



GIRLS' PREP

Year 6
Spring Term 2021

What would you have
done in World War II?

Girls will look at a range of texts throughout this term, both fiction and non-fiction, all related to their WW2 topic. (Please see the list below for suggested reading – these are some of the texts we will be looking at within English lessons.)

Key themes:

- Preparation for Story Slam (a United Learning storytelling competition)
- Writing short stories in a range of genres
- Biography and autobiography
- What can we learn about the past from a text?

Key focus areas for reading and writing:

- Explaining how language, structure and presentation can contribute to the meaning of a text
- Making comparisons within and across different texts
- In non-fiction, retrieving, recording and presenting information to the reader
- Identifying fact and opinion
- Identifying the audience for and purpose of the writing, selecting the appropriate forms and features
- Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

Handwriting, spelling and grammar:

- Maintain legible, fluent handwriting when writing at efficient speed
- Weekly spelling focus with test (dictation)
- Selecting and proposing changes to vocabulary, grammar and punctuation
- The active and passive voice in writing
- Using colons and semi-colons

- Continued focus on the four operations
- Solve problems which require answers to be rounded to specified degrees of accuracy
- Solve problems involving the calculation of percentages (for example, of measures and calculations such as 15% of 360) and the use of percentages for comparison
- Solve problems using bar modelling techniques
- Use simple formulae

Activities linked to WWII, for example:

- Calculating averages and comparing data from WWII to make decisions
- Codebreaking activities including frequency analysis (data handling)
- Angles and bearings

Show mastery of the above objectives by completing investigations and applying skills in a variety of situations

Light

- Recognise that light appears to travel in straight lines
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- 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
- Plan and investigate the reflectiveness of materials and make links with their different uses
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

Electricity

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit through investigations
- Investigate, observe, 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
- Know and use recognised symbols when representing a simple circuit in a diagram

Chronological Understanding

- Understand the chronology of events during WW2 and where they fit in time

Historical knowledge

- Recognise which countries and leaders were involved in WW2
- Know how WW2 started and the role that Britain played

Interpretations of History/Historical Enquiry

Using a range of primary and secondary sources:

- Understand how the government hoped to get people at home to play their part in the war
- Understand how women's roles changed during WW2 and know the effect on women of these changes and what happened after the war
- Understand the importance of code-breaking in the fight against the axis forces
- Understand the changes in daily life in Britain during the war
- Know what 'The Blitz' was and how Londoners prepared for it
- Understand why children were evacuated during WW2 and be able to empathise with their situation
- Know about the impact of rationing on the way of life of people living in England during and after WW2
- Understand how people reacted at the end of the war in Europe and how the British celebrated on the Home Front

We are Profit Makers

- Learn about spreadsheets using Microsoft Excel
- Understand how to navigate around a spreadsheet
- Input formulae
- Complete a profit/loss balance sheet

We are Computer Builders

- Build a working computer from a blueprint
- Familiarise ourselves with basic computer and circuit components
- Apply our scientific knowledge of circuits to ensure that electricity flows
- Become familiar with switches and buttons and how inputs can result in different outputs

Britain Since 1930

Performance

- Soundscape compositions
- Songs of the era

Composition

- Exploring how the stepwise movement of the chromatic scale can be used to reproduce the 'sliding' sound of WWII sirens and use this to create their own descriptive WWII soundscape

Listening/Appraising

This unit explores musical styles in Britain during the 1930s and 1940s and focuses on music popular during WW2. Pupils begin by exploring songs which were popular during WW2, investigating their melodic shape and how melodies can move by steps and leaps. Pupils then move on to explore the instrumental genre of Swing Music and Big Bands, moving to a piece of Swing Music and exploring how theme and variations are used in a piece of Big Band music.

Skills:

- Improvisation skills through the medium of freeze frame, tableau and role-play
- Develop empathy for the lives of people in the past through dramatic exploration of WW2
- Decision-making and critical thinking skills
- Use of voice for spontaneous expression, being aware of audience and purpose
- Practise using a range of pitch, volume and tone within given scenarios
- Girls will develop their own scenes and scripts in preparation for our Year 6 assembly.

Knowledge:

- Looking at a range of stories and scenarios from WW2, girls will broaden their knowledge of the period in history through dramatic exploration.

Performance:

- Year 6 assembly will be recorded so the girls will develop their skills to be able to perform on camera and understand the different demands of this compared to 'live' performance.

