

Year 6 Autumn Term 2023 - Learning Overview Summary

Inspire, Learn and Achieve

**Key Concepts: Justice, Morale, Legacy,
Independence and Interdependence**

English

As readers and writers we will immerse ourselves in the lives of evacuees through our first Guided Reading Text: Goodnight Mr Tom. Drawing upon on a number of other linked texts, we will write letters in role as an evacuee. Using the same text, we will get creative and write 'a lost chapter' of the book, applying key writing skills of paragraphing, pace and purposeful use of speech to convey character and advance the action. Additionally, we will create our own air raid leaflets advising the British people on how to stay safe during the air raid. We will deepen our understanding of the persecution of Jewish people during WWII through our second Guided Reading Text: Once. Finally, we will have the opportunity to read, write and perform our own WWII poems from the point of view of a D-Day soldier.

Maths

As mathematicians we will be consolidating our learning of place value and the four operations in maths through problem solving.

We will then deepen our understanding of fractions: adding, subtracting, multiplying, dividing and comparing against decimals and percentages.

Area, perimeter and volume will also be explored.

Computing

As computer scientists we will develop our programming skills in Scratch. We will also build on our online safety learning looking at self-image and identity, copy-right and ownership and online bullying.

Science

As scientists we will be building on our prior learning in Y3 and Y4 on light and electricity. By the end of the unit, we will be able to explain how light travels, how and why light behaves when it hits different objects and how we can see. Circuits will be created to explore electrical currents and electrical resistance. Applying these skills and knowledge, we will create a search light that could have been used during WWII.

MFL

As linguists we will continue to build on our accurate pronunciation and intonation, applying core language structures we have previously learnt to describe places, people and things.

Music

As musicians we will compose and perform melodies using five or notes and sign in harmony.

History

As historians we will be exploring the question 'What impact did WWII have on Britain?'. Key events of WWII will be explored before looking at the impact of the Blitz.

Geography

As geographers we will be evaluating whether we think Hook and the UK are self-sufficient, reviewing natural sources and current trade to draw our own conclusions.

Religious Education

As citizens, we will explore how justice can be applied within our own lives before looking at the value of justice to Jewish people, Christians and Muslims. We will then explore the concept of interpretation, firstly within our own lives before then looking at the Christmas story.

PSHE

As British citizens we will be extend our knowledge and understanding of a growth mind-set on how to manage change. Linking to computing, we will learn how to manage risks both on and off line before focusing on the nature and consequences of discrimination. Collaboratively, we will develop strategies to resolve disputes and conflicts looking at negotiation and appropriate compromise.

Design & Technology

As designers we will apply our cooking skills to design, make and evaluate a two-course meal with budgeting.

Art

As artists, we will analyse the work of Henry Moore and Anthony Gormley as inspiration to create our own sculpture figures, whilst also having opportunities for drawing, painting and collage through the unit.

Physical Education

As athletes we will consolidate our invasion skills within netball. We will also have weekly gymnastics or dance lessons developing our vaults, balances and movements within routines.

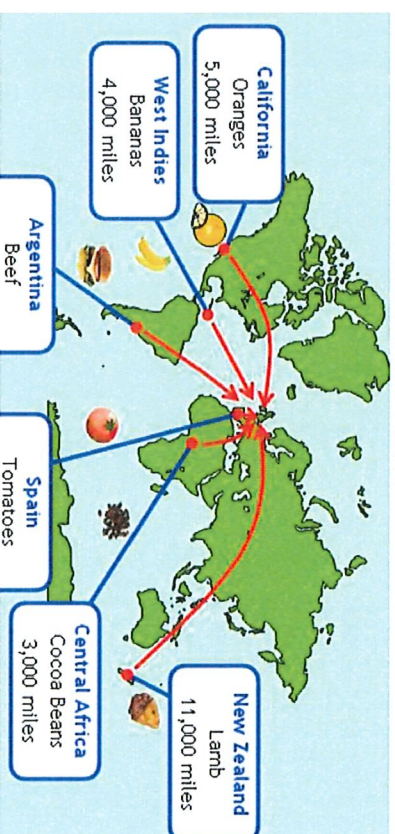
Geography - Self-Sufficiency (Year 6)

