



Key Learning

(Underlined content - National Curriculum objectives)

1	Placing key WW1 dates into chronological order.	<u>Children will continue to develop their chronological knowledge.</u> Complete timeline which includes when the war started, key events during and the end of the war.
2	To identify countries involved.	<u>Locate world's countries, using maps to focus on Europe.</u> Children to use atlases and computers to locate and label the countries involved in WW1.
3	To know key leaders involved in WW1.	<u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</u> Children to know the key leaders.
4	To explore how men signed up for WW1.	Children to use the book 'War Game' to explore how men signed up, the equipment used, the training involved and the propaganda used to recruit.
5	Explore the book 'War Game'.	Children to write a diary entry expressing their feelings as they signed up to the war and another entry when they were at war.
6	Animals used during the war.	Children will read the book 'War Horse' and discuss the role of animals during WW2. Particularly horses trained in Lathom park.
7	What was trench warfare?	Book 'You wouldn't want to be in the trenches in WW1' to discuss what the conditions were like. Discuss disease, rations, morale and look at sources.
8	Life in the trenches.	Children to write a letter home in the role of a WW1 soldier. Children will focus on life in the trenches and what they did to keep up morale.
9	The treaty of Versailles.	<u>A significant turning point in British history.</u> Children will explore how the war came to an end, who was involved and the conditions of the treaty.
10	WW1 Propaganda	Discuss the aims and purposes of Propaganda, how it was used and how effective it was.
11	The Battle of the Somme	Looking at the events that led up to the Battle of the Somme, key leaders and decisions that were made. Outcome and effects of the Battle of the Somme.

Key People/Places/Facts

1	David Lloyd George	Prime minister of Great Britain during WW1.
2	Archduke Franz Ferdinand	Archduke of Austria-Hungary, sparked the beginning of the war.
3	Kaiser Wilhelm II	Emperor of Germany during WW1.
4	Vittorio Orlando	Prime minister of Italy.
5	Wilfred Owen & John McRae	British and Canadian poet. Most famously In Flanders Fields - J McRae.
6	Sarajevo	Where Franz Ferdinand was assassinated alongside his wife Sophie.
7	Battle of the Somme	1 st July 1916 to 18 th November 1916. British and French attack on German forces.
8	Declaration of War	28 th July 1914, Austria-Hungary declared war on Serbia, Russia mobilised army.
9	Trench Warfare	Fighting on the Western Front. British and French forces halted German advance.
10	Christmas Truce	Christmas Day 1914 - truce between Britain and Germany on no mans land. Links to Book.

Big Questions

1	Is war a good way to solve problems? Why do wars happen?	Big write discussion - debate outlining pros and cons for war. Discussion surrounding wealth, land ownership and greed.
2	Should animals be used in war?	Discussion surrounding the book 'War Horse'. Should we make that choice for them?
3	What was life like before WW1?	Discussion and writing - Peace before WW1, how it was affected by the assassination of FF.
4	How were people's lives effected as a result of WW1?	Discussion - Economic and cultural changes to Britain and Europe after WW1.
5	Should objectors to war have been forced to fight? Should they have been punished because of their religious beliefs?	With links to RE, children to discuss respect of different beliefs and cultures. Links to 'Tolerance of Diff faiths'.

Vocabulary

Tier 2		Tier 1	
Artillery	Suffering	Battalion	Concentration Camps
Arsenal	Conquer	Yiddish	Triple Alliance
Imprisonment	Ghettos	Triple Entente	Western Front
Execution	Truce	Frontline	Duckboard
Annihilation	Objector	Cenotaph	Genocide
Mobilise	Valiant	Sarajevo	Serbian
Remembrance	Bills	Battle of the Somme	Trench Warfare
Refugee	Barricade	Emmeline Pankhurst	Millicent Fawcett
Voting	Assassination	Imperialism	Armistice
Hostility	Reign	Archduke	Nationalist

ENGLISH

Reading:

- Newspaper articles from the time.
- Eyewitness accounts and diary entries.
- War poetry - Flanders Field
- Novel - 'War Horse' by Michael Morpurgo.
- Book - 'You wouldn't want to be in the trenches in WW1'.
- Book - 'War game' by Michael Foreman.
- A series of non-fiction books. (available in class).
- BUG CLUB - Oliver Twist - Adapted Novel.

Writing:

- How did the First World War start? - Short Writing opportunity.
- Write a biography about Michael Morpurgo.
- Write a diary entry in role of a newly enlisted WW1 soldier.
- Life in the trenches - Information writing.
- Write a letter home from the trenches.
- Write a discussion text detailing the reasons for and against going to war.
- Write a newspaper report about the Battle of the Somme.
- Create a chronological report about WW1. (Linking dates into chronological order).

Book/Author:

- Novel - 'War Horse' by Michael Morpurgo
- Book - 'War game'.
- Book - 'You wouldn't want to be in the trenches in WW1'.
- A series of non-fiction books.

Year: 6

Term: Autumn

1+2

Theme: War and Peace.

