

Creative Curriculum Unit of Work

Year: 6		Topic: The World Wars	
English:		History/Geography	
<ul style="list-style-type: none"> Text: Letters from the Light House by Emma Carroll – a story from a historical context <p>Writing:</p> <ul style="list-style-type: none"> Diary writing, stories set in a historical context, book review Write effectively for an audience Plan writing Draft and write by selecting appropriate grammar and vocabulary Evaluate and edit <p>Reading:</p> <ul style="list-style-type: none"> Explain implied meanings Identify different layers of meaning in a text Identify and comment on the use of expressive, figurative and descriptive language Evaluate the presentation of texts Retrieval skills to elicit information from a text Express preferences for a text <p>Grammar:</p> <ul style="list-style-type: none"> Powerful vocabulary Speech punctuation Parenthesis (), - Expanded noun phrases Build cohesion within and across paragraphs 		<ul style="list-style-type: none"> A significant turning point in British history A study over time tracing how several aspects of national history are reflected in the locality Know how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world Know and understand significant aspects of the history of the wider world Develop historical terms Understand methods of historical enquiry Develop chronologically secure knowledge and understanding of British, local and world history Note connections, contrast and trends over time Address and sometimes devise historically valid questions about change, cause, similarity and difference Construct informed responses that involve thoughtful selection and organisation of relevant information Understand how our knowledge of the past is constructed from a range of sources 	
Science	Art and Design/Design Technology	Personal, Social, Health & Economic Education	Computing
<p>Electricity</p> <ul style="list-style-type: none"> Identify symbols of electrical components Draw circuits and associate the brightness of a lamp or volume of a buzzer with the number and voltage of cells used in the circuit 	<p>Designing and making air raid shelters</p> <ul style="list-style-type: none"> Research and develop design criteria Select and use a wider range of tools and equipment Select and use a wider range of materials and components Evaluate their ideas and product against design criteria Apply understanding of hot to strengthen, stiffen and reinforce more complex structures 	<p>Being Me in My World</p> <ul style="list-style-type: none"> Identify goals for the year ahead Know the universal rights for all children, but understand that for many these rights are not met Understand that my actions affect other people locally and globally Make choices about my own behaviour Understand how an individual’s behaviour can impact a group Understand how democracy and having a voice benefits the school community 	<ul style="list-style-type: none"> E-safety Scratch
Religious Education	French	Music	Educational visits
<p>The Trinity – How is God three – and yet one?</p> <ul style="list-style-type: none"> Can I suggest meanings for different aspects of The Trinity? Can I understand the purpose of the Holy Spirit in The Trinity? Can I offer suggestions as to how belief in God as Father, Son and Spirit might help Christians in different situations? 	<ul style="list-style-type: none"> Clothing – identifying different garments in French Matching colour to the gender of the noun Expressing opinions – I like, I dislike Prepositions – the clothes are in the wardrobe Describing what someone is wearing, using appropriate verbs and adjectives 	<ul style="list-style-type: none"> History of music around WWII Where might music be available? Compare to modern day Who could provide music? What styles of music were there? What part did each type of music play in the war? Listening analysis Song analysis – lyrics and tune Recognising famous war songs 	<p>Junior Citizen - November</p>
Wow factor!		Supporting your child’s home learning	
<ul style="list-style-type: none"> World War II immersion day (evacuees) – End of September. 		<ul style="list-style-type: none"> PE on Tuesday and Friday – PE kit to be worn to school on these days (spare socks & school shoes to be brought in a named bag) Water bottle to be brought into school daily Reading – 5 x per week (15 mins) Times tables - 5 x per week (15 mins) 	