



# Medium Term Plan (Year 6) – WW2

**Intended Outcome of Topic:** Children will have a clear understanding of how war effected every aspect of the lives of people at home in England. They will explore this through a cross-curricular approach, where children will have the opportunity to 'Make Do and Mend', 'Dig for Victory' and reflect on how our British Values played an important role in bringing peace to the world.

**Memorable Experience:** Children will experience what it is like to be evacuated through an immersive day in school where children will take part in lessons, which enable them to experience life in 1940s England.

**SMSC Links:**

- To understand the different ways in which human beings have tried to make sense of their lives and given expression to their deepest hopes and fears.
- To explore questions of right and wrong, values and conflict between values in their reading of fiction and non-fiction, in their discussions and in drama and history.
- To read, review and discuss texts that present issues and relationships between groups and between the individual and society in different historical periods and cultures.
- To wonder at the power, beauty and elegance of mathematical logic and reasoning.
- To experience the joy of discovery.
- To reflect on the 'dark side' of human nature, and our capacity for inhumanity.

Subject	Week beginning: 21/9/20 – 28/9/20	Week beginning 5/10/20 – 12/10/20	Week beginning 19/10/20 – 26/10/20	Week beginning 2/11/20	Week beginning 9/11/20 – 16/11/20	Week beginning 23/11/20 – 30/11/20	Week beginning 7/12/20 – 14/12/20
Engage/ Develop/ Innovate/ Express	Engage/ Develop/ Innovate/ Express	Engage/ Develop/ Innovate/ Express <b>Assessment week: 12/10/20</b>	Engage/ Develop/ Innovate/ Express	Engage/ Develop/ Innovate/ Express	Engage/ Develop/ Innovate/ Express	Engage/ Develop/ Innovate/ Express	Engage/ Develop/ Innovate/ Express
English	<u>Goodnight Mister Tom</u> <b>Genre:</b> Descriptive writing <b>Text:</b> Goodnight Mister Tom <b>Phase of writing:</b> Reading, speaking and listening, writing. <b>Objectives:</b> -To compare two characters, justifying with evidence. -To describe characters and settings -To build tension -To use adverbial phrases	<u>Anne Frank</u> <b>Genre:</b> Recounts <b>Text:</b> The Diary of Anne Frank <b>Phase of writing:</b> Reading, speaking and listening, writing. <b>Objectives:</b> -To empathise with characters from the past -To compare two characters, justifying with evidence -To select vocabulary and grammatical structures that reflect a wartime diary. -To use passive verbs	<u>War Time Stories</u> <b>Genre:</b> Historical fiction <b>Text:</b> Goodnight Mister Tom, Anne Frank and Friend or Foe. <b>Phase of writing:</b> planning, writing, editing, publishing. <b>Objectives:</b> -To plan a narrative using descriptive and figurative language -To describe settings and characters -To use adverbial phrases -To use a range of clause structures - To use a range of punctuation for clarity	<u>Remembrance Poetry</u> <b>Genre:</b> Poetry <b>Text:</b> Range of remembrance poetry e.g. Flanders Field. <b>Phase of writing:</b> reading, speaking and listening, writing, editing, publishing. <b>Objectives:</b> -To use descriptive and figurative language -To use analyse and identify the features of poetry -To comment on the author's choice of language -To edit and improve my writing for punctuation and layout	<u>Non-chronological Reports: different aspects of WW2</u> <b>Genre:</b> Non-chronological reports <b>Phase of writing:</b> reading, speaking and listening, planning, writing, editing, publishing. <b>Objectives:</b> -To use analyse, identify and discuss the features of non-chronological reports -To use a range of punctuation, including semi colons and colons - To use a range of clause and sentence structures including adverbial phrases	<u>Flashback narrative</u> <b>Genre:</b> Narrative <b>Text:</b> The Piano Man <b>Phase of writing:</b> speaking and listening, planning, writing, editing. <b>Objectives:</b> -To use tenses correctly to show the change in time -To describe settings and characters - To use a range of clause and sentence structures including adverbial phrases -To edit and improve my writing	<u>VE Day Newspaper report</u> <b>Genre:</b> Newspaper report <b>Phase of writing:</b> reading, planning, writing, editing and publishing. <b>Objectives:</b> -To use analyse, identify and discuss the features of newspaper reports -To empathise with characters from the past -To use a range of punctuation - To use a range of clause and sentence structures including adverbial phrases -To edit and improve my writing -To publish work, including joined handwriting and an effective structure an layout

