

Kibworth Primary School

Year 6: Autumn Term 2

[](https://www.google.co.uk/imgres?imgurl=http://www.1900s.org.uk/1940s-images/poster-dig-victory.jpg&imgrefurl=http://www.1900s.org.uk/1940s50s-rationing-food.htm&docid=JJzQL5Gf77uLlM&tbnid=meD7t4oIidBgjM:&w=250&h=378&hl=en-GB&bih=589&biw=1366&ved=0ahUKEwic_IOHpuzPAhUGB8AKHalpAoA4ZBAzCDQoMjAy&iact=mrc&uact=8)

A Child’s War

Time Travellers

Dear Parents/Carers,

Half a term down, and the children are really settling in well to Year 6. We had a fantastic end to the term with our children really engaging within our topic *Hola Mexico* where our learning linked to current environmental issues around the globe. They have shown great enthusiasm and positivity which we hope they will be able to maintain right up to the end of our longest term! Despite the long nights rolling in, Autumn 2 promises to hold lots of activities and new learning as we make our way towards Christmas.

Our topic for this term- – A Child’s War- will also provide lots of great opportunities for learning. We will be looking at WW2 and investigating how the lives of the British people were impacted by this world event during the years of 1939 to 1945.

Please find below a summary of some of our other learning for this term.

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| **Literacy** | |
| **To write a diary to entertain using informal devices** | **To write a discursive speech about evacuation using formal devices** |
| Image result for evacuation ww2 posterTo begin the term, we will be exploring diary entries from the Blitz and investigating informal writing devices such as contractions and dashes to add extra information. The children will then apply their learning and create their own diary entry using their contextual knowledge. | Image result for punctuationTo finish off the term, children will investigate the skills of discussion writing. They will learn how to use a range of cohesive devices in order to aid their writing and ultimately write a discussion on whether children should have been evacuated during the Blitz.  In addition, they will explore the use of higher order punctuation such as semi-colons and colons. |
| **Maths** | |
| **Fractions, decimals and percentages** | |
| Image result for fractions decimals and percentagesA large part of the Year 6 maths curriculum focuses on children’s ability to be able to calculate accurately and fluently with fractions, decimals and percentages. We will spend quite a large chunk of time ensuring that children understand key skills linked to these topics as well as developing their reasoning skills to access higher order problem solving. | |

**Key areas of learning:**

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| **Science - Electricity** | **History – How did life change for the British people in WW2?** | | |
| * Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. * Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. * Use recognised symbols when representing a simple circuit in a diagram. * Circuit diagrams can be used to construct a variety of more complex circuits predicting whether they will ‘work’. | * Sequencing events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament, peasantry...). * Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. * In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (propaganda, bias, primary source, secondary source, reliability...). * Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind. * Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history. * Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. | | |
| **DT – Anderson Shelters** | **R.E – What matters most to Christians and Humanists?** | **Computing-Programming** | **Art-**  **Shading** |
| * Cut strip wood, dowel, square section wood accurately to 1 mm. * Join materials using appropriate methods * Incorporate motor and a switch into a model * Use a cam to make an up and down mechanism * Build frameworks using a range of materials e.g. wood, card, corrugated plastic to support mechanisms * Use glue gun with close supervision * Cut accurately and safely to a marked line * Join and combine materials with temporary, fixed or moving joining. | * Describe what Christians mean about humans being made in the image of God and being ‘fallen’, giving examples. * Describe some Christian and Humanist values simply. * Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied. * Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. | Programming   * I can use logical reasoning to identify errors in algorithms. * I can use selection in programs. I can explain how an algorithm works * I can explore ‘what if’ questions by planning different scenarios for controlled devices. | * Begin to develop an awareness of composition in their drawings/paintings * Show an awareness of how paintings are created i.e. Composition. * Use different techniques for different purposes i.e. shading, hatching within their own work. |

**Outline of Learning Journey**

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| **Week 1 : What events led to the breakout of WW2?** | |
| Image result for germany advance 1939 | Children will learn about the political situation in Europe during the 1930s. They will identify the events that led up to the breakout of WW2 in 1939. They will then begin to learn which cities in Britain were targeted by the German Luftwaffe and the reasons behind this. |
| **Week 2,3,4 and 5: How did the lives of the British people change during WW2** | |
| Image result for evacuation ww2 | Children will learn about the Blitz and how the lives of the British changed as a result. They will learn about air raid sirens, Anderson shelters, rationing and evacuation. Children will be encouraged to develop their empathy in putting themselves in the position of evacuees during WW2. We will also compare the evacuation of children in WW2 to modern day situations of refugees. |
| **Week 6: How were the lives of other children affected in Europe?** | |
| Image result for anne frank | Children will learn about Anne Frank and the plight of the Jewish people during WW2. They will explore the importance of democracy and discuss what was learnt from the atrocities of WW2 in relation to respecting difference. |
| **Week 7 and 8: DT** | |
| Image result for anderson shelter | Children will be given the opportunity to research their own area of choice about WW2 to present as well as building their own model Anderson Shelters in groups where they will develop the skills of using different materials in design and technology. |

**Key Information:**

* P.E in Year 6 will take place on a Wednesday and a Friday afternoon

6R will be doing health/fitness and football

6C will be doing Outdoor Adventure and Activity and hockey

6H will be doing basketball and volleyball

Please make sure that children have appropriate clothing and footwear for the changing weather.

* Homework is given out on a Friday and will comprise of a mixture of Maths, Reading, Grammar or Spelling. We will be continuing to develop the use of TEAMS for children to submit their learning electronically. It is due back in the following Wednesday with the exception of spelling which will be expected to be completed for Tuesday. We understand that due to busy schedules, children on occasions find it difficult to find time to complete homework at home. If that is the case, we can find time for them during school time to complete this.
* Reading Diaries will be checked weekly in Year 6 to keep track of the reading that is taking place.

**Things that you could do at home that could really make a difference to learning:**

* Please continue to support your children with their reading at home. With the new curriculum, standards have increased and it is vital that children in Year 6 continue to read regularly to improve their fluency, reading comprehension and understanding of language.
* Rapid recall of times tables is absolutely key to succeeding with maths in Year 6. Key areas of our curriculum such as calculation, fractions and percentages are underpinned by a sound knowledge of these facts. Please continue to encourage your children to practise these at home. We will have times table races every week at school to practise.

We look forward to working with you and your children this year. If you have any questions or concerns, please do not hesitate to contact us.

Mr Roantree, Miss Cornish, Miss Hyman, Mrs Pinborough, Mrs Swales, Mrs Kandola and Mrs Spencer.

Year 6 Team

**Here are a few websites that may help to support your child’s learning during his half term.**

**Maths:**

Century Maths

<https://app.century.tech/login/>

Interactive games to practise times tables

<http://www.oswego.org/ocsd-web/games/mathmagician/mathsmulti.html>

Times Table Rockstars

<https://ttrockstars.com/login>

Maths activities

<http://nrich.maths.org/frontpage>

**Literacy:**

Grammar

<http://www.ks2phonics.org.uk/Clausesandconnectives.html>