

# YEAR 6 AUTUMN 2 PLAN 2023

## FOCUS: World War 2

Literacy	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Class Novel: Letters from the Lighthouse	War time Poetry  In Flanders Field Victory bells But a Short Time to Live Dulce et Decorum Est  Features of letters to instruct	Ch 9 Reciprocal Reading pg 82 – Attack on All Fronts.  Write a letter from the government to instruct about evacuation		Reciprocal reading – Rose Blanche  Character and setting description with speech to advance the action.  Link to The Boy in the Striped Pyjamas pg31-32 description of the camp.	Reciprocal read - Anne Frank  Biography of Anne Frank	Reciprocal reading Ch 16: Letters from the Lighthouse: Hitler will send no warning – p157  Newspaper article on The German plane crash in Budmouth.	
Maths	Identify fractions of shapes and common factors to simplify; use common multiples to express fractions in the same denomination	Identify fractions of equivalent value; use multiplication and division skills to find equivalent fractions. Compare and order fractions, including fractions greater than 1	Convert improper fractions to mixed numbers and simplify using common factors. Generate and describe linear number sequences (with fractions)	Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions	Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions	Multiplying and dividing fractions	Fractions of amounts
CLIC	Multiplying and dividing by 10, 100, 1000 BODMAS 4 operations for decimals – different number of digits. Short division, remainders as decimals	Multiplying and dividing by 10, 100, 1000 BODMAS 4 operations for decimals – different number of digits. Short division, remainders as decimals	Multiply decimals by a whole Times tables 6s 7s Long division Column methods including adding 3 numbers	Subtracting 1000's from 100,000s (link to place value) Rounding to whole number, decimal places. Rapid recall of tables and deriving division facts 8s and 9s Identifying common factors, square, cubed and prime numbers.	Subtracting from a whole number Multiplying and dividing using known facts Rapid recall of tables and deriving division facts (all). Identifying common factors, square, cubed and prime numbers.	Negative Numbers Rapid recall of tables and deriving division facts. Multiplying and dividing by 10, 100 1000. Applying to converting units of length. Long division Long multiplication	Negative Numbers Rapid recall of tables and deriving division facts. Multiplying and dividing by 10, 100 1000. Applying to converting units of length. Long division Long multiplication
SPAG	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Use a thesaurus to find synonyms of the following words. • Which two words have the same meaning in the following sentence?	Use a thesaurus to find antonyms of the following words. • Which two words have the opposite meaning in the following	Tenses- past / present present tense forms: simple present, present progressive and present perfect. •: regular simple present verbs use the infinitive verb form; regular present progressive verbs use the present participle form; and the regular present perfect verbs use the past participle form. • All irregular verb forms (those which cannot be conjugated using -ed or -ing•.		Tenses- <b>present</b> present tense forms: simple present, present progressive and present perfect. All irregular verb forms (those which cannot	Tenses- <b>past</b> past tense forms: simple past, past progressive and past perfect. All irregular verb forms (those which cannot be conjugated using -ed or -ing•.	Grammar revision

	• Which synonym would work better in the sentence?	sentences? • Which antonym would change the meaning of the sentence?			be conjugated using -ed or -ing•.		
History	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Trip	Life on the Homefront - British propaganda during World War 2.	Understanding the impact of significant people during WW2 Winston Churchill	Understand the impact on significant people How did Hitler rise to power. Why did Hitler hate the Jews? Study and evaluate sources including anti -Jewish propaganda and political cartoons. Why did Britain become involved? Similarities and differences to WW1 (countries of the empire ) SMSC links	Describe the impact of historical events The Holocaust - Real people's account of the Holocaust Antisemitic propaganda Persecution		Chronology Sequence up to 10 events on a timeline  Complete the WW2 timeline with all the dates that we have studied.
Art/DT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Mono printing images of the Lighthouse.						

Computing	Databases Purple mash unit 5.4 To learn how to search for information in a database.	Databases To contribute to a class database	Databases To create a database around a chosen topic	Use skills learnt across multiple application programs to create a presentation on Light, including: <ul style="list-style-type: none"> <li>selecting appropriate tools to add emphasis and effect to work <ul style="list-style-type: none"> <li>explaining choices in layout and formatting</li> </ul> </li> <li>reviewing and editing work and talk about the changes made</li> <li>thinking about whether work is suitable for the audience</li> </ul> drafting and redrafting written work by deleting, inserting and replacing text to improve clarity and create mood			
R.E.	Give examples of how traditions and rituals around the Torah might or might not be important today to	Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher	Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today • Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and	Explain which part of the Torah asks Jewish people to keep Kosher <ul style="list-style-type: none"> <li>Give examples of ways in which</li> </ul>	Explain what is important about worship in Judaism • Explain how worship might differ between different Jewish communities • Explain why worship at the synagogue might still be of value to a Jewish person today		

	Jewish people and to other people.	laws) • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)	articulate responses on how far they are valuable to people who are not Jewish.		Orthodox and Progressive Jews might keep Kosher food laws in different ways • Give examples of ways in which Orthodox and Progressive Jews might keep Shabbat in different ways		
PSHE	Theme: Accept that everyone is different	Theme: Include others when working and playing	Theme: Know how to help if someone is being bullied.	Try to solve problems.	Try to use kind words.	Know how to give and receive compliments.	
Science	<b>Use recognised symbols when representing a simple circuit in a diagram.</b> Match up cards showing component names, descriptions and circuit symbols.	Examine a range of different sized and shaped cells and batteries. Locate the voltage for each one.	<b>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells using the circuit.</b> Set up a simple circuit with lamp/buzzer. What happens when two or more cells are used as well as different voltage cells and batteries?	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. How can the children increase the brightness of a bulb using a switch, increasing or decreasing the number of components, wire length or thickness? Record all circuits made using symbols.		<b>Explorify</b> Have you ever felt an electric spark from touching something or someone else?  Explore that lightning is a natural source of electricity	Research Alessandro Volta.
Music	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Happy - Pharrell Williams 1. Learn to play the tune/head 2. Learn to play the middle 8 Play the tune/head and middle 8	Happy - Pharrell Williams 1. Learn to play the whole tune/head 2. Improvise using instruments Play the whole tune/head including improvisation	Happy - Pharrell Williams 1. Learn to play the whole tune/head 2. Improvise using instruments Play the whole tune/head including improvisation	Happy - Pharrell Williams 1. Compose your own tune/head 2. Improvise using the notes of the tune/head Play the composed tune/head, improvise then tune/head to finish	Happy - Pharrell Williams 1. Continue to compose your own tune/head 2. Improvise using the notes of the tune/head Play the composed tune/head, improvise then tune/head to finish	Happy - Pharrell Williams 1. Secure your compositions 2. Improvise using the notes of the tune/head Play the composed tune/head, improvise then tune/head to finish	Christmas songs
PE	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Tag Rugby						
	Leadership						