	-To use expanded noun phrases and prepositional phrases -To justify opinions with evidence -To define key vocabulary -To make inferences from a text -To empathise with characters from the past	-To use a range of clause structures -To use punctuation for parenthesis	-To edit and improve writing -To publish writing using joined handwriting	-To publish my writing using joined handwriting	-To make notes effectively -To plan a report, considering the layout and structure of my work -To edit and improve my writing -To publish my writing using joined handwriting		
<b>Spelling</b>	Focus: 'ible' or 'able' endings And year 5 and 6 spelling words	Focus: Contractions And year 5 and 6 spelling words	Focus: 'ough' endings And year 5 and 6 spelling words	Focus: soft 'c' And year 5 and 6 spelling words	Focus: Double consonants And year 5 and 6 spelling words	Focus: 'en' or 'on' endings And year 5 and 6 spelling words	Focus: 'or' ending And year 5 and 6 spelling words
<b>Reading</b> <b>Weekly Objectives:</b>	<b>Goodnight Mr Tom By Michelle Magorian</b>  (Power of Reading) <ul style="list-style-type: none"> <li>To engage children with a story with which they will empathise.</li> <li>To explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connections with their own lives.</li> <li>To develop creative responses to the text through drama, storytelling and artwork.</li> <li>To write in role in order to explore and develop empathy for characters.</li> <li>To write with confidence for real purposes and audiences.</li> </ul> <b>Approaches:</b> <ul style="list-style-type: none"> <li>Reading aloud</li> <li>Comparison of genres</li> <li>Role on the wall</li> <li>Drawing and annotating</li> <li>Drama and role play</li> </ul>	<b>Goodnight Mr Tom By Michelle Magorian</b>  (Power of Reading) <ul style="list-style-type: none"> <li>To engage children with a story with which they will empathise.</li> <li>To explore 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<p>others' ideas and challenging views</p> <ul style="list-style-type: none"> <li>Explain and discuss their understanding of what they have read.</li> </ul>							
<p><b>Maths</b> White Rose</p>	<p>To use common factors to simplify fractions</p> <p>To use common multiples to express fractions in the same denomination</p> <p>To compare and order fractions</p>	<p>To add and subtract fractions with different denominations and mixed numbers</p>		<p>To multiply simple pairs of proper fractions writing the answer in its simplest form</p> <p>To multiply fractions by integers</p> <p>To divide proper fractions by whole numbers</p>	<p>To find fractions of amounts</p> <p>To recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</p>	<p><b>Assessment week</b></p> <p>Paper 1 – ArithmDecimaletic 2017</p> <p>Paper 2 – Reasoning 2017</p> <p>Paper 3 – Reasoning 2017</p>	<p>To read and plot co-ordinates in all four quadrants</p> <p>To calculate missing co-ordinates of shapes/to draw shapes in quadrants</p> <p>To use knowledge of coordinates and positional language to translate shapes in all four quadrants</p>
<p><b>Science</b></p>	<p><u>Living Things and Their Habitats</u></p> <p>WALT: Classify living things</p> <p>WALT: Explore the kingdoms of life</p>	<p><u>Living Things and Their Habitats</u></p> <p>WALT: Describe the work of Carl Linnaeus</p> <p>WALT: Identify different classes of vertebrates</p>	<p><u>Living Things and Their Habitats</u></p> <p>WALT: Explore soil habitats</p> <p>WALT: Describe different types of fungi and yeast</p>	<p><u>Electricity</u></p> <p>WALT: Explain how objects become charged</p> <p>WALT: Describe the parts of an electric circuit</p>	<p><u>Electricity</u></p> <p>WALT: Explain how voltage affects bulb brightness</p> <p>WALT: Compare electrical conductors and insulators</p>	<p><u>Electricity</u></p> <p>WALT: Build a set of traffic lights</p> <p>WALT: Explain how variable resistors can work like a switch</p>	
