



LAWFORD C of E PRIMARY SCHOOL

## CURRICULUM OVERVIEW AUTUMN 2024 FOR YEAR 6

**Enquiry Question: What humanitarian consequences were there as a result of the invasion of Europe during WW2?**

**Concepts: Care, Change, conflict, fairness, Identity, power**

ENGLISH

**Reading:** Our whole class text will be Friend or Foe, but we will also be using other examples of wartime fiction and nonfiction texts such as the suitcase Kid, The diary of Anne Frank and Goodnight, Mister Tom.

Star books – This is a 15-minute sustained reading period for enjoyment. The children have the opportunity when they finish a book to collect stamps once they have answered questions about the book they have read orally. When their loyalty card is complete, they get to have a hot chocolate during star books time.

**Spelling and Grammar:**

We will be focussing on the statutory year 5/ 6 spelling list and the following spelling rules/ patterns as well as our word of the day. The children have the chance to practice these spellings in a variety of ways including weekly dictations to assess.

year 5/6 words with double consonants

ible/able suffixes

Commonly mis-spelt homophones

cious / tious

fer as a suffix ending

We will also be looking carefully at key vocabulary from our science and topic work and pre teaching this before lessons.

**Writing:** – We will be linking and making connections with the school concepts of Care, Change, conflict, fairness, Identity, power into the texts used. We will be looking a range of different fiction and nonfiction text as models for the children's own writing and will also be using visual literacy stimulus from the literacy shed 'Beyond the lines'

	<p>Our key objectives are:</p> <p>To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, and ellipsis</p> <p>To understand the term active and passive; begin able to transform a sentence from active to passive and vice versa and to identify the active and passive voice in a text.</p> <p>To know the difference between structures typical of informal speech and structures appropriate for formal speech and writing.</p> <p>To use layout devices – headings, subheadings, colons, bullets, tables</p> <p>To use bullet points to list information. To use hyphens to avoid ambiguity.</p> <p>To investigate connecting words and phrases</p> <p>To form complex sentences</p> <p>To be able to identify and write sentences using subordinating connectives and their use within sentences</p> <p>To identify and use relative clauses more consistently in independent writing</p> <p>To use and identify a range of poetic devices such as alliteration, simile, metaphor,</p>
MATHEMATICS	<p><b>Everyday there will be an activity that focusses on the consolidation of different mental strategies</b></p> <p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• Revising place value and working with numbers to 10 million</li> <li>• Rounding numbers to the nearest 10,100 and 1000</li> <li>• Working with negative numbers</li> <li>• Adding and subtracting with 5-digit numbers including multistep + and – problems</li> <li>• X up to 4 digits by 2 digits</li> <li>• Short and long division</li> <li>• Revising factors, multiples</li> <li>• Squared, cubed and prime numbers</li> <li>• Comparing and ordering fractions</li> <li>• Equivalent fractions</li> <li>• Adding and subtraction fractions and mixed numbers</li> <li>• Revision of conversion of measures</li> </ul> <p>We will be covering the following <b>White Rose units</b> in the autumn term:</p> <ul style="list-style-type: none"> <li>• Place value to ten million</li> <li>• 4 rules of operation including long multiplication and division</li> <li>• Fractions including equivalents, simplifying, adding and subtracting, multiplying with mixed and whole numbers</li> </ul>

	<ul style="list-style-type: none"> <li>• Conversion of units of measure including imperial units</li> </ul>
RELIGIOUS EDUCATION (RE)	<p><b>Autumn 1</b> - One narrative many beliefs – why do people interpret things differently? Differences in protestant denominations - Pentecostal, non-conformist, Salvation Army, Quakers. Recap – structures of churches – how some protestant denominations have no hierarchy.</p> <p><b>Autumn 2</b>- How and why does religion bring peace and conflict? Cross curricular links with WW2 and the holocaust. Whose side is God on? Why are India and Pakistan always on the ‘edge of conflict’? Why did the Indian Army attack the Sikh Temple? Why do people protect other religions? What is a crusade? Is the conflict based in religion or culture?</p>
SCIENCE	<p><b>Living things and their habitats</b>  <b>Children will:</b>  Describe how living things are classified into broad groups according to common observable characteristics.  Based on similarities and differences, including micro-organisms, plants and animals, give reasons for classifying plants and animals based on specific characteristics. This will include a lot of outdoor learning in the first part of the autumn term</p> <p><b>Electricity</b>  <b>Children will:</b>  Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit  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  Use recognised symbols when representing a simple circuit in a diagram</p>
COMPUTING	<p><b>Children will:</b>  Look at the Women in computing and the importance of code breaking during WW2  Lgfl resource <a href="https://www.lgfl.net/women-in-computing/">https://www.lgfl.net/women-in-computing/</a></p> <p><b><u>Barefoot computing WW2 code crackers</u></b></p> <p>In this unit the children will look at the role of women as code breakers during WW2 and the groundbreaking work of Alan Turing.</p> <ul style="list-style-type: none"> <li>•use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>•use sequence, selection, and repetition in programs, work with variables and various forms of input and output</li> </ul> <p>The children will then use video editing and green screen tech to create their own film about the code breakers during WW2</p>

