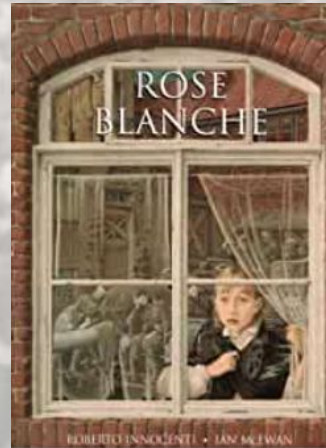
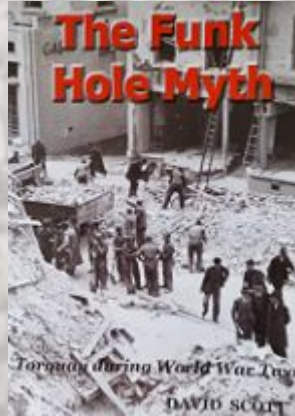


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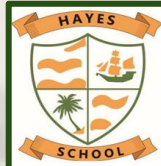
Year 6 Curriculum Plan: Spring 2 / Summer 1 2024

Big Question:

What was World War 2 like for our Paignton community?



Responsibility Success Aspirations **Resilience** **Discovery** Friendship



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At Hayes, we strive for our children to push beyond any perceived idea of potential, to be all they can be, regardless of background in order that they leave us as good human beings - happy, kind and responsible. Our curriculum is integral in shaping the children to become independent and life-long learners. At Hayes, we also aim to equip our children with the ability to 'think' in order to make sense of an ever-changing world. Our curriculum has been designed, with thinking at its heart, to achieve our ultimate vision: all children will live fulfilling and happy lives, being all they can be.

Learning Experience

Context and Outcome

By the end of this Learning Experience, children will have an understanding of how people in their locality experienced World War 2. To begin with, they will have a visit from David Scott (author of 'The Funk Hold Myth') to find out about the role that Paignton and the wider community played. This will include the arrival of evacuees and the impact of rationing. They will also study the general impacts of air raids as well as looking in more detail at the air raid which took place in St Marychurch, killing many children who were at Sunday School. Moving towards the end of this period, we will be studying D Day and the part that the local areas of Slapton and Brixham played in the offensive as well as the roles more widely of the local batteries. To end our unit, children will visit local war memorials to place these in the context of their learning as well as finding out more about the local celebrations that took place on VE Day.

Curriculum Questions

BIG Question

What was World War 2 like for our Paignton community?

History Questions

When and why did World War 2 take place?

Why were evacuees sent to Paignton?

What was rationing like for locals and evacuees?

What other groups were sent to Paignton?

What were air raids?

What happened in St Marychurch during an air raid?

What were the batteries?

What was D Day and what part did Slapton play in the D Day landings?

How did locals remember those who died in World War 2?

What peacetime celebrations took place in Paignton?



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Year 6: Spring / Summer 2024

ENGLISH

Throughout the term, the children will be reading The Midnight Guardians by Ross Montgomery. The children will be composing a range of writing outcomes to apply the skills they have gained across Key Stage Two. These will include instructions, narrative, persuasion and information. The longer narrative composition is based on Rose Blanche, a story set in Germany during World War Two.

MATHS







During our maths lessons throughout this term, children will be exploring algebra - investigating function machines with more than one step (operation). Children will be identifying and finding rules, forming and calculating with algebraic expressions and solving equations with more than one step, using pairs of values and knowledge of algebraic formulas. Children will then move onto ratio. They will use the language of ratio to make links between ratio and fractions, using and calculating scale and applying this understanding to wider ratio and proportion problems. As children work towards the end of the year, they will be provided with regular opportunity to explore open-ended problems and investigate around more complex mathematical concepts in a range of contexts.