<p><b>Computing</b></p>	<p><u>Make a game project</u></p> <p>WALT: design a simple game</p> <ul style="list-style-type: none"> <li>-I can decompose a game not parts</li> <li>-I can design the setting for my game</li> <li>- I can make decisions about a game's art work.</li> </ul> <p>Children will look at different examples of games and their features. They will then design a game for a year 3 to play.</p>	<p><u>Make a game project</u></p> <p>WALT: write a de-bug a game</p> <ul style="list-style-type: none"> <li>-I can write simple code on scratch</li> <li>-I can work as part of a team</li> <li>-I can solve problems and fix them</li> </ul> <p>Children will use scratch to create their game. They will have prompt question and challenge cards and will work on pars. They will have several lessons on this.</p>	<p><u>Make a game project</u></p> <p>WALT: present and evaluate a game</p> <ul style="list-style-type: none"> <li>-I can consider the criteria for a successful game</li> <li>-I can justify my opinion</li> <li>-I can make suggestions for improvements</li> </ul> <p>Children will present their game to others in the class and have the chance to play each other's games.</p>	<p><u>Make a game project</u></p> <p>WALT: evaluate a game</p> <ul style="list-style-type: none"> <li>-I can justify my opinion</li> <li>- I can consider the criteria for a successful game</li> <li>-I can make suggestions for improvements</li> </ul> <p>Children will take on board feedback from previous lesson and evaluate how effective their own game is.</p>	<p><u>E-Safety</u></p> <p>WALT: Use technology respectfully and responsibly</p> <ul style="list-style-type: none"> <li>-I can identify a range of ways to report concerns about content and contact in and out of school</li> <li>-I can use filters in search technologies effectively and is discerning when evaluating digital content</li> </ul>		
<p><b>History and Geography</b></p>	<p><b>We are learning to:</b> know where the second world war took place.</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> <p>Make confident use of a variety of sources for independent research</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066</p>	<p><b>We are learning to:</b> examine historical sources to compare the lives of children during WW2.</p> <p>Remembrance Day</p> <p>Make confident use of a variety of sources for independent research</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p>	<p><b>We are learning to:</b> analyse primary historical sources to locate and compare historical information.</p> <p>Make confident use of a variety of sources for independent research</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Use evidence to support arguments</p>	<p><b>WW2</b> – Planned presentation with local historian about the Dambusters, Battle of Britain and Local history links.</p>	<p><b>We are learning to:</b> analyse secondary historical sources to locate and infer historical information.</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Use evidence to support arguments</p>	<p><b>We are learning to:</b> use role play to experience what life as a child in WW2 was like.</p> <p>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms</p> <p>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066</p>	<p><b>We are learning to:</b> use timelines to make inferences on how historical events effected people's lives.</p> <p>Use dates to order and place events on a timeline</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms</p>

