

West Park C of E Primary School  
Year 6 Spring 1<sup>st</sup> Half Term Plan 2024-25

Writing

Learning

- Identify the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Assessing the effectiveness of their own and others' writing, while proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensuring the consistent and correct use of tense throughout a piece of writing.
- Select the appropriate vocabulary and grammar to reflect the genre of writing being produced.
- Proof-read for spelling and punctuation errors independently.

Outcome

For the first unit of work, pupils will write a diary from the perspective of an evacuee. They will adopt appropriate style and use a range of year 6 punctuation. Description of character and settings will show good detail. The diary will include the authors' feelings, reaction and opinions. The writing will be informal in tone and use vocabulary related to WWII. Time conjunctions will be used to show when events happened and paragraphs will be used to organise the writing. Year 5/6 spellings will be evident.

After this, pupils will write a local newspaper report about events in WWII. They will use what they learnt about journalistic writing in their Frankenstein based newspaper report.

Key Vocabulary

Diary, first person, past tense, chronological order, personal emotions and feelings, introduction, conclusion, informal style, time conjunctions and adverbials

Formality, purpose, reported speech, direct speech, relative clauses, relative pronouns, passive voice

Reading

Learning

- Identifying and discussing themes and conventions.
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Distinguish between statements of fact and opinion.
- Provide reasoned justifications for their views.

Outcome

In Shared Reading we shall be reading *The Boy in the Striped Pyjamas* by John Boyne, *Once* by Morris Gleitzman and other WWII themed texts. We will explore Boyne's style of writing, create character profiles from the perspective of different characters, practice summarising skills, and identify underlying themes of the story. The children will finish the unit by completing a review of the book.

Key Vocabulary

Themes, conventions, feelings, thoughts, motives, inference, summary, figurative, fact, opinion, justification, innocence, ignorance, boundaries, family and friendship, nationalism, complicity



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**Computing**

**Learning**

Children will be supported in organising data into columns and rows to create their own data set.

They will be taught the importance of formatting data to support calculations, while also being introduced to formulas and how they can be used to calculate data. Children will be taught how to apply formulas that include a range of cells.

**Outcome**

Learners will use spreadsheets to plan an event and answer questions. Finally, learners will create charts, and evaluate their results in comparison to questions asked.

**Key Vocabulary**

data, collecting, table, structure, spreadsheet, cell, cell reference, data item, format, formula, calculation, spreadsheet, input, output, operation, range, duplicate, sigma, propose, question, data set, organised, chart, evaluate, results, sum, comparison, software, tools.

**PSHE**

**Learning**

This unit explores the technology we use in today's world to communicate with each other (social media).

Children will explore underlying themes around trust, personal safety and security, and the reliability of information.

**Outcome**

Children will explore and discuss a range of ideas linked to online communication. These include: the influence that public figures can have on decision making and opinions; sharing (or not sharing) information online; the concept of fraud; what fake news is.

**Key Vocabulary**

influence, social media, information, sharing, safety, decisions, opinions, facts, messages, fraud, fake news

**Music**

**Learning**

Children will explore a range of music and think about the question how music can bring us together? Before considering how they can use these concepts to compose their own music. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

**Outcome**

Play a melody following staff notation  
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  
Improvise and compose music using the inter-related dimensions of music.  
Appreciate and understand a wide range of high-quality recorded music drawn from great composers and musicians.

**Key Vocabulary**

Musical representation, loud/quiet (dynamics), instruments, pitch, compose, analyse, beat, tempo, dynamics, texture (layering sounds), scale, unison

**French**

**Learning**

WWII- La Seconde Guerre Mondiale

Group and order words to decode unknown language. Understand the key facts of history from WW2 when described in French. Say and write in French the key countries and languages involved in WW2.

**Outcome**

The children will write a letter in French home explaining what life is like as an evacuee living in the countryside.

**Key Vocabulary**

Noun, adjective, verb, language that describes what life was like in WW2 including names of countries, phrases used in letter writing

**RE**

**Learning**

**Hinduism** - a major religious and cultural tradition of South Asia, which developed from Vedic religion. We will learn about the significance of deities and the concept of the supreme reality.

**Outcome**

**Pupils can:**

- Understand that Hindus believe in a supreme reality (Brahman) who is present in all things and represented in many forms.
- Know the names/roles of some of the key deities and avatars of Hinduism and their place in Hindu worship.
- Draw meaning from Hindu images and to develop understanding of the Hindu concept of the supreme reality.

