitte piece to represent a scene from WWII, linking to their history topic.</p>
	<p>COMPUTING: Scratch Algorithms – number guessing game Building on from the previous coding units taught throughout their time at Chesswood, children have the chance to create their own algorithm for a number generator using variables and ‘if’, ‘then’, and ‘repeat until’ commands. This will involve testing and debugging cycles to ensure that they have created the most efficient algorithm possible. Children will explore linear algorithms and binary algorithms to see how and why they are used.</p>
	<p>GEOGRAPHY: WE ARE SEISMOLOGISTS - Earthquakes Aspirations – as seismologists, pupils use their previous knowledge on the earth’s structure and the formation of volcanoes, to consider how earthquakes are created. Sense of Place – pupils consider the advantages and disadvantages of living in an earthquake prone zone, and learn some of the precautions taken.</p>
	<p>MUSIC: The Lark Ascending In this unit, children will understand and appreciate the key piece of music The Lark Ascending by Ralph Vaughan Williams. They will know the life of the composer, his friendship with Gustav Holst and the contribution he made to English music. They too create music using poetry as a stimulus. Children are taught several techniques for music to be improvised, leading to successful composition. Using keyboards, children use the falling bass line as a technique and learn to play a sequence of chords by changing one note at a time. Children use this opportunity to further practise writing music using standard notation.</p> <p>It’s a Rap! In this unit, children will identify the rap style and know the origins of the genre. Children understand that rap artists have many style and some of the content may not be suitable and the reasons for this. Children practise rapping to a rhythm and by using the strong beats in the metre to maintain this. Children understand that rap incorporates rhythm and rhyme. Children know that many rap artists incorporate the use of turntables and sampling and beat box and break dance are part of this culture. Children use this opportunity to write and perform their own raps with a strong anti-smoking message incorporating knowledge from PSHCE. Children select loops from Garageband for a final performance and use a mic.</p>
	<p>PHYSICAL EDUCATION (PE): Handball Development of invasion game skills and techniques.</p> <p>Athletics Look at hurdling and sprinting events along with throwing and jumping.</p> <p>Spikeball Introduction to a new net team sport – a variation on volleyball.</p>
	<p>PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE): Current Affairs This unit will move with whatever news is current and relevant, but should focus on areas such as climate change, democracy, diversity, media, eco issues, different cultures and British values. Children will learn skills in empathy, discussion and debate, and active listening; and understanding the difference between fact and opinion – or real vs fake news.</p> <p>Magistrates This unit will teach children the workings of a magistrate’s court, including the roles and the different types of cases.</p> <p>Healthy Relationships 2 This unit will look at healthy lifestyles in terms of making the right choices if faced with peer pressure situations e.g. drugs, alcohol and knife crime. It will also look at stereotyping and homophobia. Transition preparation and strategies from Year 6 to secondary school will also be covered.</p>
	<p>SCIENCE: We Are Physicists - Light and dark This unit embeds and develops the children’s learning from Y3 Light and dark. Key learning is a deeper conceptual understanding of what light is (energy i.e. photons), how/the speed it travels (N.B. making links to Y4 Sound) and what happens to it when it passes through a range of different materials i.e. refraction (N.B. again linking to Y4 sound). Children will also be introduced to the concept of light as a spectrum and learn about and have opportunities to research and investigate how the eye works. Focus scientists: Sir Isaac Newton and Neil deGrasse Tyson.</p>



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Year 6 ACRO Skills

The ACRO skills are key learning skills which underpin all we do at Chesswood. The skills below are the key foci for Year 6. Each skill has a task for children to complete over the coming year. If they complete 5 challenges (with at least one from each main heading), they will receive the Chesswood ACRO Challenge Gold Award.

Attitude	Creativity	Relationships	Organisation
Aspiration 	Innovation 	Participation 	Managing Risk 
<p>Identify your aspirations for the future – this can be a career or other goals you'd like to achieve. Research this area and present your aspirations, reasons for them, and steps needed to achieve this.</p>	<p>Get involved in creating ideas for Year 6 challenges (bookstall/ uniform sales). Get involved in the Christmas & Summer Fayres and Y6 Race Day (and any other innovative opportunities) to help raise money for charity.</p>	<p>Run an event at a school fayre or as part of your innovative Y6 idea. Be a regular member of a club inside or outside school.</p>	<p>Keep yourself safe! Identify risks and hazards you are presented with, make the right choices to keep yourself safe – that could be telling an adult. Become more independent in your actions in preparation for secondary school.</p>
Competitiveness 	Spotting and Creating Opportunities 	Managing Difficult Situations 	Reflectiveness 
<p>Represent the school at least once during the year (PE and sport, music or any other subject competition). Enter a school, local or national competition at least termly.</p>	<p>Take responsibility for your learning, seek out further learning about topic that interests you (from lessons or outside interests). Try something new this year - perhaps an extra-curricular club you have never tried before?</p>	<p>Remain calm and actively seek solutions when trying to solve a difficult situation – remember to get help if you need it.</p>	<p>Set targets for your learning and reflect on how much you have achieved so far. Understand how you can always improve your work and identify next steps for your learning. Keep a regular blog / diary, reflecting on your successes and next steps in your learning.</p>