

Year 6: World War 2- What was the impact? Term 5

Subject Specific Vocabulary

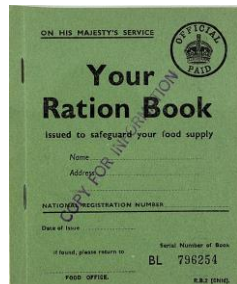
axis	Countries which fought on the German side including Italy, Germany and Japan.
Allies	Countries which fought on the British side (including: USA, Great Britain, France and Russia).
Nazi	Member of the German political group which came to power in 1933.
evacuation	Organised movement of children and the vulnerable from towns and cities to safe zones.
evacuee	Someone who was evacuated, moved from a danger area to a safer place.
Blitz	A series of bombing raids on the UK.
propaganda	Controlling news media (such as radio) to depict the war effort .
Holocaust	Murder of Jews and other groups of people by the Nazis.
Luftwaffe	The German Airforce.
RAF	The Royal Airforce (British).
refugees	A person who has been forced to leave their country in order to escape war.
Kindertransport	Transport arranged for Jewish children to flee German occupied countries.

Key Skills


Identify ways in which children's lives were changed because of war.
Understand the role of women during WW2
Recall events leading up to The Battle of Britain and understanding when it was and it's impact.
Recall and explain how WW2 ended and what VE day was.
Experience their own VE day

Lines of Enquiry

What is propaganda?
What was life like during the war for children?
What role did women play in the war?
What was the Battle of Britain?
What and when was VE day?



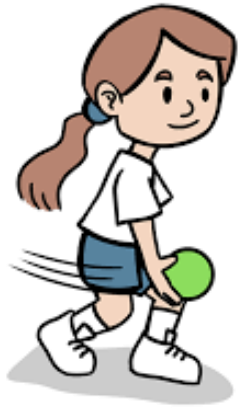
Year 6: Light Knowledge Mat

Subject Specific Vocabulary			Questions I will be able to answer:
light wave	One of the characteristics of light is that it behaves like a wave. Light can be defined by its wavelength and frequency. The frequency is how fast the waves vibrate up and down.	<p>Maria Telkes</p> 	Does light travel in a straight line?
light source	Light, or illumination, is a form of energy that travels in waves, like sound. You can find different sources of light, such as a candle or the sun.		How can the size of a shadow be changed?
concave	Is a lens that curves inwards and reflects light differently as a result.		How do shadows change throughout the day?
convex	Is a lens that curves outwards and reflects light differently as a result.		Can the direction of light be changed?
filters	A filter is a transparent material that absorbs some colours and allows others to pass through.		
lens	A lens is a curved piece of glass or plastic designed to refract light in a specific way.	<p>Working Scientifically</p> <ul style="list-style-type: none"> <input type="checkbox"/> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. <input type="checkbox"/> recording data and results of increasing complexity using scientific diagrams and labels, tables, and bar and line graphs. <input type="checkbox"/> using test results to make predictions to set up further comparative and fair tests. <input type="checkbox"/> using simple models to describe scientific ideas. <input type="checkbox"/> reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations. 	How do we see?
concave	Is a lens that curves inwards and reflects light differently as a result.		

Year 6: PE - Cricket

Subject Specific Vocabulary

Backing up	Slide the bat
Wide	Reach
Over	Roll
Umpire	Relay
Bowler's end	Follow through
Crease	Transfer weight
Correct calling	Target



Local Clubs

Sherwood Cricket Club
Frindsbury Cricket Club
Lordswood Cricket Club

Key Skills - Objectives

To develop accuracy of throwing whilst fielding the ball

To develop retrieving, catching and returning the ball whilst fielding

To develop batting and learning to play a defensive shot

To develop speed and accuracy in the overarm bowl

To understand the rules of cricket and how to run between the wickets



Team Work / Fair Play

Walk when you are out

Umpire's decision is final

Applaud the new batsman

Positive, encouraging attitude



Famous People/Teams

Heather Clare Knight OBE

Eoin Joseph Gerard Morgan CBE

Joseph Edward Root MBE

Year 6: PE - Dodgeball

Subject Specific Vocabulary

Pressure	Tactics
Officiate	Opponent
Referee	Fair play
Consistently	Outwit
Support	Sportsmanship
Tournament	Cooperatively



Local Clubs

Canterbury Crocodiles Dodgeball Club

Key Skills - Objectives

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.

They should enjoy communicating, collaborating and competing with each other.

Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination.

Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

Team Work / Fair Play

Working as a team

Supporting each other

Trust

Attitude

Famous People/Teams


Tim Fullerton (USA)

Jarvis Landry (USA)

England Lions Dodgeball Team



Year 6 Term 5 : RE – Islam: Does belief in Akhirah (life after death) help Muslims lead better lives ?

Subject Specific Vocabulary		Key Skills/Objectives	Lines of Enquiry
Allah	The one and only God in Islam	Comparing the different ways Muslims put their beliefs into practice.	How far would you go to stand up for something you believe in?
Mosque	A Muslim place of worship.	Understanding and discussing the term 'motivation'	What does leading a 'good' life look like or involve?
Jihad	Struggle or effort	Identifying what a 'good life' looks like	
Akhirah	Life after death	Explaining how Muslims follow the teachings of Allah.	How does believing in Akhirah influence Muslims?
Muhammed	The founder of Islam.		What are the 9 most important ways a Muslim may try to follow the teachings of Allah?
Ramadan	A holy month of worship, study of the Quran, prayer and fasting.		