HISTORY/GEOGRAPHY	<p>Our historical and geographical skills will include the following:</p> <ul style="list-style-type: none"> <li>describe a chronologically secure knowledge and understanding of British and world history during WW2, establishing clear narratives</li> <li>Make connections, contrasts and trends over time and show developing appropriate use of historical terms</li> <li>Devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>understand how our knowledge of the past is constructed from a range of sources</li> <li>Make confident use of a variety of sources for independent research (historical enquiry)</li> <li>use evidence to support arguments (understanding of events, people, and changes)</li> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia)</li> </ul> <p>Key concepts covered: <b>Power, change, conflict, care, fairness and Identity</b></p> <ul style="list-style-type: none"> <li>Power of leaders across the world and the impact and this had on the Jewish population. We will consider the consequences of war – what are they? Were lessons learnt? Birth of the United Nations</li> <li>How were people's identities effected? We will link this to the displacement of Jews during the holocaust and the many different nationalities from the British colonies that support Britain in its fight against Nazi Germany.</li> <li>Sacrifice that was paid by everyone wo loved through the war years (first-hand research homework)</li> <li>Change – How did conflict arise in Europe at the end of the 1930's – how did this conflict resolve?</li> <li>Fairness – Rationing for all in Great Britain, conscription</li> </ul>	
ART/DESIGN	<p>2d drawing to 3d model making</p> <p>This unit looks at the work of Lubaina Humid, who is a Turner prize winner artist. Much of her work is based around real life objects that she turns into life size sculptures.</p> <p>The children will:</p> <ul style="list-style-type: none"> <li>Use the grid method to enlarge their drawings</li> <li>Transfer their grid onto cardboard to create a 3d model of their enlarged drawing</li> <li>Use a range of etching techniques to add texture and shading to their image</li> <li>Create a way for their model to stand free form.</li> </ul>	
TECHNOLOGY	<p>Design – <b>Electrical alarm system</b> topic</p>	<p>Food tech - <b>Rationing recipes</b></p> <ul style="list-style-type: none"> <li>The children will invent and modify own recipes, including methods, ingredients, and cooking times</li> </ul>

	•To combine electronics and mechanics to produce original designs	
LIFE SKILLS	<b>Life Skills children will be thinking about what makes ‘Healthy relationships’</b> <b>The children will:</b> <ul style="list-style-type: none"><li>• be learning to recognise some of the challenges that arise from friendships.</li><li>• Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach that includes negotiation.</li><li>• We will be looking at how certain types of touch are not appropriate and how some physical actions can lead to negative feelings.</li></ul>	
PHYSICAL EDUCATION (PE)	Outdoor Cross country running	Indoor Squash training – culminating in a possible trip to the Garrison to play in a proper squash court.  Invaders unit on tag Rugby
FRENCH	<b>Children will:</b> <ul style="list-style-type: none"><li>• Be using greetings and using language around families and their home to communicate in short sentences.</li><li>• Learn the different subject manes in French and key words linked to school. The children will practise short sentences verbalising what they enjoy about school in French.</li><li>• We will be looking at the vocabulary linked to school in French and being to have simple conversations linked to different aspects of school.</li></ul>	
MUSIC	Jazz - Bacharach Anorak and Meet the Blues. <b>The children will:</b> <ul style="list-style-type: none"><li>• have the opportunity to develop their understanding of musical notation, play from the music stave and improvise from a sequence of notes.</li><li>• We will be listening to other blues musicians and composing our own blues riff.</li><li>• Look at basic music notation including time duration of crotchets, minims, quavers and their equivalent rests.</li></ul>	
<b>Visits/visitors:</b> 21 <sup>st</sup> –24tgh October Birch Hall outdoors activity centre as a 3-night residential trip Crucial Crew – online event Trip to Bletchley Park TBC		

Sing Up Suffolk event

Mud Run Birch Hall

**Event for Parents:** Meet the year 6 team