



## Topic and Year Group

### 'Clashes, Conflict and Change' (Year 6)

#### English

##### Core Text: Letters from the Lighthouse

- **Spelling, Punctuation and Grammar:**

- Speech punctuation for formal speech
- Use semi colons, colons and dashes to mark boundaries between independent clauses
- Use brackets, dashes or commas to indicate parenthesis
- Use commas to clarify meaning or avoid ambiguity in writing
- Use hyphens to avoid ambiguity in writing
- Distinguish between homophones and commonly confused words
- Use of appropriate punctuation, sentence structure, and cohesive devices (transitional words)
- Cohesion within paragraphs, use of conjunctions and transitional phrases
- Sentence types (simple, compound, complex) and their effect on pacing

- **Non-fiction** Diary entries (based on extracts from The Diary of Anne Frank)
- **Fiction** Historical Narratives- Stories from other cultures
- **Poetry**- Remembrance Day/World War 1

#### Maths

- **Number and Place Value** (Reading, writing, ordering, comparing and rounding numbers)
- **Number-Addition, Subtraction, Multiplication and Division** (Solve multi-step problems using formal written methods and use estimation to check answers to calculations)
- **Ratio and Proportion** (Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples and Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts).
- **Geometry: Position and Direction** (Use coordinates to describe positions in all 4 quadrants, translate shapes in the coordinate plane and reflect them in the axes)
- **Algebra** (Use simple formulae, describe linear number sequences and express missing number problems algebraically)
- **Fractions** (simplify fractions, compare and order, add and subtract fractions with different denominators)
- **Measurement: Length** (Convert between units of length, mass and volume, convert between miles and kilometres)
- **Mental Arithmetic**
- **Exam Preparation** (focusing on reasoning and problem solving)

#### Science

##### Electricity:

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

##### Light:

- Recognise that light appears to travel in straight lines
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes

##### Working Scientifically Skills:

- Plan a scientific enquiry to answer a question, recognising and controlling variables.
- Use equipment and make systematic observations
- Take accurate measurements and records data on a graph



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#### RE

##### Sikhi:

- How far would a Sikh go for their religion?
- Khalsa, Baisakhi or Vaisakhi, giving of sacrifice, 3 Pillars or Key Beliefs, Guru Tegh Bahadur Ji, the role of Sikhs in both WW1 and WW2, Sewa, Vand ke Chanka, Naam Japo (Focus on God), the Harmander Sahib.

##### Christianity:

- Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?
- Incarnation looking at how celebrations today do or do not directly relate to the birth of Jesus as the basis of Christmas.

#### Spanish

- Mealtimes comparison (UK/Spain)
- Say what we want/like
- Order food in a restaurant (role play)
- Elements of a healthy diet
- 1st, 2nd, and 3rd person of the verbs
- 'Gustar' (To like), 'Beber' (to drink) and 'Comer' (To eat)
- Spanish-speaking countries: focus on Uruguay

## Geography/History

- What caused WW1?
- Life in the trenches
- Battlefields of Ypres and Somme
- Empire soldiers in WW1
- Women in WW1
- Psychological impact of WW1
- The Blitz (mapping the countries involved)
- Propaganda
- Living as an evacuee
- Operation Pied Piper
- The Kindertransport
- How global communities were impacted by WW2, specifically the India – Pakistan Partition

#### Art/D&T

- The Shock of New Art - A Century of Modern Art
- Art Nouveau Paintings
- Art Deco Posters
- Making Art Deco Models

## Trips/Events

- Go Ape (Alexandra Palace)
- Visit to Ealing Gurdwara
- Carol Singing
- Poetry Together event
- Pantomime

## PSHE/RSE

##### Being Me in My World:

- Goals for the year ahead
- Impact of their actions- locally and globally
- Behaviour choices
- Rights and responsibilities
- Being a global citizen
- Democracy and pupil voice in school

##### Celebrating Differences:

- Different perceptions about what normal means
- Understanding differences
- Power struggles
- Why people use bullying behaviours
- Appreciate people for who they are



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## STEAM

### Biomimicry:

- Creating moving non-wheeled robots using junk materials
- Using servos to create movements used by living things
- Analysing animal and insect behaviour
- Ore complex construction materials and techniques

### Interactive Posters (War)

- Audio
- QR codes, websites and video
- Movement

## Computing

### Using Complex:

- Conditionals
  - Variables
  - Functions
- on various coding platforms

### Programming and using Human Interface Devices (HID)

- Using the Circuit Playground Express

### E-safety

- Keeping your data safe while using online platforms

## PE

- Football

## Drama/Dance

- N/A for this term

## Music

- Composing for protest (Sing Up)
- Chords and Cadences
- The music of Henry VIII
- Recorder consort

## Yoga

- N/A for this term