What I should already know

- Continents of the world
- Human and physical features of different areas
- 8 compass points
- Reading OS maps – 6 figure grid reference
- Interpreting graphs
- What sustainability is and some ideas of how to be sustainable
- Brazil exports lots of things to other countries such as cocoa beans

Key concepts- What I will know by the end of the unit

- Natural resources can be found in different places across the world and are exported/imported by other countries
- Locate the origin of popular foods and understand that some things can only be grown in certain places due to the climate
- Be able to define 'self-sufficiency' and collect data to see what school do to be more sustainable
- To understand how to conserve water using reservoirs and why it is needed more in some locations than others



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| Glossary of terms | |
| Minerals | A naturally occurring material found in the earth. |
| Fossil fuels | Carbon fuels such as coal, oil and natural gas that cannot be remade because it will take tens of millions of years for them to form again. |
| Import | Bring goods into a country from abroad to sell. |
| Self-sufficient | To be able to supply one's own needs without the external assistance. |
| Reservoir | A large natural or artificial lake used as a source of water supply. |
| Conserve | To save or protect something e.g. water |

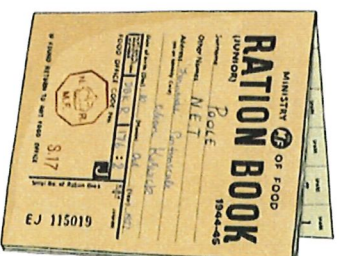
Name of Unit – History - French- WW2 in Britain (Year 6)

What I should already know

- **Chronology:** Children would not have been explicitly taught any post 1066AD history since KS1. Chronological connections should be built in relation to present day Britain and tracing back through generations (likely great-grandparents that may have lived during the war).
- **Disciplinary Knowledge: Cause and consequence** last specifically taught in Y4 Anglo-Saxon unit.

Key concepts- What I will know by the end of the unit

- The reasons why Britain declared a state of war with Germany.
- The basic timeline of events of the war centring on Britain's involvement and impact on Britain including Dunkirk evacuation, Blitz, evacuation of children, rationing, D-Day, VE Day.
- The reasons for and impact of the Blitz on Britain – including evacuation (using a range of sources including witness accounts, newsreel footage and photographs).
- The reasons for and impact of rationing and evacuation (using evacuee accounts).



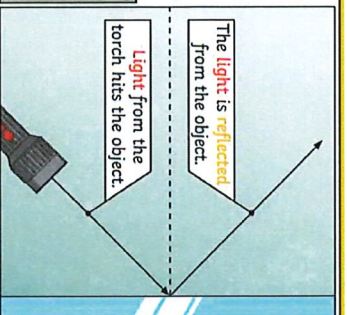
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|--------------------------|--|
| Glossary of terms | Or translation of key vocabulary and a picture |
| Blitz | The bombing raids Germany launched against Britain |
| Evacuation | The process of moving people away from an area |
| Rationing | Limiting peoples access to food |

Name of Unit – Science Light (Year 6)

What I should already know

From Year 3 objectives:

We need **light** to be able to see things. **Light** travels in a straight line. When **light** hits an object, it is **reflected** (bounces off). If the **reflected light** hits our eyes, we can see the object. Some surfaces and materials **reflect light** well. Other materials do not **reflect light** well. **Reflective** surfaces and materials can be very useful...



