



Garlinge Primary School & Nursery – Year 6 Medium Term Planning Map Term 2 2024 - 2025

History Led Topic: WW2 – The Effect on Children and the Nation

Lead Text: Non-fiction texts on WW2, Diary Accounts & **Friend or Foe, Michael Morpurgo**

	<u>WEEK 1</u> 4.11.24	<u>WEEK 2</u> 11.11.24	<u>WEEK 3</u> 18.11.24	<u>WEEK 4</u> 25.11.24	<u>WEEK 5</u> 2.12.24	<u>WEEK 6</u> 9.12.24	<u>WEEK 7</u> 16.12.24
LEAD TEXT/TOPIC	Friend or Foe – Michael Morpurgo	Friend or Foe – Michael Morpurgo	Friend or Foe – Michael Morpurgo	Friend or Foe – Michael Morpurgo	Friend or Foe – Michael Morpurgo	Friend or Foe – Michael Morpurgo	Friend or Foe – Michael Morpurgo Rose Blanche – Ian McEwan
ENGLISH	Key skills and comprehension Assessment - SPAG 2 x comprehension lessons 2 x mixed SPAG SPAG test	Recount - diary Write a diary account detailing feeling at learning about the declaration of war and how your family is preparing for war.	Begin class novel Friend or Foe Assessment week for grids writing in topic Letter writing (planning) Letter home as evacuee's experiences.	Topic Link Assessment week for grids writing in topic Letter writing Letter home as evacuee's experiences. Gap analysis week of SATS practice	Biography Winston Churchill	Narrative Fiction Short Story using dialogue In green books Friend or Foe fiction writing from a given point in the story – continue the chapter using narrative and some direct speech.	WW2 English Christmas Links Poetry, diaries, letters, radio interviews, speeches, and songs.
MATHS Refer to Maths Hub Planning	Fractions unit A Arithmetic test	Assessment week Reasoning 2 Reasoning 3	Fractions Unit B	Gap analysis week	Fractions Unit B	Measures and conversions	Ratio
SCIENCE	<u>Evolution and Inheritance</u> LI: To explain what I know about Evolution and Inheritance Covers KWL Grid Vocab	LI: To explain how variation highlights the different features and characteristics of living things.	LI: To know how variation has led to evolution. Animal investigation.	LI: To investigate the question – Do all living things adapt in the same way?	LI: To investigate how plants in the local area have adapted to the environment.	LI: To consolidate learning of Evolution and inheritance – Quiz (Produce a factfile)	LI: To design your own Christmas animal adapted to your chosen environment.



<p>HISTORY</p>	<p>WW2 - Introduce, KWL, targets and key vocabulary. <u>What do I know already about World War 2?</u> <u>What would I like to find out?</u> Mind map and questions. Discuss Historical sources used.</p> <p><u>LI-</u> To order significant events, movements, and dates on a timeline.</p> <p><u>When did the second world war take place?</u> Chronology-place the historical period on a timeline linked to eras already studied. Begin to organise timeline of main events during war. LOTC – Ordering of timelines class team</p>	<p>This area of learning may require 2 lessons (refer also to the geography unit).</p> <p><u>Why was war declared?</u> Events leading up to declaration of war.</p> <p><u>LI-</u> To choose reliable sources of information to find out how WW2 was declared.</p> <p><u>How was war declared?</u> Discuss the impact of the declaration of war on a range of people. Listen to Neville Chamberlain's speech. Discuss how people started to prepare for war e.g., call ups, gas masks, shelters etc. LOTC – Ordering of timelines class team</p>	<p><u>LI-</u> To choose reliable sources of information to find out about evacuation during WW2.</p> <p><u>Evacuation Where were children evacuated to and why?</u> Research local links and experiences. What did it feel like to be evacuated? LOTC – orienteering map puzzles linked to WW2</p>	<p><u>LI-</u> To choose reliable sources of information to find out about evacuation during WW2.</p> <p><u>Evacuation Where were children evacuated to and why?</u> Research local links and experiences. What did it feel like to be evacuated? LOTC – orienteering map puzzles linked to WW2</p>	<p><u>LI-</u> To choose reliable sources of information to find out about the Blitz and the impact that it had on Britain.</p> <p><u>What was the Blitz?</u> Discuss and learn about the characteristic features of the Blitz and what type of area was most likely to be affected. Record key facts learned. Find out about our local areas that were affected. LOTC – Visit where the school air raid shelter is.</p>	<p><u>LI-</u> To use primary sources to understand how people kept safe during the Blitz.</p> <p><u>How did people keep safe during The Blitz?</u> Focus specifically on the uses of air raid shelters and the different types. Look at sources of evidence to find out about how people kept safe. Consider gas masks, sirens, blackout curtains, shelters etc. Record information about keyways that people kept safe. Find out about our local areas that were affected. LOTC – Visit where the school air raid shelter is.</p>	<p>Review the terms learning and further investigate. Listen to further radio clips and memories linked to the terms learning.</p>
<p>GEOGRAPHY</p>	<p><i>NB – Geography feeds into the history lessons complimenting understanding.</i></p>	<p><u>LI-</u> To understand how some historical events occurred concurrently in different locations.</p> <p>Which countries were involved in WW2?</p> <p>Locate on the map. Which countries were Axis, Allied and Neutral.</p>		<p><u>LI-</u> To locate on a UK and world map-where were children evacuated to during WW2.</p> <p>Where were children evacuated to? Locate on the map the areas that children were evacuated to and why.</p>	<p><u>LI-</u> To study population numbers throughout the course of WWII and reflect on the reasons for changes.</p> <p>Study some locations that children were evacuated to – e.g. Wales and Cornwall.</p>	<p><u>LI-</u> To compare different locations.</p> <p>Why were some places safer than others?</p> <p>Study some locations that children were evacuated to, contrasted to areas which were bombed.</p>	<p><u>LI-</u> To understand what impact the Blitz had on Britain's population.</p> <p>Which parts of Britain were most affected by the Blitz? Map work.</p>