**Home Learning**

- Be involved in physical activities and challenges to improve endurance, body strength and fitness
- Develop agility, balance and coordination when participating in all sporting activities
- Challenge and extend hand-eye coordination whilst performing correct technique
- Understand and explore scientific elements of Physical Education and understand how our body works, body awareness and how to look after ourselves through exercise, nutrition and recovery

When we return to School**Netball**

- Develop advanced netball skills, incorporating perceptual factors and set tactical play
- Play competitive games in a variety of positions, encourage teamwork

Hockey

- Practise evading a defensive player utilising a range of elimination techniques
- Shoot the hockey ball towards the goal with accuracy and power
- Apply the understanding of the tactics and rules of the game within competitive situations

Football

- Develop an understanding of how the game and skills are performed in football
- Dribble and pass the ball with confidence using the correct technique
- Interact in game-play situations

Gymnastics

- Explore methods of travelling
- Jump and land safely
- Develop a series of rolls
- Individual and paired balances

Art of other cultures

- Develop an appreciation of visual traditions from other cultures
- Develop understanding of symmetry in drawing
- Translate design work into 3D outcomes

Intercultural understanding

Recognise and understand some of the differences between people and their culture, including looking at Easter.

Oracy

- Understand a short passage made up of familiar words and basic phrases
- Say what subjects, they like and dislike at School
- Ask and answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others
- Use verb 'aller' (to go) in French to say what time they go to School
- Recall phonics and apply phonetical knowledge to new and existing words
- Speak with increasing confidence, fluency and spontaneity

Literacy

- Use high frequency verb forms, noun articles and adjectives to form simple sentences
- Create a timetable for School
- Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

Democracy & Citizenship

- Learn about different forms of government throughout the world
- Recognise and understand individual liberty and tolerance of those of different faiths and beliefs
- Develop an understanding that bodies such as the Police and the Army can be held to account to the people, through the democratic organs of government
- Understand that the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviour



- Understand how and why the Star of David is a symbol of Judaism
- Know why Abraham is important to Jewish people
- Re-visit the importance of Shabbat in daily life and some of the rules governing Shabbat, understanding how modern Jews adapt to such laws
- Know that Jewish people are people of the law, exploring the differences between tradition and law
- Understand the significance of food in Jewish life
- If circumstances allow, we will explore a local synagogue and understand its importance to the Jewish community
- Introduce Judaism in relation to WW2 and Anne Frank, and understand the impact of prejudice during WW2

Optional Extras



English

WW2 Reading List

- The Boy in the Striped Pyjamas – John Boyne
- Anne Frank's Diary
- Goodnight Mister Tom – Michelle Magorian
- Midnight Guardians - Ross Montgomery
- The Once Series - Morris Gleitzman
- Blitzcat – Robert Westall
- When Hitler Stole Pink Rabbit – Judith Kerr
- The Elephant in the Garden – Michael Morpurgo
- Maus – Art Spiegelman
- Mohinder's War – Bali Rai
- Hitler's Canary – Sandi Toksvig
- Letters to the Lighthouse and When We Were Warriors – Emma Carroll
- Snow Goose: A Story of Dunkirk – Paul Gallico
- Whistling in the Dark – Shirley Hughes
- Carrie's War – Nina Bawden
- The Lion and the Unicorn – Shirley Hughes

Science

Light

- Create your own shadow puppet story – make a set and the puppets and then tell the story.
- Research and create a presentation/fact file any of the following scientists linked with the topic of light: Patricia Era Bath, Thomas Young, Ibn al-Haytham, Percy Shaw
- Complete an observational drawing of a light bulb (be careful not to drop it).
- Make your own periscope or kaleidoscope.

- Investigate how you could see around a corner without directly looking around it! Take some pictures/record how you have been able to do it.
- Investigate how you can create your own rainbow.
- Can you build and make your own lighthouse?

Electricity

- Research and find out about morse code
- Write a glossary of electrical terms you learn this term
- Investigate how batteries have changed over time
- Build an electrical circuit
- Research and create a presentation/fact file any of the following scientists linked with the topic of electricity: Shirley Ann Jackson, Alessandro Volta, Nicola Tesla, Edith Clarke, William Kamkwamba

Humanities

- Imperial War Museum
www.iwm.org.uk/visits/iwm-london
- Cabinet War Rooms
www.iwm.org.uk/visits/churchill-war-rooms
- Plan a visit to London for the day using this blog for ideas: <http://afamilydayout.co.uk/war/>
- Interview an older relative who has links with WW2 – bring in a record of the interview to share with the class.
- Find out if any of your family/ancestors were involved in the war. What was their role? Create a presentation about their role to share with the class.
- Investigate if your road or surrounding area was bombed during the war:
www.bombsight.org/?#17/51.40613/-0.35823
- Write a diary as an evacuee or a woman at war – how would you have felt? What would you have experienced?
- Create a project or presentation, in any format, of an area of WWII that interests you.
- Try cooking some WWII recipes:
<http://cookit.e2bn.org/historycookbook/index-20-world-war-2.html>