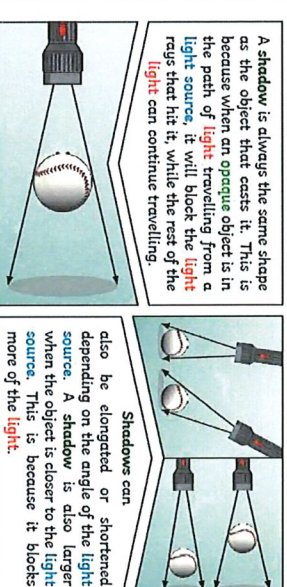
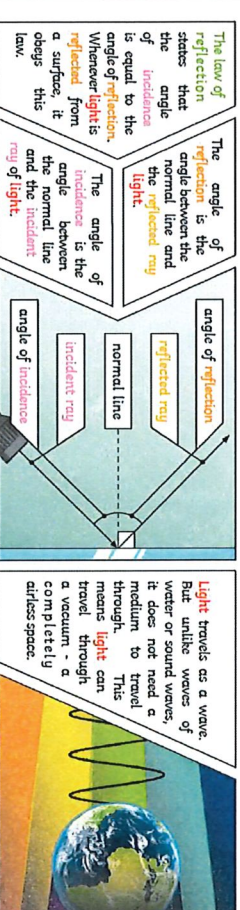
Mirrors **reflect light** very well, so they create a clear image. An image in a mirror appears to be reversed. For example, if you look in a mirror and raise your right hand, the mirror image appears to raise its left hand.



Key concepts- What I will know by the end of the unit

We need light to be able to see things. Light waves travel out from sources of light in straight lines. These lines are often called beams of light.

Light from the sun travels in straight lines, light can then be reflected off of objects and into people's eyes to enable them to see them.



| Glossary of terms | Or translation of key vocabulary and a picture |
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| Light | A form of energy that travels in a wave from a source. |
| Light source | An object that makes its own light |
| Reflection | Reflection is when light bounces off a surface, changing the direction of a ray of light |
| Incident ray | A ray of light that hits a surface |
| Reflected ray | A ray of light that has bounced back after hitting a surface |
| The law of reflection | The law states that the angle of the incident ray is equal to the angle of reflected ray. |

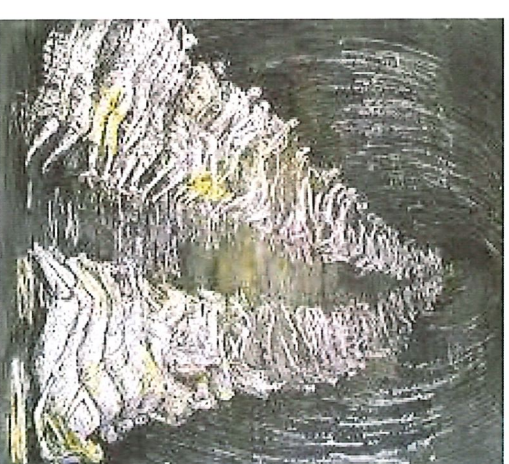
Name of Unit – Art - The Darkest Hour (Year 6)

What I should already know

- ♣ how to manipulate clay to make a variety of shapes
- ♣ how to create a variety of tertiary colours through mixing with watercolour
- ♣ how to apply an artist tool (e.g. biro, pencil) to make different marks

Key concepts- What I will know by the end of the unit

- ♣ how to make marks to show form
- ♣ how to choose colours to fit mood and reflect setting
- ♣ how to use the wax resist method
- ♣ how to mould a figure from one ball of clay



| Glossary of terms | Meaning |
|----------------------|--|
| medium | A material used e.g. paint |
| mixed media | A variety of materials used e.g. paint and pastel |
| composition | The arrangement of images/mark making on the page to create a complete image |
| proportion | How big or small something is in relation to another object |
| form | The three dimensional quality of an object – showing a 3D shape through mark making |
| Wax resist | Using wax to mark out the lightest areas and applying paint over the top |
| background | Furthest away |
| middle ground | centre |
| foreground | Closest to viewer |
| blending | Combining / merging colours or tones together |
| layering | Multiple media placed on top of each other with parts of the image from each layer showing through |
| mark making | Variety of ways we can make marks using different tools e.g. straight lines, stippling |
| scale | How big or small something is. The size of it. |
| perspective | How something appears to the viewer e.g. birds eye |
| tonal scale | Dark through to light |
| moulding | Changing the shape of an object (clay) |