**Key Vocabulary**

Murti(image),Tri-murti: Brahma; Vishnu; Shiva, Arti (worship), Puja (prayers), Aum (the sound of the universe), avatar – incarnation (as humans & animals), Krishna; Rama; Ganesh; Durga: Lakshmi, Vedas/Bhagavad Gita/Mahabharata/Upanishads/Rama yana

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**Maths**

**Learning**

We will be introducing algebra, beginning by using the concept of function machines and then lead into forming expressions and solving equations. We will also be re-visiting decimals and their equivalence to fractions and percentages. We will also be learning how to find percentages of amounts.

**Outcomes**

- Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000, giving answers up to 3 decimal places.
- Multiply numbers with up to 2 decimal places by whole numbers.
- Divide numbers with up to 2 decimal places by whole numbers
- Use written division methods in cases where the answer has up to 2 decimal places.
- Solve problems using division, that could lead to decimal answers.
- Convert fractions to decimals.
- Convert fractions to percentages.
- Find percentages of an amount, including missing values.
- Solve problems involving the calculation of percentages and the use of percentages for comparison.
- Recall and use equivalences between simple fractions, decimals and percentages including in different contexts.

**Key Vocabulary**

decimal place, round, percentage, formulae, linear sequence, nth term, simple fraction, equivalent, equation, variable, expression, substitute

**History**

**Learning**

Identify the main causes and key events of WW2  
Identify who was evacuated and explain the reasons why  
Learn about the experiences of an evacuee.  
Learn about the Blitz and how people protected themselves  
Understand the importance of propaganda posters and why they were used  
Learn about the impact of WW2 on their local community of Worthing and Goring.

**Outcome**

Pupils will gain a greater insight and understanding about World War 2. The topic will begin with the children being evacuated and this first-hand experience will extend through their talks and workshops in school and a look at our local Ferring Pill Box.

Learning outcomes will be linked with English.

**Key Vocabulary**

Neville Chamberlain, Adolf Hitler, evacuation, Allies, Axis Powers, Axis-controlled, neutral countries, Blitz, Anderson and Morrison shelters, propaganda, The Holocaust, VE Day

**P.E – Indoor Invasion Games (Danish Long Ball and Bench Ball)**

**Learning**

- To understand the importance of keeping possession in invasion style games.
- To discuss fielding tactics when trying to get the opposition out and practice pitching the ball.
- To be able to communicate, collaborate and work together as a team when striking and fielding the ball.
- To know the importance of being spatially aware in invasion games to avoid being marked.
- To be able to successfully mark an opposing team, thinking tactically as to who would be best to mark who.
- To be able to follow or lead a team to success, by placing members of your team strategically on the court.

**Outcome**

Pupils will be able to play a variety of indoor invasion style games that centre on the two sports of Danish Long Ball and Bench Ball. They will by the end of the unit of learning be able to communicate, collaborate and work as a team to successfully score points against an opposing team.

**Key Vocabulary**

Teamwork, collaboration, communication (verbal and non-verbal), marking, catching, throwing, pitching, leading, following, home base, batting, fielders, runners.

**Games – Handball**

**Learning**

- To be aware that dribbling and passing are more relaxed than conventional sports.
- To understand the importance of off-loading the ball after three seconds or under pressure from opposition.
- To be familiar with the 'blocking rules'.
- To know when to use space to your advantage.
- To be aware of the correct body positioning when throwing.
- To be able to attack and defend as team.

**Outcome**

Pupils will be able to grip and hold the handball ball correctly. They will be able to utilise the three-second rule to their advantage to make space. Play in a range of competitive scenarios, both in offensive and defensive play. To know the importance of blocking, with certain parts of the body to avoid fouling.

**Key Vocabulary**

Court, pivot, jumping, blocking, bouncing, handling, passing, rebound, sidestepping, marking, holding, interception, stealing, dribbling, faking, shooting, overarm shot, underarm shot, jump shot, free throw.

**DT**

**Learning**

- To understand about rationing in WW2 – comparing with our modern diet.
- To recognise seasonal produce that are available to make a fruit loaf.
- To understand propaganda and the war effort at home.

**Outcome**

All children will work together to design and make a healthy fruit loaf and propaganda poster.

**Key Vocabulary**

Ingredients, rationing, measure, Bara Brith, nutrition, seasonality, propaganda

**Science – ELECTRICITY**

**Learning**

How the brightness of a lamp or the volume of a buzzer is associated with the number and voltage of cells used in the circuit.

To 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.

To use recognised symbols when representing a simple circuit in a diagram.

**Outcome**

We will use our learning to create a simple electrical device.

**Key Vocabulary**

circuit, bulb, motor, buzzer, fuse, wire, crocodile clip, short circuit, cell, battery, switch, volts