



Year 6 Autumn term

From Darkness to Light

This theme has been developed to inspire year 6 children across a range of different subjects including science, design technology, history and RE. It links the darkness of World War Two through our chosen text “Letters from the Lighthouse”, to how light is produced and the Jewish festival of Hanukkah. During our learning journey, we will uncover the secrets of one of the most significant events of the 20th Century and its local significance. To enhance the children’s learning, we will retrace the steps of the codebreakers by taking the train to Bletchley Park. We will complete the term by exploring the similarities and differences of three religions: Islam, Christianity and Judaism.

Science

Light

- I can recognise that light travels in straight lines
- I can explain that objects are seen because they give out or reflect light into the eye
- I can 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
- I can explain why shadows have the same shape as the objects that cast them

Electricity

- I can associate the brightness of a lamp or volume of a buzzer with the number and voltage of cells used in the circuit
- I can compare and give reasons for variations in our components function (e.g. brightness of bulb, loudness of buzzer and on/off position of switches)
- I can recognise symbols when representing a simple circuit in a diagram

Geography

- I can locate the countries involved in WWII on a map of Europe

History

- I can explain the reasons why WWII took place
- I can explain how significant events during the war affected the people of Britain (e.g. the Battle of Britain)
- I can name the Axis and Allied powers
- I can name key significant world leaders
- I can use primary and secondary sources of evidence to empathise with how soldiers felt during the Dunkirk evacuation
- I can use primary evidence to evaluate the success of the Dunkirk evacuation
- I can discuss how primary evidence can be biased
- I can compare how German and British sources of evidence differ
- I can define technical vocabulary related to the Battle of Britain
- I can compare different aircrafts used in the Battle of Britain
- I can recognise how people’s lives have shaped this nation
- I can recognise that Britain has been influenced by the wider world
- I can explain the significance of Bletchley Park as a site of local history
- I can explain how parliament has become representative of the country over time

Religious Education

Christianity – Christmas

- I can tell the Christmas story from the point of view of a shepherd
- I can reflect on the meaning of the Christmas story and what this means to me
- I can make links between the experiences of the characters in the story and my own experiences
- I can explain the meaning of incarnation and how Christians believe that God became human in Jesus
- I can explain how Christians believe that Jesus makes a difference to their lives
- I can explain how Christians express their beliefs by the way they live their lives
- I can explore the Christian faith through visitors and visits to places of worship.
- I can reflect on the story ‘On Angel Wings’

Islam

- I can discuss the key aspects of Islam
- I can identify the importance of religious expression in Islam
- I can note links between the different religions I have studied using theological terms



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Art and design

- I can use my sketchbook to try out a number of different ideas and techniques that I then implement in my finished pieces of work
- I can improve my drawing by not only shading to show light and the absence of light but to also distinguish between textures and colours for the objects I am drawing
- I can evaluate my own work and the work of others using verbal and written techniques
- I can view different pieces of art and use correct language to explain how I feel about that piece of work
- I can increase my modelling techniques by using an armature under a semi-solid out layer to create a Modroc aeroplane

Religious Education

Hanukkah

- I can discuss the key aspects of Judaism
- I can identify the importance of religious expression in Judaism
- I can reflect on the challenges of belonging and commitment
- I can say how the beliefs of Judaism are different to the beliefs of others
- I can note links between the different religions I have studied using theological terms.

Music

- I can securely discuss the types of music that was played and listened to during WW2 and explain the historical context
- I can sing 'Hey Mr Miller' in a round and with confidence and clarity
- I can confidently identify various popular WW2 musicians and performers eg: Vera Lynne and Glen Miller and discuss why their music was so popular
- I can discuss the style of swing and big band music with increasing confidence
- I can confidently compose a soundscape to represent D-Day, using tuned and un-tuned instruments and my understanding of the musical elements and body percussion

Languages

- I can tell you which subjects we learn at school.
- I can describe my school.
- I can say what the time is in the target language.
- I can name some key countries and geographical locations in the target language.
- I can understand that languages have similarities and differences.
- I can use a superlative.
- I can understand main points from a text in a familiar context.

Computing

- I can use technology safely, respectfully and responsibly
- I can explain how to protect my online identity
- I understand how to use social media safely and responsibly
- I can use a new application (publisher) to accomplish a given goal (newspaper article)
- I can use different font sizes and colours purposefully
- I can consider the best layout for my newspaper report
- I can insert and resize images and text boxes

Drama

- I can develop characters and feelings with confidence through role play and mime
- I can confidently demonstrate appropriate movement, mime and facial expression techniques
- I can confidently and enthusiastically participate in a whole class group performance, focussing on facial expression and convincing gestures.
- I can securely prepare play scripts to read aloud and to perform, showing understanding through intonation, volume and action so that the meaning is clear to an audience

DANCE WORKSHOP

- I can confidently participate in the 'WW2' Dance workshop and show complete focus and attention
- I can respond imaginatively and confidently to the stimulus of WW2 music and dance styles and explore historically accurate and appropriate dance styles