

<b>Year 6 Summer Term 1</b>		Dear Parents and Carers, We hope you have had an enjoyable Easter break. Here is the Curriculum Map for our work leading up to the half term. Best wishes, Mr Cooper and Mr Human ☺
<b>Big Question(s)</b>  <b>What impact did World War 2 have on Britain?</b>		
<p><b><u>As Writers we will:</u></b></p> <p><b>Write a newspaper article about the outbreak of World War II</b></p> <p><b>Write a letter from the perspective of an evacuee</b></p> <p><b>Write a recount of the Battle of Britain</b></p> <p><b><u>As Readers we will</u></b> Read Once by Morris Gleitzman</p>		<p><b><u>Sticky Words for this half term are:</u></b> Evacuee, Evacuation, Blitz, Ration, Alliance, Armistice, Dictator, Resistance, Refugee, Draught, Civilians, Invasion, Propaganda, Occupied,</p> <p><b><u>Technical Vocabulary</u></b> Spitfire, Hurricane, Messerschmitt, Churchill, Chamberlain, Holocaust, Swastika, Axis, Ally, Hitler, Air raid, Blackout, Nazi,</p>
<p><b><u>As Mathematicians we will</u></b></p> <p><b>Power Maths:</b> <u>Ratio and Proportion</u> <i>Ratio</i> <i>Scale Drawings</i> <i>Scale Factors</i> <i>Similar Shapes</i> <i>Problem Solving – Ratio and Proportion</i></p> <p><u>Geometry – Properties of shapes</u> <i>Measuring with a protractor</i> <i>Drawing shapes accurately</i> <i>Angles in triangles</i> <i>Angles in polygons</i></p>	<p><b><u>As Historians we will find out:</u></b></p> <p>How did Britain become involved in WW2? Why were children evacuated during WW2? What was the importance of rationing during WW2? How did the role of women change during WW2? Which cities were affected during the Blitz? How and when did WW2 end? In modern day, how has Britain been affected by WW2?</p>	<p><b><u>As Artists we will</u></b></p> <p>Be recreating some World War Two propaganda posters</p> <p>Use the work of Paul Nash to inspire our own art</p> <p><b><u>As Musicians we will</u></b></p> <p>Be using Charanga for the unit: Music and Me. The unit focuses on inspirational women working in music,</p>

<p><i>Vertically opposite angles</i>  <i>Equal distance</i>  <i>Parts of a circle</i>  <i>Nets</i></p> <p><u>Problem Solving</u>  <i>Place Value</i>  <i>Negative Numbers</i>  <i>Addition and Subtraction</i>  <i>Four Operations</i>  <i>Fractions</i>  <i>Decimals</i>  <i>Percentages</i>  <i>Ratio and Proportion</i>  <i>Time</i>  <i>Position and Direction</i>  <i>Properties of Shapes</i></p> <p><u>Statistics</u>  <i>Mean</i>  <i>Pie Charts</i>  <i>Reading and Interpreting Pie Charts</i>  <i>Fractions and Pie Charts</i>  <i>Percentages and Pie Charts</i>  <i>Interpreting Line Graphs</i>  <i>Constructing Line Graphs</i></p>		<p>and part of Brighter Sound’s pioneering gender equality initiative Both Sides Now.</p> <p>Throughout this series, we will explore the concept of ‘identity’ – the various elements that shape us. In this unit, we start with gender, with reference to social and cultural differences.</p> <p>We will try out different ways of making our own music, while exploring the work of some of the most influential women in music over the last 100 years.</p>
<p><b><u>As Scientists we will</u></b></p> <p><b>How does light affect how I see the world?</b>  During the topic of, ‘Light’, we will:</p> <ul style="list-style-type: none"> <li>• recognise that light appears to travel in straight lines</li> </ul>		<p><b><u>In Religious Education we will</u></b></p> <p>Be exploring, ‘What matters most to Christians and Humanists?’</p>

<ul style="list-style-type: none"> <li>• use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>• Ask “why is the sky blue?” to begin understanding refraction and what makes us see a colour.</li> <li>• Use water to experiment with and understand refraction.</li> <li>• Experiment with colour wheels and prisms to discover “what colour is light?”</li> <li>• use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them – shadow puppets.</li> </ul>		
<p><b><u>In PSHE we will</u></b></p> <p><i>Be following the Cambridgeshire PSHE scheme for Managing Risks and Safety Context</i></p>	<p><b><u>As Athletes we will</u></b></p> <p>Be advancing our skills in <b>Athletics: Track and Field</b></p>	<p><b><u>In French we will</u></b></p> <p>We will be learning and using new vocabulary all about World War Two. (la seconde guerre mondiale)</p>
	<p><b><u>In ICT we will</u></b></p> <p>Create our own blogs about World War II and our own topics.</p>	