



Merton Bank Autumn plan - Year 6



Subject	World War 1	
	National Curriculum	Activities
History	<ul style="list-style-type: none"> Order significant events, movements and dates on a timeline. Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer. Choose reliable sources of information to find out about the past. Describe how some of the things studied from the past affect/influence life today. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. 	World War 1 Learn about the events that led up to the start of WW1 What conditions were like for the soldiers Ordering the main battles PALs units
Art	<ul style="list-style-type: none"> Select appropriate media and drawing techniques to achieve a specific outcome To mix colours to portray the mood intended. Explain choices, difficulties and influences during each step using annotations explaining the reasons and effects. Annotation preference notes give reasons and show a clear progression as a result of more than one improvement of a technique after self and peer evaluation opportunities. 	Silhouette of soldiers on a 'moody' background
Computing	<ul style="list-style-type: none"> To combine a range of media to achieve a particular outcome To talk about audience, atmosphere and structure when planning a particular outcome To confidently identify the potential of unfamiliar technology to increase my creativity To be digitally discerning when evaluating my own work and the work of others To tell you why I select a particular online tool for a specific purpose. <p>Photo Gallery</p> <ul style="list-style-type: none"> Know how to 'flip' an image Know how to apply effects to an image such as – a border, antique effect, transparency Know how to 'mask' parts of an image Know how to create an image montage Understand what pixels are and how these affect an images quality Know how to re-touch an image within software Know how to create a complex slideshow of images e.g. with music, titles, transitions and effects 	Multimedia Photo Gallery
Geography	<ul style="list-style-type: none"> Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) To build their knowledge of the UK 	Link the compass and map work to our WW1 topic Look at location of PALs battalions

DT	<ul style="list-style-type: none"> Explains choices for tools and components giving evidence for why they are suitable and fit their constraints given linked to their research. Meets their own design specifications that they have adapted to meet their given constraints. Produces own list of tools, materials, components, step by step guide to making and safety procedures needed. Uses a range of finishing techniques that require more than one step. Uses resourcefulness, resilience and innovation when tackling problems. Explains own next steps drawing from making experience. <ul style="list-style-type: none"> Test product with target audience and gather evidence about fit for purpose. Evaluate their ideas and products against their own design criteria and consider the impact the product would have on a target audience. Understand how key events and individuals in design have helped shape the world. 	Design a product that would have solved a problem in WW1 (The product must contain a motor)
Science	<p>Living things and their habitats</p> <ul style="list-style-type: none"> Can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Can give reasons for classifying plants and animals based on specific characteristics. 	Look at classification Learn about the work of Carl Linnaeus To be able to classify plants and animals
Music	<ul style="list-style-type: none"> Listening to a variety of songs to discuss what makes a good song. Listening to and responding to own and each other's opinions. 	Listen to the music of Stevie Wonder
PE	<p>Fitness</p> <ul style="list-style-type: none"> Identify specific changes throughout exercise and use correct vocabulary, heart rate, pulse, blood pumping/flowing etc, use testing to evidence effects and understand what contributes to a healthy lifestyle (physical literacy). Identify overall body parts effected/specific muscles used. Ensure to always warm up /cool down and suggest own preference of activity. Can explain important safety principles and identify any safety improvements/considerations. Can evaluate their own physically literacy and suggest improvements to leading a more active lifestyle, discussing long term benefits. <p>Netball</p> <ul style="list-style-type: none"> Can use and evaluate handling skills and various techniques that contribute to the quality and success of the game. Can use marking/interception skills and make quick decisions in appropriate contexts. Can use attacking tactics and understanding of team play to make quick, appropriate decisions. Can play in various different positions, showing effective defending and attacking skills. Use and interpret rules to their advantage and take responsibility for judgements (through refereeing). 	Fitness
PSHE	<p>Y5 Developing confidence and responsibility</p> <ul style="list-style-type: none"> Reflect on and evaluate their own experiences and set personal goals Talk, write about and identify the skills they need to develop to make their contribution in the future <p>Relationships and Differences</p> <ul style="list-style-type: none"> Continue to greet and talk with a wider range of adults Continue to develop relationships through work and play Identify ways to integrate people with disabilities into our school community and support them where appropriate <p>Democratic procedures (Link with Class Rules, JLT election and votes and democracy day) Preparing to play an active role as citizens</p> <ul style="list-style-type: none"> Understand what democracy is and about the basic institutions that support it locally and nationally 	<p>Introduction to Year 6 Discussing their aims and aspirations</p> <p>Discuss how to greet people whilst social distancing How we can support people at these times</p> <p>JLT elections</p>

<p style="text-align: center;">RE</p>	<ul style="list-style-type: none"> • Explain how rituals (sacraments/rites of passage) might reflect Christian beliefs about their relationship with God • Explain how these rituals might differ between different denominations (eg. infant baptism and believer's baptism) * Analyse the importance of Christian rites of passage as an expression of faith and commitment • Use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies • Discuss how people change during the course of their lifetime – and the key events that humans might mark on the journey of life • Consider the value of celebrating landmarks in life – for individuals and communities • Ask and respond thoughtfully to questions about how they have changed during their life so far – and how they might continue to change • Discuss where they might find wisdom and guidance to help prepare them for the changes and responsibilities of different stages of life 	<p>Explore the church as a community of believers and examine how rites of passage reflect their commitment and relationship with God. The focus is on 'is life like a journey' so through this unit pupils will analyse beliefs, teachings and values and how they are linked by exploring the key sacraments in a Christian's life.</p>
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