



HISTORY/GEOGRAPHY (See Kapow planning)	
<i>What was the impact of WW2 on British people?</i>	
Connections What have the children learnt before this- what will they learn next?	Episodes of learning
Children have placed periods of history on a time line and understand the term AC.	Why did Britain go to war in 1939?
	Who won the Battle of Britain?
	What do sources tell us about the Blitz?
Children will understand the reasons why population may change over time, looking at factors which affect birth and death rates.	What was evacuation like for children? (Part 1)
	What was evacuation like for children? (Part 2)
	What impact did WW2 have on women's lives?
	Why did people migrate to Britain during and after World War 2?
Vocabulary: accuracy, air raid, Battle of Britain, bias, The Blitz, evacuation, evacuee, impact, propaganda, purpose, reliability, Treaty of Versailles, reparations, Neville Chamberlain, Adolf Hitler, allies, air raid shelter, Anderson shelter, blackout, RAF, Luftwaffe, propaganda, host family, identity tag, propaganda, ration book	
Assessment: Pre assessment picture task, post topic quiz	

COMPUTING (See Teach Computing scheme)	
Webpage creation- Episodes of learning	
1.	What makes a good website?
2.	How would you lay out your webpage?
3.	Copyright or copywrong?
4.	How does it look?
5.	Follow the breadcrumbs.
6.	Think before you link.

Music (See Charanga planning)
Happy by Pharell Williams (6 lessons)

 YEAR 6 Autumn 1 			
QUESTION HERE <i>What was the impact of WW2 on British people?</i>			
Significant individuals: Neville Chamberlain, Winston Churchill, Anne Frank, Corrie Ten Boom			
Beautiful books: Letters from the Lighthouse by Emma Carroll			
Trip to BHSA to see school's air raid shelters.			
LITERACY (see Literacy MTP)			
Genre	Narrative	Non narrative	Poetry
Outcome:	Diary writing (diary of a character from LTTL)	Newspaper report	Wartime poetry
Assessment:	Diary writing		

PHSE (see Jigsaw planning)	
Jigsaw Piece 1: Episodes of learning: Being Me in my World	
'Who am I and how do I fit?'	
1.	Respect for similarity and difference. Anti-bullying and being unique.
2.	Aspirations, how to achieve goals and understanding the emotions that go with this.
3.	Being and keeping safe and healthy.
4.	Building positive, healthy relationships.
5.	Coping positively with change.

MATHS (see Power Maths planning for episodes of learning)
TEXTBOOK
Unit 1: Place Value within 10,000,000
Unit 2: Four operations (1)
Unit 3: Four operations (2)

SCIENCE (see Science MTP for episodes of learning)
<i>Theme of science here</i>
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.
Give reasons for classifying plants and animals based on specific characteristics

DT: Morrison Shelters
Episodes of learning
<i>Investigate, Explore, Create</i>
How to seek information from a wide range of sources on different structures and how they support things.
How structures can fail when loaded and techniques for reinforcing and strengthening them.
To join and combine materials and components accurately in temporary and permanent ways
To evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.

MFL (see Language Angels for episodes of learning)
A l'ecole (6 lessons)

RE (See new scheme)
Episodes of learning
1. What do Jews believe?
2. What are the sacred texts?
3. What festivals are celebrated?
4. Where do Jewish people worship?
5. Why is 'belonging' an essential aspect of Judaism?
6. How is Jewish life influenced by religion?

PE (see PE for 6 episodes of learning)
Tag Rugby