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<b>Art</b>	<p><b>Artist study: Henry Moore</b></p> <p>Children will look at the work of Henry Moore, who created art work inspired by the images of people he saw when they sheltered in the underground stations.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>-To experiment with different shading and sketching techniques</li> <li>-Describe the work and ideas an artist, using appropriate vocabulary and referring to historical and cultural contexts</li> <li>- To draw in the style of established artists.</li> <li>-To develop the use of watercolour techniques</li> </ul>		<p><b>Painting study: Guernica by Picasso</b></p> <p>Children will evaluate the mood, imagery and techniques used in Picasso's Guernica painting. They will re-create a section of the painting using watercolours and put these together to make larger versions of the image.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>-To evaluate and analyse the techniques and decisions of an artist</li> <li>-To develop the use of watercolour techniques</li> <li>- To draw in the style of established artists.</li> <li>-To use sketch books to collect and experiment with ideas.</li> </ul>		<p><b>Style study: Propaganda</b></p> <p>Children will look at the effect of propaganda during the war. They will also study the style and recreate their own propaganda posters for an aspect of the war important to them.</p> <ul style="list-style-type: none"> <li>-To experiment with different sketching techniques and use of colour</li> <li>-To consider how 'wordplay' can be used to enhance a design</li> <li>-To use sketch books to collect and experiment with ideas.</li> </ul>		<p><b>Artist study: Roy Lichtenstein</b></p> <p>Children will study Lichtenstein's pop art style, which became popular in the 50s, as a result of the depression caused by the war. They will look at a variety of images and the inspiration the style took from culture at the time. Then, create their own piece of art work in this style.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>-Describe the work and ideas an artist, using appropriate vocabulary and referring to historical and cultural contexts</li> <li>-Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices.</li> </ul>
<b>Design Technology</b>					<p><b><u>DT Day ( date to be decided)</u></b></p> <p><b>The children will design and build an educational model of an Anderson Shelter, able to withstand a weight being dropped onto it and water poured over it.</b></p> <p><b><u>Objectives covered:</u></b></p> <ul style="list-style-type: none"> <li>-To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>-To select from and use a wider range of tools and equipment to perform practical tasks accurately [for example, cutting, shaping, joining and finishing]</li> <li>-To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>-To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>		