MATHS - Term 1

- Numbers to 10,000 Numbers to 100,000, Numbers to a million
- Numbers to ten million
- Compare and order any number, ascending and descending.
- Round numbers to 10, 100 and 1,000
- Round Negative numbers
- Add whole numbers with more than 4 digits
- Subtract whole numbers with more than 4 digits
- Inverse operations (addition and subtraction)
- Multi-step addition and subtraction problems
- Add and subtract integers
- Multiply 4-digits by 1-digit
- Multiply 2-digits by 2-digits
- Multiply 3-digits by 2-digits
- Multiply up to a 4-digit number by 2-digit number
- Divide 4-digits by 1-digit
- Divide with remainders, Short division
- Factors and multiples
- Equivalent fractions
- Simplify fractions
- Improper fractions to mixed numbers
- Mixed numbers to improper fractions
- Fractions on a number line
- Compare and order fractions.
- Add and subtract fractions, including mixed number fractions.
- The first quadrant - Coordinates
- Four quadrants - Coordinates
- Translations Reflections - Coordinates

SCIENCE

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Describe the ways in which nutrients and water are transported within animals, including humans.
- **Writing outcome - Non-chronological report about the circulatory system.**
- **Revision - Electrical circuits, solids, liquids and gases. (Test Practice).**

Scientific Vocabulary

Circulate	Atrium	Ventricle
Artery	Vein	Pressure
Pump	Vessels	Pulmonary
Chambers	Vena Cava	Capillaries
Blood	Heart Rate	Oxygen
Carbon Dioxide	Cells	Platelets
Plasma	Pulse	Activity
Resting	Organs	Transport
Nutrients	Waste	Muscle
Inflate	Deflate	Materials
Waste Products	Muscle	Disease
Deposits	Cholesterol	Nutrients
Hydrogen	Carbon	Depletion

ART and DESIGN

This term, Year 6 will develop their art and design skills including design, drawing, craft, painting and art appreciation.

- **Painting** - Impressionism - Looking at Claude Monet's 'The Japanese Footbridge'. Mixing and applying paint to match the original painting.
- **Drawing and Craft** - Zentangle patterns - An abstract drawing created by repetitive patterns. Using a reverse system print process by transferring their designs onto a polyprint tile then using a pen to create deep line and then printing onto fabric and repeating the printing process.
- **Art Appreciation** - Edward Hopper - Discuss and explore works of art, analyse 'Nighthawks' discussing scene, technique, form, shape, colour and light.

DESIGN and TECHNOLOGY

This term, Year 6 will use their skills to select fabrics, use templates, pin, decorate and stitch to create a waistcoat for a person or purpose of their choosing.

- **Design** - Design a waistcoat based on a theme of their choice.
- **Prepare** - Using a template, pupils mark the outline of their waistcoat panels on fabric before cutting and pinning them.
- **Assembly** - Pupils sew the panels of their waistcoat together using a simple running stitch.
- **Decorating** - after assembly, children to add decoration.

MUSIC

This term, Year 6 will look at the song 'Happy' by Pharrell Williams - a pop song with a soul influence about being happy. What makes you happy?

- **Listen and Appraise** the song Happy and other songs in different styles about being happy including:
 - Happy by Pharrell Williams
 - Top of the World sung by The Carpenters
 - Don't Worry, Be Happy sung by Bobby McFerrin
 - Walking On Sunshine sung by Katrina And The Waves
 - When You're Smiling sung by Frank Sinatra
 - Love Will Save The Day sung by Brendan Reilly
- **Learn and build on knowledge and understanding.**
- **Perform the song** - perform and share learning as you progress.
- **Christmas Carol Concert** - Rehearsal of carols in preparation for the whole school concert.

ENRICHMENT

- Class assembly - Remembrance.
- Christmas Carol Concert.
- Science - Dissection of the heart.
- Peace and Hope Week.

JIGSAW/PSHE-

Being me in my world -

- I feel welcome and valued and know how to make others feel the same.
- I understand my own wants and needs and can compare these with children in different communities.
- I understand my own wants and needs and can compare these with children in different communities.
- I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.
- I can contribute to the group and understand how we can function best as a whole.
- I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself.

Celebrating Difference -

- Understand there are different perceptions about what normal means.
- Understand how being different could affect someone's life.
- Explain some of the ways in which one person or a group can have power over another.
- Know some of the reasons why people use bullying behaviours.
- Give examples of people with disabilities who lead amazing lives.
- Explain ways in which difference can be a source of conflict and a cause for celebration.

RE-

Beliefs and Practices - Key Question - What is the best way for a Muslim to show commitment to God? **Religion:** Islam. Children are learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.

- Explore the five pillars of Islam.
- Discuss how commitment may not always be easy.

Christmas - Christianity - To analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians.

- How significant is it that Mary was Jesus' mother? Mary was chosen to be Jesus' mother, which was an important role.

COMPUTING

Coding crash course -

- What is coding - understanding key vocabulary - navigating 2Code interface, using blocks to create simple programs.
- Create a program with an object that repeats actions indefinitely. Using timers and repeat commands.
- Introduce IF statements to allow selection in a program.
- Understanding and using variables to create visual timers and number and string variables.
- To use the design, code, execute and refine process.
- To create a program that controls or simulates a physical system, i.e. changing the speed and angle of moving objects.

Coding Unit 6.1 -

- Design and make a more complex program. Including a timer and a score.
- Create a program that makes use of functions.
- Follow flowcharts to create and debug code.
- Code programs that take text input from the user and use this in the program.
- Follow through the code of how a text adventure can be programmed in 2Code.

LANGUAGES - FRENCH

- All about me - Orally and written - Build up vocabulary to start a simple conversation with peers. Including, salutation, simple questioning about families, friends, hobbies and replies.
- Numbers 1-20.
- Voici - Here is... Introducing family and friends in a conversation.

PE - Delivered by West Lancashire Sports Partnership

Gymnastics -

Swimming -