

Year 6 -autumn 2 curriculum

<b>Curriculum driver:</b> Responsibility & Relationships	<b>Concept:</b> Democracy, Choice, Power	<b>Essential question:</b> How did WW1 contribute to the Suffragette movement?
---	---	---

First World War

Key Vocabulary

<b>alliance</b>	An agreement between two or more people, groups or countries to support each other.
<b>armistice</b>	An agreement by countries at war to stop fighting.
<b>assassinated</b>	The act of murdering someone (usually an important person).
<b>colonised</b>	One country taking control of another country.
<b>declare</b>	To announce.
<b>invade</b>	To enter an area and forcibly take control.
<b>rationed</b>	Being given a food allowance when food is in short supply.

Know how to:

Analyse primary and secondary sources with an understanding of bias
To describe and discuss people from the past.
Use questions such as 'how did WW1 contribute to the suffragette movement?' to conduct independent research.
Consider the causes of the war
Explain the effect the war had on different groups in society with differing status
Develop an understanding of activism

Who Went to War?

July 28 <sup>th</sup> 1914 - November 11 <sup>th</sup> 1918			
The Triple Entente/The Allies		The Triple Alliance/The Central Powers	
	United Kingdom		Germany
	France		Italy
	Russia		Austria-Hungary
	The USA was a major trading partner with Britain. In April 1917, the USA <b>declared</b> war against Germany for attacking their trading ships around Britain.		

English: Our core reading texts this term are:



English (purpose for writing – to inform):

We will start this term with our core text – Suffragette – The Battle for Equality. This non-fiction information book is an illustrated history of the women’s suffragette movement.

During our three **Guided Reading** lessons, we will be learning to annotate these texts, explore new vocabulary and develop our comprehension skills to be able to, infer, predict, explain, retrieve and summarise information accurately.

The children will be encouraged to select texts from our ‘Reading Roadmap’ so please do encourage their love for reading by asking questions at home to support their comprehension skills and reading for pleasure.

In year 6 the children should be using joined up **handwriting** so please continue supporting them to develop this habit by encouraging them complete home learning written tasks in this way and self-editing to check their punctuation, which we will focus heavily on in class throughout the year ahead.

## Maths:

Our learning in maths during the second half of the autumn term will be consolidating the children's understanding of the fractions they have learnt in previous years in order to build on this knowledge to be able to multiply by proper fractions and divided.

Key Vocabulary	
	numerator
	denominator
	proper fraction
	improper fraction
	factor
	highest common multiple
	lowest common multiple
	equivalents
	common numerator
	common denominator
	decimal equivalent
	simplify
	simplest form
	mixed number
	whole number
	mixed number

### Multiplying Proper Fractions

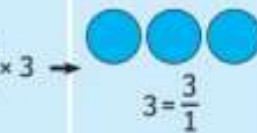
#### Multiplying Fractions by Fractions

$$\frac{1}{2} \times \frac{1}{3} = \frac{1 \times 1}{2 \times 3} = \frac{1}{6}$$

#### Multiplying Fractions by Whole Numbers



$$\frac{2}{5} \times 3$$



$$3 = \frac{3}{1}$$

$$\frac{2}{5} \times \frac{3}{1} = \frac{6}{5} = 1 \frac{1}{5}$$

### Dividing Fractions by Whole Numbers

$$\frac{2}{5} \div 2 = \frac{1}{5}$$

Multiplication and division are the inverse of one another so:

$\div 2$  is the same as  $\times \frac{1}{2}$

$$\frac{2}{5} \times \frac{1}{2} = \frac{2}{10}$$

**RE:** Our topic this term is to explore Christianity with the explicit intention of investigating the question "is the Christmas story true?" We will be linking this to our learning last term about Buddhism to visit a Buddhist temple and a Christian church to be able to compare and contrast similarities and differences between the two religions.

## DT:

We will be looking at food technology linked to our learning in history about the scarcity of food during the inter war period. We will make a start on preparing our own vegetable bed ready for the spring.

## Science:

Animals Including Humans	
Key Vocabulary	
<b>circulatory system</b>	A system which includes the heart, veins, arteries and blood transporting substances around the body.
<b>heart</b>	An organ which constantly pumps blood around the <b>circulatory system</b> .
<b>blood vessels</b>	The tube-like structures that carry blood through the tissues and organs. Veins, arteries and capillaries are the three types of blood vessels.
<b>oxygenated blood</b>	<b>Oxygenated blood</b> has more oxygen. It is pumped from the <b>heart</b> to the rest of the body.
<b>deoxygenated blood</b>	<b>Deoxygenated blood</b> is blood where most of the oxygen has already been transferred to the rest of the body.

#### Regular exercise:

- strengthens muscles including the heart muscle;
- improves circulation;
- increases the amount of oxygen around the body;
- releases brain chemicals which help you feel calm and relaxed;
- helps you sleep more easily;
- strengthens bones.

It can even help to stop us from getting ill.



Below are some activities that you could explore at home linked to our learning this half term. These questions and projects can be worked on over the whole half term. Please bring in one completed home learning every week and we will add it to our home learning displays in class.



Home Learning Activities	Done
Spend a family day out at the Imperial War Museum in London and take part in one of the many organised activities to explore the artefacts of WW1. Write up a recount of the day.	
Research the life of one of the well-known suffragettes and write up a biography or draw a portrait.	
Write a book review to express your opinions and about a book you have read recently about life during WW1 that you would like to persuade other children to read. It could be fiction or non-fiction.	
Research a popular recipe from during the inter-war period and take some photos.	
After we have learnt about the circulatory system, create your own poster	
Create your own poppies from recycled materials	
Get a member of your family to help you create a family tree to understand which of your relatives were alive during the two Great wars	
Create a list of relevant questions that you would want to ask someone who was alive during the war to find out what it was like.	



#### The Battle of the Somme

- 1<sup>st</sup> July – 18<sup>th</sup> Nov 1916.
- It took place in France.
- One of the most devastating events of the First World War.
- Over one million soldiers died.
- 19 000 British soldiers were killed on the first day of battle.



#### Home Learning Expectations:

Wherever possible the children should complete these activities independently but please feel free to encourage and give lots of praise for their efforts.

- Reading for pleasure (20 minutes a day)
- Complete a weekly comprehension
- Learn and apply 5 new spellings
- Maths scrapbook activity
- Doodle maths/TTRockstars (10 minutes a day – longer if your child does not yet know their tables)
- This term the children will have subscriptions to 'Bug Club' and will complete activities to support their knowledge and understanding of grammar and punctuation. This website supports the children with their understanding through the use of videos and tutorials.

If you have any questions, please do not hesitate to contact me.