

Year group: 6 Term: Summer 2

Focus history – WW2 - Battle of Britain and Blitz – a significant turning point in British history

Key Vocabulary:

Allies, foes. D-day, blitz, evacuate, evacuee

Relationships and Health Education:

How a baby grows and develops in its mother's womb

Pregnancy and childbirth are God's way of giving the gift of life: He creates new life, but entrusts parents with the job of making us

Basic scientific facts about sexual intercourse between a man and woman

The physical, emotional, moral and spiritual implications of sexual intercourse

The Christian viewpoint that sexual intercourse should be saved for marriage

RE: as theologians, we will:

Reconciliation

Christians believe that, in Jesus Christ, the world has been reconciled to God. Through and in Christ, every human being is offered the power to reach out in forgiveness and peace, to receive and to offer reconciliation.

St. Paul in his letter to the Ephesians, wrote:

“But now in Christ Jesus, you that used to be so far apart from us have been brought very close, by the blood of Christ. For he is the peace between us, and has made the two into one and broken down the barrier which used to keep them apart, actually destroying in his own person the hostility caused by the rules and decrees of the Law.” Ephesians 2:14-15

Other faiths - Islam

The **five pillars** of Islam (Shahada, Salah, Sawm, Zakat and Hajj) are five key practices that a Muslim is obligated to fulfil throughout their lifetime.

Art: As artists, we will:

- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- to know about great artists, architects and designers in history.

BIG Question: What impact did WW2 have on Cornwall?

Practise at Home:

- Homework revision
- Maths, SPaG and reading
- School play

As Musicians, we will:

Know that music has a steady pulse, like a heartbeat. • know that we can create rhythms from words, our names, favourite food, colours and animals. • Rhythms are different from the steady pulse. • We add high and low sounds, pitch, when we sing and perform

Science: As scientists, we will:

Electricity

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- 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
- use recognised symbols when representing a simple circuit in a diagram



Maths: As mathematicians, we will

Properties of shapes:

- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- Recognise, describe and build simple 3-D shapes, including making nets

Word problems

Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy

Maths investigations

PE: As athletes, we will:

athletics – stamina and consistent pace, long jump :standing and running, javelin and shotput

Tennis – forehand, backhand, stepping into a shot and controlling a ball



Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:

War museum

DT: As designers, we will:

Select a range of appropriate tools to cut, shape and join materials and components with accuracy and precision.

Use an increasing range of tools and equipment to measure, mark out and shape materials and components accurately.

English: As readers and writers, we will: dialogue, commas for lists

- plan their writing by:
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages

History: As historians, we will:

- To identify periods of rapid change in history and contrast them with times of relatively little change.
- To know how WW2 began and ended
- To know which countries and world leaders were involved in WW2 To know what the Blitz was
- To know about safety measures during the Blitz
- To know that children were evacuated during WW2 and the benefits of this in Cornwall
- To know why rationing was introduced.

Computing: As programmers, we will

- Construct and demonstrate features of a powerpoint. Present using links from outside sources. Paraphrase while demonstrating

