

Medium Term Plan

Year 6 Term 5 Topic Name: WWII				
Overarching Question?	Who do you think you are kiddin' Mr 'itler?			
Stunning Start	Evacuation			
Fantastic Finish	VE Party			
Subject		NC Programme of study	Possible Tasks	Outcomes 'I can .....
English Genres and Focus		Poetry – Kenning Poems. (Midnight Air Raid- JF Hendry) Fiction – Focus on Language choice for meaning and dialogue. (Pie Corbet – The Gas Mask) Non Fiction – Instructions – How to keep safe in an air raid.	Produce a range of poems with powerful language choices.  Create narratives with meaningful dialogue that adds to the atmosphere and moves the story onwards. Produce information poster with instructions written in the appropriate register.	<i>I can include dialogue in my writing to convey character and advance the action.</i>  <i>I can use grammar and vocabulary which is suited to the purpose of my writing</i>  <i>I can write effectively for a range of purposes and audiences, independently using ideas from my own reading.</i>  <i>I can manage shifts in formality by using a range of formal and informal vocabulary and grammatical structures consistently and effectively to match particular audiences and purposes.</i>
Maths		Geometry – properties of shapes Problem solving Statistics		Draw 2-D shapes using given dimensions and angles. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Interpret and construct

				pie charts and line graphs and use these to solve problems. Calculate the mean as an average.
<b>Science</b>		<p>Recognise that light appears to travel in straight lines. 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. 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. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>Create 'Shadow Puppets' and investigate the ways to increase and decrease the size of a shadow.</p> <p>Create Periscopes to demonstrate how light travels.</p>	<p><i>I can show that light appears to travel in straight lines.</i> <i>I can explain that light travels in straight lines and that objects are seen because they give out or reflect light into the eye.</i> <i>I can demonstrate and 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.</i> <i>I can demonstrate that light travels in straight lines to show why shadows have the same shape as the objects that cast them.</i></p>
<b>PE</b>				
<b>Art/DT</b>		<p>Begin to develop an awareness of composition, scale and proportion in their work</p> <p>Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her technical skills</p> <p>Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately</p>	<p>Create World War Two Propaganda Posters with slogans.</p> <p>Create World War Two Propaganda Portraits.</p> <p>Cook using World War Two recipes.</p> <p>Design and create a model of a Morrison Shelter using a range of materials and tools.</p>	<p><i>I can explain how I have used composition, scale and proportion in my work</i> <i>I can generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i> <i>I can research, plan and prepare and cook a savoury dish, applying my knowledge of ingredients and my technical skills</i> <i>I can use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately</i></p>

		and appropriately		
<b>PSHE</b>				
<b>RE</b>				
<b>Computing</b>	Not covered in this topic			
<b>Geography</b>		Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	Look at some of the key areas of Britain and their role of the war. Investigate why some areas were used for air strips and others we fortified in preparation for invasion.	<i>I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</i>
<b>History</b>		Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066 Understand how our knowledge of the past is constructed from a range of sources Construct informed responses that involve thoughtful selection and organisation of relevant historical information Make confident use of a variety of sources for independent research	Various projects researching key events of the conflict.  Research and evaluate the validity of various historical sources – thinking specifically about propaganda and how it would affect the message.	<i>I can describe a study of an aspect or theme in British history beyond 1066 I can understand how our knowledge of the past is constructed from a range of sources  I can construct informed responses that involve thoughtful selection and organisation of relevant historical information I can make confident use of a variety of sources for independent research</i>
<b>KS2 MFL</b>		Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard Apply knowledge of phonemes and	Create maps of 'Occupied France' – label the key parts of the town and ask for directions – engaging in more complex French conversations.	I can understand the main points and some details from spoken passages on a range of subjects I can use my knowledge of spelling to help me read unfamiliar words I can write several

		<p>spelling to attempt the reading of unfamiliar words</p> <p>Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic</p> <p>Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions</p> <p>Begin to use some adverbs</p> <p>I am beginning to use some adverbs</p> <p>Engage in longer conversations, asking for clarification when necessary</p> <p>Create his/her own sentences using knowledge of basic sentence structure</p> <p>Use pronunciation and intonation effectively to accurately express meaning and engage an audience</p> <p>Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation</p> <p>Attempt to read a range of texts independently, using different strategies to make meaning</p> <p>Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words</p> <p>Know how to conjugate a range of high frequency verbs</p> <p>Understand how to use some adverbs in</p>		<p>phrases and sentences from memory and can change them to express my own ideas</p> <p>I can choose the best adjectives to describe people, places and things and the right verb to describe an action</p> <p>I can discuss a topic with others giving my own ideas and asking for help when I need it</p> <p>I can create my own extended sentences</p> <p>I can use the way I speak to make my meaning clear and keep my audience interested</p> <p>I can understand the main points and some details from a text which includes unfamiliar language</p> <p>I can try to read and understand a range of different texts using clues to help me</p> <p>I can use words and phrases I have learnt from reading and from dictionaries</p> <p>I know the different forms of a variety of verbs and when to use each form</p> <p>I understand how to use some adverbs in sentences</p> <p>I know that different languages have different rules about grammar</p>
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		sentences Have an awareness of similarities and differences in grammar between different languages		
<b>Music</b>		Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Listen to a range of music from the era. Learn war time songs to perform.	I can appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians
<b>Local focus</b>	WWII in Hythe – Hythe Museum			
<b>Visitors or trips</b>	World War Two Evacuee Visitor.			
<b>Special Focus Days/Weeks</b>	VE Day celebration			