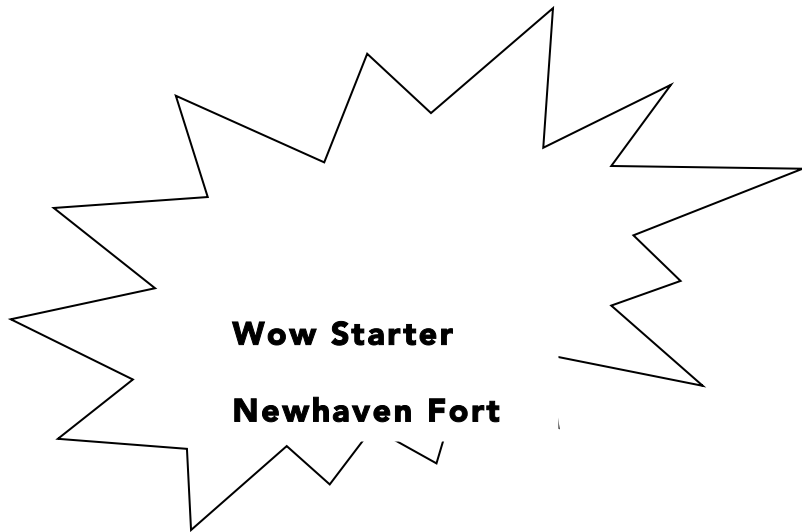




At Churchwood Everyone Can

Year: 6	Terms: 1 and 2
Topic Name: When the Sirens Sound	
Subject / Topic Focus: History	



Grand finale...

WW2 Evacuee Day

A trip to ... Newhaven fort

A visitor from ... WW2 artefacts expert.

Everyone Can Curriculum Coverage

Subject	Topic	Coverage
Science	Sound and hearing	<ul style="list-style-type: none">• Find patterns between the pitch of a sound and features of the object that produced it.• Find patterns between the volume of a sound and the strength of the vibrations that produced it.• Recognise that sounds get fainter as the distance from the sound source increases. <p>Skills:</p> <ul style="list-style-type: none">• Plan enquiries, including recognising and controlling variables where necessary.• Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.• Take measurements, using a range of scientific equipment, with increasing accuracy and precision.• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.• Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.• Present findings in written form, displays and other presentations.• Use test results to make predictions to set up further comparative and fair tests.• Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments. <p>Rule of law Individual liberty</p>
History	World War	<ul style="list-style-type: none">• Use sources of evidence to deduce information about the past.

Two

- **Select suitable sources of evidence, giving reasons for choices.**
- **Use sources of information to form testable hypotheses about the past.**
- **Seek out and analyse a wide range of evidence in order to justify claims about the past.**
- **Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.**
- **Understand that no single source of evidence gives the full answer to questions about the past.**
- **Refine lines of enquiry as appropriate.**
- **Use dates and terms accurately in describing events.**
- **Identify periods of rapid change in history and contrast them with times of relatively little change.**
- **Use appropriate historical vocabulary to communicate, including:**
 - **dates**
 - **time period**
 - **era**
 - **chronology**
 - **continuity**
 - **change**
 - **century**
 - **decade**
 - **legacy.**
- **Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.**
- **Use original ways to present information and ideas.**

Democracy

Rule of law

		Individual liberty Mutual respect Tolerance
Computing	E-safety	Think you know materials Rule of law Individual liberty
Art and Design	Textiles	<ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. Mutual respect
Music	Charanga	Charanga Mutual respect
PE	PE Syllabus	Games • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). <ul style="list-style-type: none"> • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. Democracy Rule of law

		Individual liberty
RE		Worship and community following the ESCC agreed syllabus. Tolerance
PSHEe	PSHEe Syllabus	New beginnings Democracy Rule of law Individual liberty Mutual respect Tolerance
MFL	Mandarin and French Club	Mutual respect
British Values	Democracy Rule of law Individual liberty Mutual respect Tolerance	Integrated with foundation subjects

Vocabulary, Punctuation and Grammar focus:	Direct speech/inverted commas, commands, statements. Subordinate clauses.
Spelling Focus	Pupils to follow the support for spelling programme using spelling bank materials.
Linked Extended Writing:	Evacuation adventure, WW2 diary, WW2 newspaper articles.
Cross curricular Maths opportunities:	Money – rationing challenge. Measuring – WW2 textiles. Data handling - sounds
Early Morning Maths Focus:	Multiplication
Target Writing:	Punctuation focus. Linked to adventure writing, diary entries and newspaper reports.