Year 6: Art – Drawing skills

Subject Specific Vocabulary	
sculpture	bronze
abstract	technique
figure	influential
capture	artist
modernism	pioneer

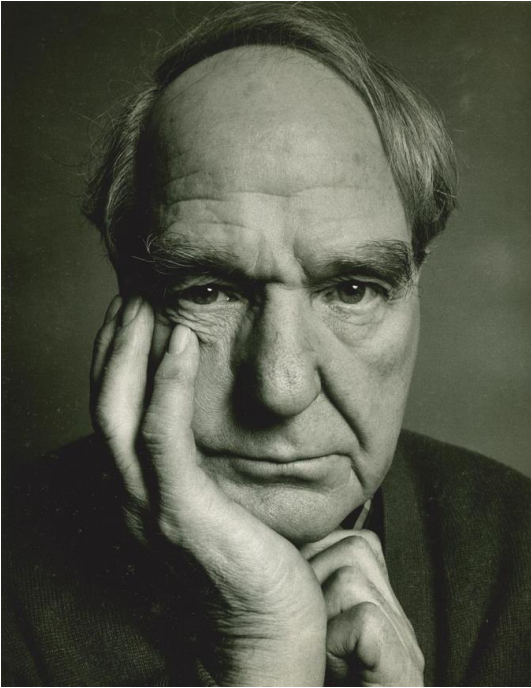
Lines of enquiry:

Who was Henry Moore and what style of art is he famous for?

What inspired him to draw about the Blitz?

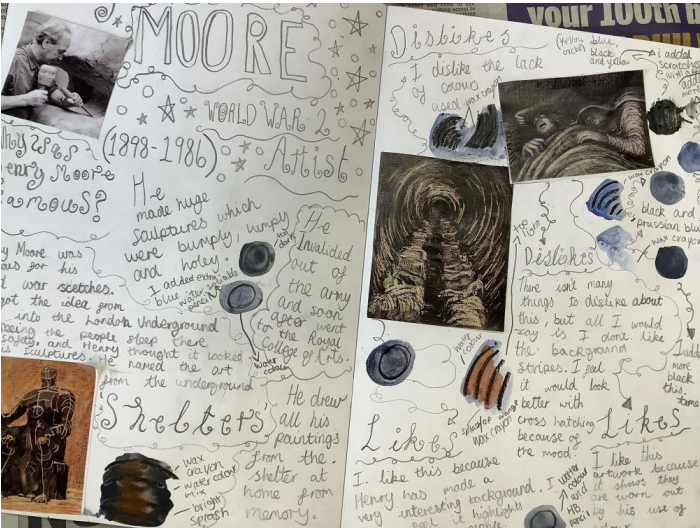
How well can I review, revisit and evaluate my own designs and work?

Can I study a famous artist's style and understand how to use that style to create my own design?



Henry Moore

'To be an artist is to believe in life'



Key skills

Learn about great artists, architects and designers.

Use sketch books to collect, record, review, revisit and evaluate.

Understand how designers of the past influence life today.

Year 6: FRENCH – LA SECONDE GUERRE MONDIALE (WWII) – continued

Subject Specific Vocabulary

French	English
La Seconde Guerre Mondiale	The Second World War
L'Angleterre	England
La France	France
L'Italie	Italy
L'Allemagne	Germany
La Pologne	Poland
La Tchécoslovaquie	Czechoslovakia
Les Etats-Unis	The United States (of America)



Key skills

- To be able to learn effective strategies that will help to decode and understand better unfamiliar vocabulary.
- Group and order words to decode unknown language.
- Understand the key facts of history from WW2 when described in French.
- Say and write in French the key countries and languages involved in WW2.

En Angleterre on parle..	In England you speak..
En France on parle..	In France you speak...
En Italie on parle..	In Italy you speak....
En Allemagne on parle..	In Germany you speak....
En Pologne on parle..	In Poland you speak..
En Tchécoslovaquie on parle..	In Czechoslovakia you speak...
Aux Etats-Unis on parle..	In the Unites States (of America) you speak...

Grammar

- Recycling and consolidation of the language learning skills connected to recognising and categorising nouns, verbs and adjectives.

Year 6: PSHE – Being My Best

Subject Specific Vocabulary

Give	Connect
Influence	Be active
Assessing risk	Problems
Choices	Goal setting
Overcome	Aspirations
Challenges	Perseverance

Sticky Knowledge

I can tell you how I can overcome problems and challenges on the way to achieving my goals.

I can give examples of an emotional risk and a physical risk.



Key Skills

H28. To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.

H29. About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.

H35. About the new opportunities and responsibilities that increasing independence may bring.

R34. How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.

Key Questions

Aspirations and Goal Setting

Do goals and aspirations need a plan? Are problems, challenges and barriers part of achieving goals?

How can problems, challenges and barriers be overcome?

Managing Risk

Are risks physical or emotional?

How can a risk be emotional?

What can someone do to reduce or remove risk?



SCARF

Being my best