Winter snowflakes

LI - To develop my own style through the development of: line, tone, pattern and texture.



Watercolours and finely nipped black pens are used to create delicate snowflake designs. The children will think about paint blocking and washes to create tones as well as using black marker pens to create patterns, lines and texture. Children will consider the size of their snowflakes when thinking about perspective.

Extra lesson on snowflake art:



<https://leahnewtonart.com/2022/01/12/radial-snowflake-art-lesson-project-middle-elementary-students-kids/>

ART & DESIGN

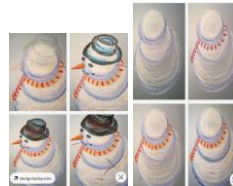
Winter Art – For Hall Display and crafts for the hall hoop

2 weeks

LI - To develop perspective on your work.

Classes 6C and 6D – Hall Display

Children use pastels to create snowman figures considering perspective and scale.



Classes 6A and 6B– Hoops

LI -To select and match materials appropriate to their intentions (making a Christmas decoration).

Q-tip Snowflake - The Best Ideas for Kids



World War Two portraits

LI - To draw using their own style through the development of: line, tone, shading and cross-hatching.



More examples of children's work

[Pin page \(pinterest.com\)](#)

[St John's Catholic Primary School - World War 2 - Art \(stjohnskirkdale.co.uk\)](http://stjohnskirkdale.co.uk)

World War Two portraits

LI - To work in a sustained and independent way to develop their own style of painting. (through the development of: colour, tone and shade).



Above using the influence of pointillism

Blitz Artwork: The bombing of Plymouth
Linked to our class reader – 'Friend or Foe'.

LI - To mix colour, shades and tones with confidence.

LI - To further develop simple perspective.



LI -To select and match material appropriate to their intentions.

Children design and make Christmas cards.



