



Conflict (WW2) – Year 6 – AUT 1

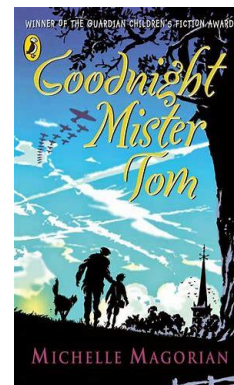
Key vocabulary

Please learn these words with your child and discuss their meaning.

Word	Definition
Evacuee	Children living in big cities moved temporarily from their homes to safer places in the countryside during World War Two (WW2).
Allied countries	Countries that fought in WW2 with Britain.
Axis countries	Countries that fought in WW2 with Germany.
Rationing	Setting limits on items such as food during WW2.
Air Raid shelter	Shelters built to protect people from bombs dropped by German aircrafts.
Micro-organisms	Living things that are too small to be seen with the naked eye.
Habitat	A home environment for plants and animals or other organisms.

Welcome to Year 6! The Year Six Team hope that you all had a restful and enjoyable summer break. We are really looking forward to working with you this term. The children have made an excellent start to the year already!

Our Key Text this half term is ...



Useful Parent /Carer Information:

Homework – Children will have CGP workbooks and guides for Maths, Reading Comprehension and Grammar. Every week they will have two pages to complete in each book. Homework will be set on a Friday and will need to be returned to their teacher the following Thursday.

Useful learning links:

Topic—[World War Two - BBC Teach](#)

Reading—[Year 6 English | TheSchoolRun](#)

Maths—[Year 6 Maths | TheSchoolRun](#)

UPCOMING DATES AND MESSAGES

Thursday 15th September - Parent welcome session

Wednesday 19th October from 3 - 3.30pm - first workshare

PE Days - Wednesday and Thursday

Please ensure your child has their trainers in school every day for the morning daily mile.



Conflict (WW2)

This curriculum newsletter provides an overview of your child's learning in Year 6 for the Autumn 1 Half term. Our topic is Conflict, with a particular focus on World War Two.

Science

As scientists we will describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. We will also be able to give reasons for classifying plants and animals based on specific characteristics.

Computing

As computer scientists we will be developing our understanding of Internet communication. We will begin to recognise how the worldwide web can be used to communicate and be searched to find information safely and efficiently.

English

As writers we will be using the texts 'Rose Blanche' by Ian Mcewan and 'Goodnight Mister Tom' by Michelle Magorian to complement our History learning. We will focus on:

- descriptive writing of both setting and character
- contrasting diary entries based on two significant points of our text to show character change and development.

As readers we will be exploring our key text, 'Goodnight Mister Tom' in detail in our reading masters lessons. As well as supporting our writing we will develop the skills of:

- retrieval
- inference
- vocabulary
- predicting
- justifying opinions
- reading at length

PE

As athletes we will be developing our tag rugby skills. This will be done through various skill based activities and playing games of tag rugby. We will learn the playing rules and will have opportunities to officiate a game. We will also be recognising our own strengths and weaknesses to set ourselves appropriate targets through our 'Real PE' programme.

RE

As theologians we will be exploring the big question: "Does religion bring peace, conflict or both?" As part of our enquiry, we will be examining this idea in a range of religions including: Islam, Christianity, Buddhism and Hinduism and evaluating the role of religion in peace and conflict in real life situations. . We will also be looking at the symbols associated with peace and comparing Western religions' ideas about peace in the community and Eastern traditions that honour inner peace. Finally, we analyse the relationship between peace and pacifism.

Maths

As mathematicians we will consolidate our understanding of number, place value and the four operations through guided and independent practice. We will:

- read, write, order and compare numbers up to 10,000,000 and determine the value of each digit
- multiply multi-digit numbers up to 4 digits by a two-digit whole number using long multiplication
- divide numbers up to 4 digits by a two-digit whole number using long division
- identify common factors, common multiples and prime numbers
- use our knowledge of the order of operations to carry out calculations
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy

Art & DT

As artists and designers, we will be planning, designing and reflecting on products inspired by the 'make do and mend' initiative during the war effort. Our designs will be created using no-sew rag rug techniques. We will be focusing on using two of our school crowns, grit and determination and reflection during this project.

History

As historians we will be exploring all we need to know about World War II, in particular answering the question, 'Why was winning the Battle of Britain in the 1940's so important?' We will learn the key causes of the war, the countries and leaders involved, the most significant dates and events and all about VE day. Children will be immersed in this topic in history lessons and also through the strong links to both their writing and reading learning this half term.

Music

As musicians we will follow the Charanga scheme of learning to develop our understanding of pace, tone and pitch within a range of music styles and using a variety of instruments. We will also be developing our skills in digital music.

PSHE / RSE

To understand ourselves and others we will be examining attraction to others, romantic relationships and civil partnership and marriage as part of our study of families and friendships. In our topic about respecting ourselves and others, we will be learning to express our opinions as well as respecting the opinions of others during discussions on topical issues. Whilst discussing our feelings, we will be looking at recognising how images in the media, including online, do not always reflect reality and can affect how people feel about themselves.