					-Apply their understanding of how to strengthen, stiffen and reinforce more complex structures		
<p>Religious Education Essex SACRE</p>	<p><b>Buddhism</b> <b>The Buddha's early life: his quest to find an answer to the problem of suffering</b></p> <p>WALT: Understand the significance of the story of Buddha's life for Buddhists</p> <p>-I can engage with key elements in the story of the Buddha's early life and his quest to find an answer to the problem of suffering -I can infer what the Buddha image communicates about the life of Buddha.</p>	<p><b>Buddhism</b> <b>The Buddha's early life: his quest to find an answer to the problem of suffering</b></p> <p>WALT: explore issues related to suffering and giving things up</p> <p>-I can infer what Buddha's suffering means for Buddhists now -I can understand the problem of suffering and what this means for Buddhists</p>	<p><b>Buddhism</b> <b>Worship and practices</b></p> <p>WALT: explain how Buddhists worship</p> <p>-I can explain showing devotion at shrines. -I can explore the artefacts from a Buddhist shrine and what they signify.</p>	<p><b>Buddhism</b> <b>The Middle Way, enlightenment and Nirvana</b></p> <p>WALT: understand the Buddhist concepts of The Middle Way, enlightenment and Nirvana</p> <p>-I can explore the middle and the noble eight-fold path.</p>	<p><b>Buddhism</b> <b>The Middle Way, enlightenment and Nirvana</b></p> <p>WALT: To understand the four noble truths.</p> <p>-I can know how the four noble truths can be related to our own lives. -I can explain the 4 noble truths in my own words. -I can explain how we can use the understanding of the 4 noble truths in everyday life/situations.</p>	<p><b>Buddhism</b> <b>The Middle Way, enlightenment and Nirvana</b></p> <p>WALT: explain how Buddhists follow the noble path in their daily lives.</p> <p>-I can understand what the Eightfold path is. -I can understand how the Eightfold path affects Buddhists' everyday lives. -I can relate aspects of the Eightfold path to my life</p>	<p><b>Buddhism</b> <b>The Middle Way, enlightenment and Nirvana</b></p> <p>WALT: reflect on Buddhist teaching and relate it to my own and others beliefs.</p> <p>-I can explain the concept of the Middle Way in my own words. -I can relate the concept of the Middle way to situations in my life.</p>
<p>P.E</p> <p>Badminton</p> <p>Cricket</p>	<p><b>Cricket</b></p> <p>-Attempt both attacking and defensive play as a batter -Demonstrate urgency in acquiring runs in a given time -Attempt attacking field placement including slip, short leg and cover position</p> <p><b>Badminton</b></p> <p>-Explore and adapt to the new sporting equipment -Demonstrate fast paced movements -Experiment with the racket using different skills.</p>	<p><b>Cricket</b></p> <p>-Tracking and catching a high ball -Tracking and catching a high ball -Attempting catches in a competitive gam</p> <p><b>Badminton</b></p> <p>-Improve consistency of shots, directing them to help win competition -Describe how to hold and grip the racket on forehand shots.</p>	<p><b>Cricket</b></p> <p>- Bowling the short ball - Using the short ball to tempt players to hit high2 - Attempt to catch the high ball off a short deliver</p> <p><b>Badminton</b></p> <p>-Move fluently, changing direction and speed -Can hit the shuttle accurately and with control whilst moving at a quick pace -Demonstrate the chassé step and lunge in practice/games</p>	<p><b>Cricket</b></p> <p>- Track and retrieve the ball over distance - Identify when to work as pairs to field long ball - Explain how effective fielding can restrict runs scored</p> <p><b>Badminton</b></p> <p>-Move fluently, changing direction and speed -Can hit the shuttle accurately and with control whilst moving at a quick pace -Demonstrate the chassé step and lunge in practice/games</p>	<p><b>Cricket</b></p> <p>- Demonstrate and describe the difference between an on and off drive - Discuss why you would use different types of shot in a game - Attempt an on drive</p> <p><b>Badminton</b></p> <p>-Hit the shuttle in the air whilst moving into space. -Perform a forehand serve accurately to a partner. -Some will develop a backhand serve. -Use tactical serves to challenge your opponent.</p>	<p><b>Cricket</b></p> <p>- Use a range of defensive and attacking tactics in a gam - Apply a range of known cricketing rules to a new game format - Attempt to bowl a variety of balls to get players out</p> <p><b>Badminton</b></p> <p>-Describe and understand the differences between a cooperative and competitive rally. -To play or demonstrate good technique when using the overhead clear. -To be continuous within a rally and regularly play consistent shots.</p>	<p><b>Cricket</b></p> <p>- Apply a range of known cricketing rules to a new game format -Apply knowledge of skills to a game format -Work as a team or implement strategies</p> <p><b>Badminton</b></p> <p>Understand the concept of aiming into space to beat an opponent. Demonstrate different skills and tactics learnt to try and win games. Hit the shuttle varying heights, speed and direction.</p>
<p>PHSE</p> <p>Jigsaw Scheme</p>	<p><b>Being Me in the world</b></p> <p>-To identify my goals for this year, understand my fears and worries about the future and know how to express them -To feel welcome and valued and know how to</p>	<p><b>Being Me in the world</b></p> <p>-To understand that my actions affect other people locally and globally -To understand my own wants and needs and can</p>	<p><b>Being Me in the world</b></p> <p>-To understand how an individual's behaviour can impact on a group -To contribute to a group and understand how we</p>		<p><b>Celebrating Difference</b></p> <p>-To understand there are different perceptions about what normal mean -To empathise with people who are different</p> <p><b>Celebrating Difference</b></p>	<p><b>Celebrating Difference</b></p> <p>-To explain some of the ways in which one person or a group can have power over another To know how it can feel to be excluded or treated badly</p>	<p><b>Celebrating Difference</b></p> <p>To give examples of people with disabilities who lead amazing lives To appreciate people for who they are</p> <p><b>Celebrating Difference</b></p>