Name of Unit: Design and Technology – Cooking and Nutrition – Two Course Meal on a Budget (Year 6)

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| <p>What I should already know</p> <ul style="list-style-type: none"> • Prepare, and follow a recipe and cook food to match consumer preferences. • Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet. • Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients. | <p>Key concepts- What I will know by the end of the unit</p> <ul style="list-style-type: none"> • To know that food is grown, reared and caught in the UK, Europe and the wider world. • To know that seasons and weather affects the food available. • To know that recipes can be adapted to change the appearance, taste, texture and aroma. • To know how to use utensils and equipment including heat sources to prepare and cook food. • To know and use a wide range of relevant technical vocabulary. |
| <p>Glossary of terms</p> | <p>Or translation of key vocabulary and a picture</p> |
| <p>Two course</p> | <p>A two-course meal serves either a soup/salad followed by an entrée or a main course and finishes with a dessert item.</p> |
| <p>Budget</p> | <p>A plan for how much money will be spent</p> |
| <p>Seasonality</p> | <p>Different foods grow better at different times of the year</p> |
| <p>Source</p> | <p>Where our food comes from and its journey to our plates</p> |
| <p>Intolerance</p> | <p>A food allergy is an abnormal response of the body to a certain food.</p> |

Name of Unit - PSHE Growth Mindset (Year 6)

What I should already know

- How a growth mindset can be helpful in different contexts
- What makes an effective teacher
- How the brain works including when they are learning
- How to keep themselves physically and mentally well.

Key concepts- What I will know by the end of the unit

The children will extend a growth mindset to manage change. They will consider the effect feedback has as well as barriers to learning. They will consider if a calculator is better than a brain as well as giving their opinion about that the word learning really means.

When considering how to keep themselves well, they will discuss mental ill health and where to seek help if they need it (all to be completed at an age-appropriate level).

| Glossary of terms | Or translation of key vocabulary/ picture |
|--------------------------|---|
| Growth mindset | a belief that you can develop your skills and talents through hard work, the right strategies, and guidance from others |
| Fixed mindset | a belief <i>that</i> describes people who see their qualities as fixed traits that cannot change <i>and who are more likely to give up</i> |
| Determination | a positive emotional feeling that involves persevering towards a difficult goal in spite of obstacles. |
| Resilience | the process and outcome of successfully adapting to difficult or challenging life experiences/ not giving up |
| Characteristics | a feature or quality belonging typically to a person, place, or thing and serving to identify them |
| Effective | successful in producing a desired or intended result. |
| Learned behaviour | a learned behaviour is one that an organism develops as a result of experience. |
| Neurons | A type of cell that receives and sends messages from the body to the brain and back to the body. |
| Nature vs Nurture | Nature is what we think of as pre-wiring and is influenced by genetic inheritance and other biological factors. Nurture is generally taken as the influence of external factors |

Name of Unit – RE – Justice (Judaism and Christianity) (Year 6)

What I should already know

Developed understanding of Enquiry cycle and what the different stages entail. Concepts covered include Warning, Belonging, Suffering and Neighbour.

Understanding Islam and what it is like to be a Muslim in today's world.

Key concepts- What I will know by the end of the unit

- To be able to define the concept of justice.
- To know the story of 'Jonah' as well as 'The Rabbi and the Cow'.
- To explain the value of justice to Jewish people and Christians.



Jonah and the Big Fish

Once Jonah climbed aboard a ship
And tried to run away –
Though God had set a task for him
He dared to disobey.
God saw him flee and sent a storm,
The boat tossed to and fro.
Jonah knew it was his fault
And told the sailors so.

He made them throw him overboard –
The storm stopped there and then,
As Jonah sank into the depths
A big fish swallowed him.

Inside the fish for three whole days
He thought about his task.
"I'm sorry, God," he said, ashamed.
Then did as God had asked.

