

TOPIC: Conflict and resolution					Year Group: 6		
	1	2	3	4	5	6	7
English	War Game	War Game	War Game	Christmas Carol	Christmas Carol	Christmas Carol	Independent writing ---
Spelling	Year 5/6 statutory spelling list	Homophones	Homophones	Dictionaries to proof-read	Apostrophes (possession and contraction)	Revision (ibly/ably)	
Maths	Area Multiplication	Area Multiplication	Area Division	Circles (R, D and C) Division	Coordinates Division word problems	Coordinates Shape pictures	3D shapes
Science <u>Evolution and adaptation</u>	<p>Knowledge Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Skills Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Vocabulary Adaptation Evolution Characteristics Reproduction Genetics</p>	<p>Knowledge Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>Skills Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Vocabulary Adaptation Evolution Characteristics Reproduction Genetics</p>	<p>Knowledge Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>Skills Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Vocabulary Adaptation Evolution Characteristics Reproduction Genetics</p>	<p>Knowledge Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>Skills Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Vocabulary Adaptation Evolution Characteristics Reproduction Genetics</p>	<p>Knowledge Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Skills Identifying scientific evidence that has been used to support or refute ideas or arguments</p> <p>Vocabulary Adaptation Evolution Characteristics Reproduction Genetics</p>	<p>Knowledge Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>Skills Identifying scientific evidence that has been used to support or refute ideas or arguments</p> <p>Vocabulary Adaptation Evolution Characteristics Reproduction Genetics</p>	

Art and Design							
Computing	Knowledge <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly. Skills <ul style="list-style-type: none"> Abide by school rules for e-safety. Explain the importance of staying safe on the internet (verbally and through completed work). 		Knowledge <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly. Use search technologies effectively. Skills <ul style="list-style-type: none"> Independently, and with due regard for safety, search the internet using a variety of techniques to find a range of information and resources on a specific topic. Use appropriate methods to validate information and check for bias and accuracy. Repurpose and make appropriate use of selected resources for a given audience, acknowledging material used where appropriate. 		Knowledge <ul style="list-style-type: none"> Using excel to analyse and present data. 		
History	<i>The outbreak of war</i> Knowledge Describe a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Skills Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied by learning	<i>Evacuation</i> Knowledge Describe a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Skills Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about when, where and why	<i>Rationing</i> Knowledge Describe a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Skills Address, and sometimes devise, historically valid questions about change, cause, similarity and difference and significance by learning about	<i>The role of women</i> Knowledge Describe a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Skills Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the importance and significance of the role	<i>The Blitz</i> Knowledge Describe a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Skills Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about The Blitz; why it	<i>VE day</i> Knowledge Describe a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Skills Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods	

	<p>about the events that lead to the outbreak of World War II.</p> <p>Vocabulary World War II, Britain, Germany, Nazi, France, Neville Chamberlain, Winston Churchill, Adolf Hitler, invade, occupy, surrender, Munich Agreement, Allies, Axis Powers</p>	<p>children were evacuated in World War II.</p> <p>Vocabulary Evacuation, billeting officer, city, country, homesick, gas mask, identity card, ration book.</p>	<p>rationing during World War II and how people adapted to deal with reduced product availability.</p> <p>Vocabulary Rationing, ration book, Dig for Victory, Lord Woolton.</p>	<p>of women during World War II.</p> <p>Vocabulary Women, factory, munitions, Women's Land Army, Women's Voluntary Service (WVS), Women's Auxiliary Air Force (WAAF), Women's Royal Navy Service (WRNS), Auxiliary Territorial Service (ATS)</p>	<p>happened and the impact it had on our country.</p> <p>Vocabulary The Blitz, target, air raid, evacuate, German Air Force, blackout, cities, ports, attack, bomb, London, siren, shelter</p>	<p>studied by learning about the significance of VE day and what it stood for.</p> <p>Vocabulary Second World War, celebrate, war, surrender, Germany, liberation, victory, Europe</p>	
<p>Music</p>							<p>Knowledge Use and understand staff and other musical notations (POS 4)</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (POS 1)</p> <p>Skills * Read the notes above and below the stave. * Sing songs using staff notation. * Sing and perform using instruments, using staff notation as support.</p>

							<p>* Play tuned (and untuned) instruments with control and rhythmic accuracy, showing a secure awareness of how to play them including how to create dynamic contrast through the way that they are played.</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Notation • Structure
<p>Physical Education</p>	<p>CONFLICT & RESOLUTION Real P.E (Cognitive) Throw Tennis</p> <p>Knowledge</p> <ul style="list-style-type: none"> • <i>I have a clear idea of how to develop my own and others' work.</i> • <i>I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.</i> • <i>I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop.</i> <p>Skills</p> <ul style="list-style-type: none"> • <i>Co-ordination (Ball skills) and Agility (Reaction and Response)</i> <p>Vocabulary</p> <ul style="list-style-type: none"> • <i>Forehand</i> • <i>Backhand</i> • <i>Analyse</i> • <i>Evaluation</i> 			<p>CONFLICT & RESOLUTION Real P.E (Cognitive) End Ball</p> <p>Knowledge</p> <ul style="list-style-type: none"> • <i>I have a clear idea of how to develop my own and others' work.</i> • <i>I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.</i> • <i>I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop.</i> <p>Skills</p> <ul style="list-style-type: none"> • <i>Co-ordination (Ball skills) and Agility (Reaction and Response)</i> <p>Vocabulary</p> <ul style="list-style-type: none"> • <i>Forehand</i> • <i>Backhand</i> • <i>Analyse</i> • <i>Evaluation</i> 			

<p>Religious Education</p>				<p><i>The Trinity: How is God 3 and yet</i></p> <p>Knowledge</p> <ul style="list-style-type: none"> • Explore the Christian concept of the Trinity • Investigate the different symbolism and characteristics associated with each Person of the Trinity <p>Skills</p> <ul style="list-style-type: none"> • Make links between Trinity symbolism, Bible texts and the Christian beliefs they represent • Suggest meanings for different aspects of Trinity symbolism, using appropriate vocabulary • Explain why the Trinity is an important symbol for Christians • Be able to make suggestions how belief in God as Father, Son and Spirit might help Christians <p>Vocabulary</p> <ul style="list-style-type: none"> • Trinity • Father • Son • Holy Spirit 	<p><i>Christmas - What do the gospels say about the birth of Jesus/why is it 'good news'?</i></p> <p>Knowledge</p> <ul style="list-style-type: none"> • Research the differences in the Gospel accounts of Matthew and Luke and analyse what this might reveal about who Christians believe Jesus is. • Study why the birth of Jesus might be 'good news'. • Explore the differences between Matthew's and Luke's accounts, highlighting the different audiences for whom they were written. <p>Skills</p> <ul style="list-style-type: none"> • Compare the events in two Gospel accounts, suggest reasons for the differences • Explain what the 'good news' in each Gospel is using evidence from the text <p>Vocabulary:</p> <ul style="list-style-type: none"> • Gospel • Accounts • Apostle • 'Good news'
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