



Year: 6 Term: Autumn 1

Key questions

Why did Britain have to go to war in 1939?

How was Britain able to stand firm against German threat?

Why was the battle of Britain considered a turning point in the war?

History

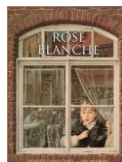
Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history.

Know how to place historical events and people from the past societies and periods in a chronological framework.

Know how Britain has had a major influence on the world.

Children will learn what events lead to WW2 and place them in chronological order. They will learn about the roles of women in the war and explain why the Battle of Britain was a turning point in WW2.

Battle of Britain!



Wow starters: Children will experience what it would be like in the Blitz. Hearing the deafening sound of the Air raid siren then the bombs falling overhead.

Outcome: Children understand the Battle of Britain was a turning point in the war.

Celebration: Children will have a WW2 day as they dress up in class WW2 clothes and enjoy the music and food of the 1940's

Science

Classify living things into broad groups according to observable characteristics and based on similarities and differences.

Know how living things have been classified.

Give reasons for classifying plants and animals in a specific way.

Children will look at Carl Linnaeus and research why he was so important in the process of classifying animals. They will use their skills of observing characteristics and classify sweets and then leaves collected in school grounds. Finally the children will give reasons why living things are classified in a specific way.



English

Recount – using vivid description and emotions write a diary with a flashback from perspective of RB Story- retell story from a different perspective
Recount – 1st person narrative including historical figures or facts and events.

Children will have opportunities to infer characters thoughts and feelings and will learn about the key language structures and grammar of each type of a text they will be producing at the end of a sequence of learning.

Discrete subjects

P.E – Netball, swimming/football

Computing- Coding

Reading- skimming and scanning techniques. Retrieval of information quickly.

Spelling - homophones and near homophones, suffixes beginning with consonant letters to words

R.E – Creation and Covenant

Spanish – Me presento

RSE - Created and Loved by God PSHE- Being Me in my World