

Literacy Genres

Informal letter writing based on experiences of real soldiers from WWI.

Non-fiction writing based on 'The Trenches' to create a non-chronological report for a children's book.



Reading Themes

WWI books - Private Peaceful and War Horse

Focus from School Improvement Plan

WRITING at greater depth

Numeracy

- Place value
- Addition, subtractions, multiplication and division
- Fractions (addition, subtraction, multiplication, division, equivalent fractions, mixed fractions)
- Revision of times tables up to 20 x 20



CLASS: 5 YEAR GROUP: 6

MEDIUM TERM PLANNING OVERVIEW

TERM: Autumn

NUMBER OF WEEKS: 6

THEME: World War I and Inventors and Inventions

FABULOUS FINALE!

Creating edible art and models of the 'Trenches'

WOW STARTER!

Code breaking based on real experiences from WWI drama

Key Skills

Resilience and Collaboration

LINKS TO BRITISH VALUES

Democracy: school council elections and the election of the Head Boy and Girl, plus the prefects from year 6 pupils.

Rule of Law: looking at the school rules, class rules and what are the consequences of the choices we make to ourselves and to others around us.

Tolerance: looking at the lead up to WWI and why the war started.

ASSEMBLY THEMES

Language of the Month

Punjabi and Hindi

DISPLAY IDEAS

Poppy wreaths to lay on graves in France

Trench facts

Letters from the trenches

Social Development: accepting the consequences of their actions and the actions of others.

Moral Development: children pose questions about the act of war and consider their own feelings, opinions and development of moral purpose.

Spiritual Development: reflect on their own beliefs as they learn about Hinduism and beliefs relating to Harvest Festivals

Cultural Development: studying Diwali

EYFS CURRICULUM AREA		YEAR GROUP 6 World War I
Personal, Social & Emotional Development	 Citizenship	<p>Social Development: accepting the consequences of their actions and the actions of others.</p> <p>Moral Development: children pose questions about the act of war and consider their own feelings, opinions and development of moral purpose.</p> <p>Spiritual Development: reflect on their own beliefs as they learn about Hinduism and beliefs relating to Harvest Festivals</p> <p>Cultural Development: studying the festival of Diwali, who celebrates this festival, why and how? What can we learn from living in a multi-cultural society about others and ourselves.</p>
	 Key Skills	<p>Resilience - never giving up!</p> <p>Collaboration - working and getting along with others is a vital part to developing and growing.</p>
Physical Development	 PE	
Understanding The World	 Science	<p>The children will investigate the theme of Living things and their habitats by considering:</p> <ul style="list-style-type: none"> • Can they describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including microorganisms, plants and animals? • Can they give reasons for classifying plants and animals? • Can they explain why classification is important? • Can they readily group animals into reptiles, fish, amphibians, birds and mammals? • Can they sub divide their original groupings and explain their divisions? • Can they group animals into vertebrates and invertebrates? • Can they find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification?

	 Geography/History	<p style="text-align: center;">WW I</p> <ul style="list-style-type: none"> • Can they say where a period of history fits on a timeline? • Can they place a specific event on a timeline by decade? • Can they place features of historical events and people from past societies and periods in a chronological framework? • Can they summarise the main events from a specific period in history, explaining the order in which key events happened? • Can they summarise the main events from a specific period in history, explaining the order in which key events happened? • Can they summarise how Britain has had a major influence on world history? • Can they describe features of historical events and people from past societies and periods they have studied?
	 RE	<p>The children will be investigating:</p> <ul style="list-style-type: none"> • Who founded Hinduism and where. • They will be able to explain the main beliefs in Hinduism. • They will be able to explain which places are special to Hindus. • They will be able to name and describe some special Hindu festivals. • How Harvest festival is celebrated around the world and why are the celebrations so different?
	 ICT	<p>The children will be using the internet to research about the trenches and experiences of soldiers in WWI.</p> <p>The children will be able to recognise trustworthy sources of information on the internet.</p>
	 British Values	<p>Democracy: school council elections and the election of the Head Boy and Girl, plus the prefects from year 6 pupils.</p> <p>Rule of Law: looking at the school rules, class rules and what are the consequences of the choices we make to ourselves and to others around us.</p> <p>Tolerance: looking at the lead up to WWI and why the war started.</p>
Expressive Arts & Design	 Art/DT	<p>Through using a range of the skills and techniques below the children will create different forms of poppies, such as in a wreath to lay on the graves at cemeteries the children will visit in France. Also they will create art work to accompany their poetry and letters inspired by WWI</p> <ul style="list-style-type: none"> • Can they create models on a range of scales?

	<p>Famous artists/designers:</p> <p>Famous local artists/designers:</p> <p>Famous artists/designers from EM groups/with SEND:</p>	<ul style="list-style-type: none"> • Can they create work which is open to interpretation by the audience? • Can they include both visual and tactile elements in their work? • Can they justify the materials they have chosen? • Can they combine pattern, tone and shape?
	 <p>Music</p>	<ul style="list-style-type: none"> • The children will be taught to sing as part of an ensemble with full confidence and precision. • The children will be able to listen with attention to detail and recall sounds with increasing aural memory and accuracy.
	 <p>French</p>	<p>Learning conversational French to help with the French trip in late September. Topics to be covered:</p> <ul style="list-style-type: none"> • Greetings • Families • Hobbies • Where you live • Numbers • Pets