	<p>make others feel the same</p> <p><b><u>Being Me in the world</u></b></p> <p>-To know that there are universal rights for all children but for many children these rights are not met -To understand my own wants and needs and can compare these with children in different communities</p>	<p>compare these with children in different communities</p> <p><b><u>Being Me in the world</u></b></p> <p>-To make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities -To understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them</p>	<p>can function best as a whole</p> <p><b><u>Being Me in the world</u></b></p> <p>-To understand how democracy and having a voice benefits the school community  -To understand why our school community benefits from a Learning Charter and how we can help others to follow it by modelling it ourselves.</p>		<p>-To understand how being different could affect someone's life -To be aware of my attitude towards people who are different</p>	<p>by being different in some way</p> <p><b><u>Celebrating Difference</u></b></p> <p>To know some of the reasons why people use bullying behaviours To use a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one</p>	<p>To explain ways in which difference can be a source of conflict and a cause for celebration To show empathy with people in either situation</p>
<p><b>Music Taught by Peter Sills</b></p>	<p>Music Taught by Peter Sills</p> <p>Listen with attention to detail and recall sounds with increasing aural memory and accuracy</p> <p>Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets</p> <p>Create a simple composition and record using formal notation</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Sing as part of an ensemble with full confidence and precision</p> <p>Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression</p>	<p>Music Taught by Peter Sills</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression</p>	<p>Music Taught by Peter Sills</p> <p>Listen with attention to detail and recall sounds with increasing aural memory and accuracy</p> <p>Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets</p> <p>Create a simple composition and record using formal notation</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Sing as part of an ensemble with full confidence and precision</p> <p>Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression</p>	<p>Music Taught by Peter Sills</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression</p>	<p>Music Taught by Peter Sills</p> <p>Listen with attention to detail and recall sounds with increasing aural memory and accuracy</p> <p>Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets</p> <p>Create a simple composition and record using formal notation</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Sing as part of an ensemble with full confidence and precision</p> <p>Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression</p>	<p>Music Taught by Peter Sills</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression</p>	<p>Music Taught by Peter Sills</p> <p>Listen with attention to detail and recall sounds with increasing aural memory and accuracy</p> <p>Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets</p> <p>Create a simple composition and record using formal notation</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Sing as part of an ensemble with full confidence and precision</p> <p>Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression</p>
<p><b>MFL - German</b></p>	<p><b><i>To write words for food and drink</i></b> <b>Writing:</b></p> <ul style="list-style-type: none"> <li><b><i>Understanding the culture of German-speaking countries</i></b></li> <li><i>I can describe some aspects of countries where German is spoken</i></li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li><i>I can use a dictionary to look up new words</i></li> </ul>	<p>To say what I like and dislike</p> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li><i>I can name and describe objects</i></li> <li><i>I can have a short conversation saying 3 or 4 things</i></li> <li><i>I can give a response using a short phrase</i></li> <li><i>I can speak in sentences</i></li> <li><i>I can say what I like and dislike</i></li> <li><i>I can explain the main points in a short passage</i></li> </ul>		<p>To listen and respond recalling words for food and drink.</p> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li><i>I can name and describe objects</i></li> <li><i>I can have a short conversation saying 3 or 4 things</i></li> <li><i>I can give a response using a short phrase</i></li> <li><i>I can speak in sentences</i></li> <li><i>I can say what I like and dislike</i></li> <li><i>I can explain the main points in a short passage</i></li> </ul>	<p>To write a sentence saying what I would like.</p> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li><i>I can write a few sentences on a familiar topic</i></li> <li><b><i>Understanding the culture of German-speaking countries</i></b></li> <li><i>I can describe some aspects of countries where German is spoken</i></li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li><i>I can read a short passage independently</i></li> <li><i>I can use a dictionary to look up new words</i></li> </ul>	<p>To have a conversation say 3-4 things.</p> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li><i>I can name and describe objects</i></li> <li><i>I can have a short conversation saying 3 or 4 things</i></li> <li><i>I can give a response using a short phrase</i></li> <li><i>I can speak in sentences</i></li> <li><i>I can say what I like and dislike</i></li> <li><i>I can explain the main points in a short passage</i></li> </ul>	<p>German Christmas lesson</p> <ul style="list-style-type: none"> <li><b><i>Understanding the culture of German-speaking countries</i></b></li> </ul>

Other Details e.g. visits	German Day		Y6 Assessment week - SATS			WW2 Day in School	
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