

We'll Meet Again

<p>Throughout our learning journey we strive to provide a wide range of possibilities which will help our children to develop aspirations and promote independence for their future lives. We are ambitious.</p>	<p>Creativity underpins all areas of learning in our curriculum. We want children to be enthusiastic and innovative and to develop these qualities through all subjects, not just the arts. We are imaginative.</p>	<p>The community provides a wealth of learning opportunities. Our curriculum uses these, and we strive to instil a sense of pride in our children and develop them as kind and confident citizens. We are respectful.</p>
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Learning Journey Showcase

Our learning journey showcase will be an opportunity to share how Year 6 children have experienced the war and survived. The children will take on a range of roles including evacuees, soldiers, pilots and politicians. The children will do this by sharing their information and research on past historical events, through a range of genres including: letters, diaries, newspapers, poems and instructions. The children will also present a gallery of their war scene artwork inspired by John Sargent. We hope after this showcase, Year 6 will have a solid understanding of how life changed during the war.

The main **Class Texts and Poems** for this theme are:

Fiction:

- Goodnight Mr Tom – Michelle Magorian

Non Fiction:

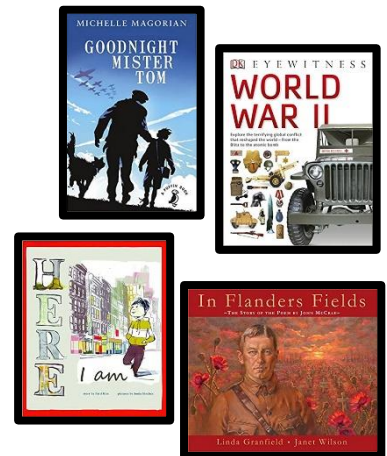
- Dorling Kingsley - Eye Witness World War 2

Poem:

- In Flanders Field

Picture book:

- Here I am – Pattie Kim



During this theme we will develop as

Mathematicians

We will focus on:

- integers and decimals
- addition, subtraction, multiplication and division
- calculation problems
- fractions
- missing angles and lengths
- percentages

Speakers, readers and writers

We will create:

- news reports
- poems
- instructions
- letters
- diaries

We follow the Spelling Shed scheme of learning to develop our spelling knowledge and understanding.

Scientists

We will become environmentalists and electricians by:

- classifying animals based on characteristics
- give reasons for classifying plants and animals based on specific characteristics

Geographers

We will find out how to:

- locate the world's countries, using maps to focus on Europe



BROOKE
PRIMARY ACADEMY

Recognise that light appears to travel in straight lines

- use the idea that light travels in straight lines
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

- use the eight points of a compass, four and six-figure grid references to build their knowledge of the United Kingdom and the wider world

Theologians (RE)

We will discuss:

- ideas about how and why religion can help believers when times are hard, giving examples
- the Christian, Hindu and or non-religious beliefs about life after death
- some similarities and differences between beliefs about life after death
- some reasons why Christians and Humanists have different ideas about an afterlife

We will follow the Doncaster Agreed syllabus for RE

Historians

We will go back to war times to find out about:

- why the war started
- life in preparation for war
- life during the war
- how the war ended

Linguists

We will be introduced to French and learn:

- begin to recognise and use perfect past tense sentences with help
- recognise some adverbs from the lessons
- recognise and use, with some help, third person singular verbs to describe what someone is doing
- begin to use model sentences to make new ones, with help

We follow the Salut scheme of learning for Modern Foreign Languages

Citizens (PSHE)

We will begin by looking at the units 'Being Me in My World' and 'Celebrating Difference'. During these units we will think about:

- their goals and rewards
- consequences for actions
- bullying and how we can be a kind citizen

We follow the JIGSAW scheme of learning for PSHE.

This is not a statutory subject and schools have the flexibility to decide on their own content, based on their context.

Artists

As Artists, we will be:

- imitating the work of John Sargent
- explore painting and printing techniques

Designers (DT)

As Designers we will create a meal based on rationed food by:

- researching
- designing
- making
- evaluating

Musicians

We will focus on:

- the song 'Happy'
- classroom Jazz
- traditional Christmas Carols and hymns

Users of technology (Computing)

We will learn about:

- how to stay safe online
- to design a game through coding
- use a variety of algorithms



We follow the <u>Charanga</u> scheme of learning for computing.	We follow the <u>Purple Mash</u> scheme of learning for computing.
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<p><u>Sports people</u></p> <p>We will focus on striking and fielding games:</p> <ul style="list-style-type: none">• football• rounders <p>We follow the <u>IPEP</u> scheme of learning for PE</p>	<p><u>Spiritual, Moral, Social and Cultural (SMSC) citizens</u></p> <p>We will focus on:</p> <ul style="list-style-type: none">• how to be a good British Citizen• our cultural• our historical past <p>We follow the <u>JIGSAW</u> scheme of learning for PSHE, which incorporates SMSC.</p>
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Some subjects do not link directly to the theme and will therefore be taught discretely.

To develop the children's understanding of the theme we will hold **A World War II Day**

Key dates and school events that link to this theme include **A World War II Day**

These are just some of the areas which we will cover when we explore the theme; the list is not exhaustive. There will be opportunities to develop other subjects and there will also be occasions when children will lead the direction of the curriculum through their questioning.

If you would like any further information about your child's learning then please do not hesitate to get in touch with the class teacher.