

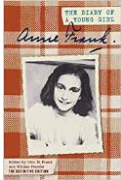
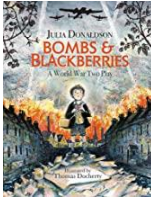
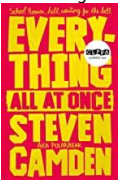
Thematic Blocked Curriculum Half-termly Overview




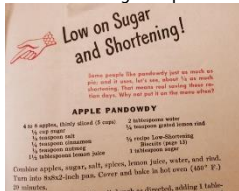
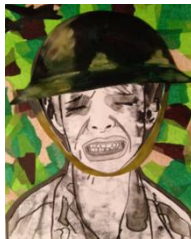
Year group: 6

Half term/year: Summer 2 2020-21

Theme: War and Conflict



		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
SUBJECT BLOCK		Geography/Transition Boy 87: Refugee Which countries were affected by World War II?	History What started World War II?	History What was it like in Britain during World War II?	DT What did people design to protect themselves from bombings?	DT: Food What recipes did people devise in response to rationing?	Art How did people respond to the war?	STAND ALONE PSHCE: Secondary Transition
English	Text / Class Novel	The Diary of a Young Girl Anne Frank 		Bombs and Blackberries Julia Donaldson Script 			World War II Poetry: Our Town is Burning High Flight A Beam of Sunlight A Gunner's Day	Everything All At Once: A Steve Camden Poetry 
	Phonics / Spelling	Prefix Rules				Suffix Rules		
	Reading	Make predictions based on what is stated and also what is implied. Read accurately and ask questions about a text to improve my understanding. Identify and discuss themes and conventions in different text types. Draw inferences and justify these with evidence from the text.		Make predictions based on what is stated and also what is implied. Read books that are structured in different ways. Identify the key points in a text, making comparisons within and across texts. Read accurately and ask questions about a text to improve my understanding. Draw inferences and justify these with evidence from the text.			Recite a range of poems by heart. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. Evaluate how effectively texts are structured and presented. Read fluently, using punctuation to inform meaning. Identify how the author uses language (including figurative language) and can consider the effect and impact on the reader.	
	Grammar	Use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect. Use a range of sentence starters to create specific effects. Use the passive voice to present information with a different emphasis. Use consistent tenses across their writing (progressive etc.)		Use developed noun phrases to add detail to sentences. Use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.			Use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect. Use commas to mark phrases and clauses.	
	Writing	Plan ideas for their writing, using those collected from reading or research. Vary sentence structures depending whether they are formal or informal. Use a range of devices to build cohesion within and across paragraphs.		Plan ideas for their writing, using those collected from reading or research. Use character, dialogue and action to advance events in narrative writing. Sustain and develop ideas logically in narrative and non-narrative writing. Proof-read their writing accurately and independently to check for spelling/grammar errors.			Assess the effectiveness of my own writing and that of others, proposing changes where appropriate (with a range of independence).	
	Writing Outcome	Recount: Diary Entry in the role of Anne Frank		Alternative Ending			Poetry: Response to War	Poetry: Response to Change

Maths	Fractions, Decimals and Percentages Continued ... Multiply 1-digit numbers with up to 2 decimal places by whole numbers. Solve problems which require answers to be rounded to specified degrees of accuracy. Solve problems involving the calculation of percentages and the use of percentage comparisons. Recall and use equivalences between simple fractions, decimals and percentages.			Statistics Interpret and construct pie charts and use these to solve problems. Interpret and construct line graphs and use these to solve problems. Calculate and interpret the mean as an average.		Algebra Express missing number problems algebraically. Use a simple formulae. Generate and describe linear number sequences. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables.	
Science	Blocked at the end of the previous half term.						
ICT/ Computing	Presentation: Insert hyperlinks and links within PowerPoint. Select, use and combine software on a range of digital devices.	Research Anne Frank: Use a range of technology for a specific project.		Research Air Raid Shelters: Use a range of technology for a specific project.			
PE	Dance						
PHSCE Geography History Art & Design Design & Technology (incl. food tech) Music (incl. song links) RE MfL Outdoor Learning / LotC (incl. trip/visitor & outdoor lessons)	Geography: Britain Germany Poland Answer questions by using a map. Use maps, aerial photographs, plans and e-resources to describe what a locality might be like. Describe how some places are similar and dissimilar in relation to their human and physical features.	History: WW2 Impact on Europe Place features of historical events and people from past societies and periods in a chronological framework. Describe the features of historical events and ways of life from periods I have studied. Summarise the main events from a period of history, explaining the order of events and what happened.	History: WW2 Impact on Britain Identify and explain propaganda. Describe a key event from Britain's past using a range of evidence from different sources. Describe the features of historical events and ways of life from periods I have studied.	Design Technology Use market research to inform my plans and ideas. Produce a detailed step by step plan which I can follow and refine. Explain how a prototype has been adapted and changed. Evaluate my product against clear criteria.	Design Technology: Food Produce a detailed step by step plan which I can follow and refine. Consider culture and society in my plans and designs. Show that I can test and evaluate my products. Work within a budget.	Art Explain why I have chosen specific techniques to create my art. Explain and evaluate the style of my work and how it has been influenced by historical periods. Use feedback to make amendments and improvements to my art. Evaluate my artwork and the artwork of others using subject specific vocabulary.	PHSCE Prepare for change. Meet and talk to people. Recognise the role of voluntary and community groups. Know that there are different kinds of responsibilities, rights and duties at home, school and in the community. Learning Outside the Classroom: Doe Park Visit Develop resilience and confidence.
Quality Outcome (writing / art / production / presentation / assembly etc...)	Non-Chronological Report: Presentation on geographical features for Britain, Germany or Poland. 	Recount: Report on Kristalnacht in role of a British Spy <i>TOP SECRET: Government Information</i> On 9th November, the most dreadful atrocity Germany resulting in hundreds of innocent J killed or injured. On the night of the 9th, Hit businesses and places of worship (Synagogues, his stormtroopers. Terrifyingly, the Nazis chi	Instructional Writing: How do you spot a German spy? 	3D Model of an Air Raid Shelter 	Instructional Writing: Rationing Recipe 	 Collage	