English- Text

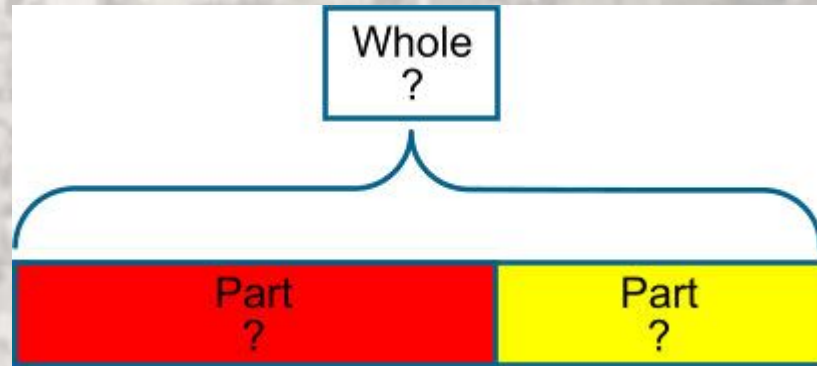


Following the death of their father, 12-year-old Col is evacuated during the Second World War, while his big sister Rose stays in London to help with the war effort. Learning that Rose is in terrible danger, Col embarks on a perilous journey to save her. He is accompanied by his guardians, childhood imaginary friends who have come to life to protect him: Pendlebury, a brave and noble tiger who can change size at will; Mr Noakes, a gentle old badger with a knack for finding food; and the King of the Rogues, a small, fearless knight. Along with Ruth, a German refugee who joins them on their quest, they must work together to defeat the Midwinter King, a terrifying ruler from the spirit world. Determined to destroy all joy and happiness, he becomes increasingly powerful as he draws strength from the darkness generated by the war.

Key vocabulary

<div>  <h2>Hayes Knowledge Organiser</h2>  </div>			
Subject: History		Term: Spring 2 and Summer 1	Year 6
Duration: 12 weeks			
<div>  <h3>Show Words (Tier 3)</h3> </div>		<div> <h3>Prior Knowledge:</h3> <ul style="list-style-type: none"> In Year 5, we learnt that the Vikings and Anglo-Saxons were often in conflict. In year 4, we discovered who Julius Caesar was and about the First Roman Invasion of Britain. In Year 5, we learnt how to order an increasing number of significant events, movements and dates on a timeline using dates accurately. </div>	
<div>  <h3>Grow Words (Tier 2)</h3> </div>		<div> <h3>Key events (timeline)</h3>  </div>	
<div> <div>Anderson shelters</div> <div>Batteries</div> <div>D-Day</div> <div>Air raid</div> </div>		<div> <h3>Significant People:</h3> <ul style="list-style-type: none"> Adolf Hitler - Chancellor of Germany Winston Churchill - Prime Minister of Britain Franklin Roosevelt - US president until 1945 Harry Truman - US president post 1945 Joseph Stalin - Leader of the Soviet Union </div>	
<div> <div>Evacuation</div> <div>Rationing</div> <div>Disastrous</div> <div>Aggressive</div> <div>Sacrifice</div> <div>Evacuee</div> </div>		<div> <h3>Key Historical concepts</h3> <ul style="list-style-type: none"> World War Two: War and invasion as a result of politics and religion.  </div>	

Maths- models and images





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Year 6: Spring / Summer

Driver Subject: History

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Supporting Driver Subject:

DT - Anderson Shelters

After learning about the role of Anderson Shelters, Year 6 children will carry out research into user needs through historical research. Following this, they will develop simple design specifications to guide and develop their products, and will generate ideas through group discussions, producing annotated sketches. Using appropriately selected tools, children will need to accurately measure, mark out, cut, shape and join construction materials to make frameworks, using finishing and suitably decorative techniques to complete. Once finished, the shelters will be evaluated and shared with parents.



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Year 6: Spring / Summer

SCIENCE

This half term, the children will be understanding which characteristics are inherited. They will be developing their understanding of natural selection and how this leads to evolution over time. They will explore the work of Charles Darwin and understand how the fossil record proves the theory of evolution.

Next half term, we will be investigating electricity. The children will be taught to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. They will also 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. As well as this, they will use recognised symbols when representing a simple circuit in a diagram.

COMPUTING

- To find out what text adventure is.
- To use 2Connect to plan a story adventure.
- To make a story based adventure using 2Create a story.
- To read and understand given code for a text adventure game.
- To debug and improve a text adventure game.

MUSIC

This half term, alongside learning and refining their performances for the Leavers' Show in July, the children will continue to develop their improvising and composing skills. This will primarily focus on using the pentatonic scale (C,D,E,G,A) combined with rhythms and dynamic contrasts to provide variety and interest. The children will also continue to develop the skill of reading formal staff notation. Each week, the children will participate in a weekly music assembly, where they will learn about famous composers, different musical styles and where they will also sing songs with the rest of the key stage. Y6 will learn harmonies where appropriate.



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Year 6: Spring / Summer

R.E

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. This half term, we will be exploring two areas of **Christianity**:

- What do Christians believe Jesus did to 'save' people (salvation)?
- For Christians, what kind of King was Jesus?

PSHE

British Values: to appreciate that human rights are often seen as controversial.

Anxiety: to know what can make us anxious and to explore supportive strategies.

Dealing with anger: how to manage and respond to feelings appropriately.

P.E. - Dance

- Know how to apply various dance movements.
- Perform a range of fluid movements and actions.
- Support others, showing effective co-operation.

MfL (French)

In this unit pupils will learn ten phrases for activities they may do at the weekend in French. They will also be presented with further extension on telling the time and opinions / justifications. Pupils will have the knowledge and skills to talk about what they do at the weekend, enabling them to create more detailed and personalised responses by the end of the unit.