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|--------------------------|--|
| Glossary of terms | Or translation of key vocabulary and a picture |
| Justice | Fairness in the way that people are dealt with. Justice often has a lot to do with rules and laws. |
| Freedom | Expressing things, not keeping them to yourself. It is the power or right to act, speak and change as you want to without hindrance or restraint. |
| Fairness | Treating people according to their needs. This does not always mean it will be equal. |
| Unjust | Not fair or deserved. |
| Laws | Laws are a set of instructions put in place to keep people safe, maintain order in society through good behaviour and protect rights and property. |
| Equality | When each person is seen as equal in the eyes of the law. A government that protects human rights makes one set of laws for everyone, not different laws for different people. |

Name of Unit – Music Singing during WWII (Year 6)

What I should already know

The important of warm-ups.

Vocabulary for dynamics.

| Dynamics | |
|-------------|-------------|
| Pianissimo | Very quiet |
| Piano | Quiet |
| Mezzo piano | Quite quiet |
| Mezzo forte | Quite loud |
| Forte | Loud |
| fortissimo | Very loud |

Inter-related dimensions of music.

| Inter-related dimensions of music | |
|-----------------------------------|--|
| Pulse | The heartbeat or steady beat of a piece of music. |
| Rhythm | The combination of long and short notes to create a pattern. |
| Pitch | How high or low a note is. |
| Dynamics | How loud or quiet music is. |
| Tempo | How fast or slow a piece of music is. |
| Timbre | The quality and character of the sound. |
| Structure | How the sections of a piece are ordered. |
| Texture | Layers of sound in the music. |

Key concepts- What I will know by the end of the unit


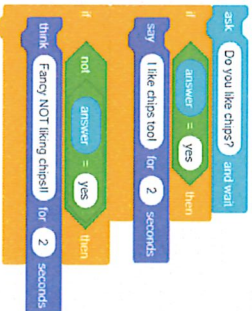
- The impact singing had on moral during WWII
- A greater knowledge and ability to use the inter-related dimensions of music when performing.
- How to compose a simple rhythm to accompany a known song.
- Further knowledge and experience performing using the following note lengths.

| Note Lengths | | | |
|-----------------|-------------|-------------|-------------|
| Name | Length | Note symbol | Rest symbol |
| Semi-breve | 4 beats | | |
| Dotted-minim | 3 beats | | |
| minim | 2 beats | | |
| Dotted-crotchet | 1 1/2 beats | | |
| crotchet | 1 beat | | |
| Dotted-quaver | 3/4 beat | | |
| quaver | 1/2 beat | | |
| Semi-quaver | 1/4 beat | | |

Glossary of terms

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|-----------------|---|
| moral | The spirit of a group of people. |
| ensemble | A group of people who perform together. |
| unison | All together. |
| melody | A combination of pitch and rhythm. |

Name of Unit: Computing – Scratch (Year 6)

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| <p>What I should already know:</p> <ul style="list-style-type: none"> • I will have already used Scratch in Year 3 and 4 • I know what an algorithm is and can give everyday examples • I will already know what count - controlled loops are • I will have used the same style booklets last year to go through a series of sessions | <p>Key concepts- What I will know by the end of the unit</p> <ul style="list-style-type: none"> • A condition is a state we can check to see if it is true or false • Conditions starts with an if • Conditions are only checked once unless they are in a loop • Conditions lead to two possible pathways True and False • Conditions are only checked when reached in the flow of control • An algorithm is any set of instructions to carry out a task that can be understood by another human • Decomposition is breaking up a project into parts to solve separately <div style="display: flex; justify-content: space-around; align-items: center;">   </div> |
| Glossary of terms | Or translation of key vocabulary and a picture |
| Algorithm | A list of steps (or rules) to do something |
| Conditions | If statements that can either be true or false, met or unmet |
| Condition-starts-action | Another name for if then conditional selection commands that don't include an else |
| Condition-stops-loop | Another name for a loop that is ended by a condition called a repeat until block in Scratch |
| Count-controlled-loop | A definite loop (we know how many loops) controlled by a number |
| Debugging | Finding and fixing problems in code |
| Online safety | Knowledge needed to keep yourself and others safe when using online services |