DESIGN TECHNOLOGY	<p>Art-led term.</p> <p>See above (in the art section) for craft ideas for the Christmas hoop</p>							
MUSIC	<p><u>World Unite Music Express</u> <u>LI-</u> To explore beat and syncopation through song and body percussion WWII Music during term – Vera Lynn & Glen Miller</p>	<p><u>WORLD CUP Music Express</u> <u>LI-</u> To develop and perform rhythmic skills to a piece of music</p>	<p><u>LATTITUDES Music Express</u> <u>LI-</u> To develop and understand the idea of pitch shape relating it to movement</p>	<p><u>WORLD IN HARMONY Music Express</u> <u>LI-</u> To create rhythm patterns</p>	<p><u>RHYTHMIC DANCE Music Express</u> <u>LI-</u> To combine different rhythms.</p>	<p><u>TWO PIECE STEP DANCE Music Express</u> <u>LI-</u> To explore rhythm through dance</p>	<p><u>CHRISTMAS SONGS</u> <u>LI-</u> To create and combine different Christmas rhythms</p>	
COMPUTING	<p>Use Purple Mash to research how WW2 started. Think about what we want to find out over the duration of the topic. Create a KWL grid</p> <p><u>LI-</u> I can analyse data.</p>	<p>Pupils to research the five w's of WW2 – use Purple Mash and search engine.</p> <p><u>Who & When?</u> <u>What happened for Britain to enter the war?</u> <u>Where did WW2 take place?</u> <u>Why did it happen – links to WW1?</u></p> <p><u>LI-</u> I can understand how results are ranked.</p>	<p>Topic, Art, and English links –</p> <p><u>How did people prepare for war?</u> Effects of persuasive slogans and vocabulary. Research government propaganda posters –</p> <p><u>How are these persuasive to the general public?</u></p> <p><u>LI-</u> To combine a variety of software to accomplish given goals</p>	<p>Research the life of a political leader - Winston Churchill in WW2</p> <p><u>Who was he?</u> <u>Why is he revered?</u> <u>How is he remembered?</u> <u>What is he famous for?</u> <u>When did he live?</u> <u>Family life?</u> <u>Political life?</u></p> <p><u>LI-</u> I can analyse data.</p>	<p>Research the process of evacuation</p> <p><u>Where, when, and why were children evacuated?</u> <u>Link to the Blitz.</u> <u>What were children allowed to take with them?</u></p> <p><u>LI-</u> To combine a variety of software to accomplish given goals.</p>	<p><u>Talking Safely Online</u></p> <p>Pupils learn that the Internet is a great place to develop rewarding relationships. However, they also learn not to reveal private information to a person they know only online.</p> <p><u>LI-</u> I can talk safely online.</p> <p><u>LI-</u> I can recognise acceptable/unacceptable behaviour.</p>	<p><u>Talking Safely Online</u></p> <p>Pupils learn that the Internet is a great place to develop rewarding relationships. However, they also learn not to reveal private information to a person they know only online.</p> <p><u>LI-</u> I can talk safely online.</p>	
PE	<p>Invasion Games OAA Swimming</p>	<p>Invasion Games OAA Swimming</p>	<p>Invasion Games OAA Swimming</p>	<p>Invasion Games OAA Swimming</p>	<p>Invasion Games OAA Swimming</p>	<p>Invasion Games OAA Swimming Intra golf</p>	<p>Invasion Games OAA Swimming Intra golf</p>	
RE	<p><u>What can be done to reduce racism?</u> Can religion help? What is racism? And why is it unfair? 6 examples.</p> <p><u>What can be done to reduce racism?</u> Who deserves a statue? Reference Bristol's Edward Colston.</p> <p><u>What can be done to reduce racism?</u> Explain beliefs about the golden rule 'treat others as you would like to be treated'</p> <p><u>'Christmas Unwrapped' at St James Church & Lessons linked to this.</u> <u>LI-</u> To recall key events of the Christmas story. <u>LI-</u> To explain the meaning of Advent and how Christians prepare <u>LI-</u> To explain how Christians celebrate Christmas differently</p>							



PSHE	HEALTH AND WELLBEING <u>Lesson 1 and 2</u> What can I be? Relaxation and mindfulness.	<u>Anti-Bullying week</u> <u>L1:</u> To understand what bullying is, how we can treat others with respect and why this is an important life skill.	HEALTH AND WELLBEING <u>Lesson 3:</u> Taking responsibility for my health.	HEALTH AND WELLBEING <u>Lesson 4:</u> Impact of technology on my health	HEALTH AND WELLBEING <u>Lesson 5:</u> Resilience in difficult situations	HEALTH AND WELLBEING <u>Lesson 6:</u> Immunisations/Good habits and bad.	HEALTH AND WELLBEING <u>Lesson 7:</u> Physical health concerns
PMFL	<u>SALUT UNIT M</u> Wheels on the Bus	<u>SALUT UNIT M</u> On the Way	<u>SALUT UNIT M</u> Through the Window	<u>SALUT UNIT M</u> At the museum	<u>SALUT UNIT M</u> In the countryside	<u>SALUT UNIT M</u> A Trip to the Museum	French Christmas traditions and vocabulary

LOT to be indicated on Planning **ECO** to be indicated on planning