



Barrow Hedges Medium Term Topic Planner (Overview)

Year 6 Autumn 1

A Child's War

Art & Design: *Images of War*

- To create a collage self-portrait.
- To adapt and refine my work to reflect its meaning.
- To create a self-portrait evoking a particular expression.
- To investigate the techniques and materials used by H Moore to create images of the Second World War in London and consider their impact.
- To use perspective to create a larger scale image of the sheltering figures.
- To use colour washing techniques to evoke and communicate observations, ideas and feelings, and to design and make images.
- To develop the techniques of sketching, using the cross-hatching method.

Music: *A child's war/ music of WW2*

Each unit in the Year 6 the music curriculum covers the following skills:

- To be able to recognise styles, find the pulse and recognise instruments.
- To understand a wide range of music drawn from different traditions and from great composers and musicians.
- To discuss all dimensions of music.
- To explore the link between sound and symbol.
- To use and understand staff and other musical notations.
- Continue to learn about working in a group/band/ensemble.
- To create my own responses, melodies and rhythms.
- To improvise and compose my own music.
- To perform to each other.
- To discuss/respect and improve our work together.
- To record my compositions including using digital software.
- To sing in parts and in unison.

Computing: *We are travel writers*

- To research a location online using a range of resources appropriately.
- To use digital maps to compare, contrast and plan a journey.
- To capture images, audio and video while on location.
- To edit and refine digital content.
- To create a layered digital map.
- To produce a digital portfolio with a range of content.

E-safety

- To understand the safe use of mobile technology, including GPS.

PHSE and Relationships Education: *New Beginnings*

- To be able to talk what makes effective group work.
- To be able to make responsible choices in school and know how to make changes responsibly.
- To understand that mental health is a normal part of daily life, and it is common for people to experience mental ill health.

Safeguarding:

- To know strategies to stay safe online and who can keep us safe online.
- To know what constitutes as a positive and healthy online relationship.

RE: *Judaism*

- To be able to describe core Jewish beliefs and practices.
- To reflect on the suffering of Jews during WW2 and what discrimination means.
- To recognise how a person's inner resources can sustain them during a time of adversity.
- To find out how Anne Frank's faith influenced her.
- To reflect on my own inner strength.
- To recognise that Harvest is a time to give thanks for the Earth's resources. To debate intense v sustainable farming.



MFL: *Number /Family/Clothes*

- To know the numbers to 70.
- To practice role-plays and present family members.
- To give opinions about clothing and current fashion.
- To understand a short story using basic grammatical rules.

PE:

Indoors: *Gymnastics (canon and synchronisation)*

- To work with others to combine my ideas and work with others.
- To link sequences to specific timings.
- To use different levels, speed and direction.
- To be able to travel rhythmically and develop timing with a partner or small group.
- To move in different ways starting and stopping at the same time.
- To include set criteria in planning a gymnastic sequence.
- To consider what makes a GOOD gymnastic performance.
- To be able to transfer skills to apparatus
- To be able to use apparatus safely.

Outdoors: *Football and sports leadership*

- To show increasingly accurate balls skills: passing, dribbling, over different distances.
- To be able to adjust body position when receiving and making a pass.
- To be able to use skills learnt to devise a football drill.
- To consider how to deliver a skill to a younger age group.
- To be able to transfer skills to into a football game.
- To be able to play to agreed rules and lead others in a games situations.
- To be able to referee a small-sided game.

History: *WWII*

- To find out what World War II was and where and when it took place.
- To find out what the Blitz was, which areas were most likely to be affected and how this affected the people of Britain.
- To learn about the effects of air raids and the causes of evacuation.
- To draw on primary and secondary sources to explore the impact of evacuation and evaluate which of these is more reliable.
- To find out what rationing was, why it was necessary, how it impacted on people's lives and the importance of the Dig for Victory campaign.
- To learn about the experiences of Jewish children during the war and that the war created many refugees.
- To use photographs to explore the effect of the war on people's lives and consider how this impacts on life today.
- To understand the contributions of soldiers from around the commonwealth.

Geography: (just two objectives covered linked to History)

- To use 6 figure grid references and 8 compass points to show where bombs dropped and explain their location in relation to local landmarks.
- To use OS symbols to map out where bombs were dropped in the local area.
- To explore how the Blitz affected our local area and the use of land.

D&T: *Anderson shelters*

- To research different types of shelters, specifically war time ones.
- To join and combine materials in order to strengthen them.
- To explore, develop and communicate aspects of my design proposals by modelling my ideas in a variety of ways.
- To develop a plan for making a shelter considering how to use materials, equipment and steps which need to be taken.
- To evaluate my product, identifying strengths and areas for development, and carrying out appropriate tests.

Science: *Light*

- To be able to plan a scientific enquiry to prove that light travels in straight lines using scientific evidence.
- To be able to explain using scientific vocabulary how we see things and prove this using an example.
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
- To plan a scientific enquiry to work out where we would need to place the umbrellas so that the people around the pool have the most shade.
- To use an example to be able to explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
- To plan a fair-test; recognising and controlling variables to test which material is the best at reflecting light.
- To solve a problem by using the theory that idea that light travels in straight lines and how objects are seen.
- To plan an investigation to test which materials lets the most amount of light through, record results and draw scientific conclusions.