

Year: 6

Term: AUT1

Learning
Challenge
question

What impact did World War I and World War 2
have on people?

MTP

	Maths	English			Science - How can I live a healthy lifestyle?			
					Working Scientifically			
		Reading	Writing	Speaking & Listening	Observing over time	Pattern seeking/ Fair testing	Classification and identification	Research
Prior Learning	Year 5 - numbers to one million	VIPERS	Suspense writing and fear story in Year 5		Animals including humans - Year 5			

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	Addition, subtraction, multiplication and division							
Pre & post assessments	Baseline Assessment (pre)	Baseline Assessment	General writing checks across the unit.	How is your discussion around the BISP book?	What do you know about the body and what it needs?			
	Post-unit assessment		Hot write: a suspense story.	What have we learnt about the BISP?	Healthy lifestyle leaflet.			
Unit assessment	Baseline Assessment Post-unit assessments	Independent Comprehensions						

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1	What are numbers to one million? What are numbers to ten million? Baseline assessment - Arithmetic	Text - A Rose for Rose L1: Explore Vocabulary L2: VIPERS L3: VIPERS L4: Independent Comprehension	Monday: INSET LQ: What are the features of a narrative text? LQ: How can I create a powerful opener? LQ: How will drama help my content? Review the week		LQ: What does the blood do?			
2	Baseline assessment - Reasoning	Text - Anne Frank	Monday: PPA LQ: How can I use punctuation in a sentence correctly?	Listen to information from different people and compare		How does the circulatory system work?		

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	<p>LQ: How do I compare and order any number?</p> <p>LQ: How do I round numbers to 10,100 and 1000?</p> <p>LQ: How do I round numbers within 10,000,000?</p>	<p>L1: Explore Vocabulary</p> <p>L2: VIPERS</p> <p>L3: VIPERS</p> <p>L4: Independent Comprehension</p>	<p>LQ: How can I ensure that my sentence makes sense?</p> <p>LQ: How can I use a comma effectively in a sentence?</p> <p>LQ: How can I draft and edit a captivating opener?</p>	different points of view				
3	<p>LQ: What are negative numbers?</p> <p>LQ: How do we use negative numbers in real life?</p> <p>LQ: How will I add numbers with more than 4 digits?</p>	<p>Text - Dunkirk Diary</p> <p>L1: Explore Vocabulary</p> <p>L2: VIPERS</p>	<p>What are the language features and content of a War Poem? (The Blitz)</p> <p>How can I use MAPOS to generate ideas from images</p>	Ask a specific question to work out what piece of a message I don't understand			What factors will affect heart rate?	

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	LQ: How will I subtract numbers with more than 4 digits?	L3: VIPERS L4: Independent Comprehension	and videos about the Blitz? How can I plan my Blitz Poem?					
4	LQ: What are inverse operations (addition and subtraction)? LQ: How do I solve multi step addition and subtraction problems? LQ: How will I add and subtract integers? LQ: What is the efficient way to multiply 4-digit numbers by 1 digit?	Text - Letters from the Lighthouse L1: Explore Vocabulary L2: VIPERS L3: VIPERS L4: Independent Comprehension	LQ: How can I vary lengths of sentences? LQ: What features of a suspense story can I identify? LQ: How can I plan a suspense story? LQ: How can I edit a suspense story?	Recognise when someone does not mean exactly what they say (link to Propaganda)			What factors will affect heart rate?	

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5	<p>LQ: How do I use an area model?</p> <p>LQ: What is the efficient way to multiply 2 digits by 2 digits?</p> <p>LQ: What is the efficient way to multiply 3 digits by 2 digits?</p> <p>LQ: What is the efficient way to multiply 4 digits by up to 2 digits?</p>	<p>Text - Neville Chamberlain's Speech</p> <p>L1: Explore Vocabulary</p> <p>L2: VIPERS</p> <p>L3: VIPERS</p> <p>L4: Independent Comprehension</p>	<p>LQ: How can I publish a suspense story?</p>	<p>Understand and use lots of different types of questions</p>				<p>LQ: What are drugs and alcohol?</p>
6	<p>LQ: How do I divide 4 digits by 1 digit?</p> <p>LQ: How do I divide with remainders?</p>	<p>Text - Sherlock Holmes</p>	<p>LQ: What is the purpose and audience of a leaflet?</p> <p>LQ: Why are leaflets 'chatty'?</p>	<p>Use varied and interesting vocabulary to extend</p>				<p>LQ: What are drugs and alcohol?</p>

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	<p>LQ: How do I divide with remainders?</p> <p>LQ: How do I reason with division?</p> <p>LQ: What is short division?</p>	<p>L1: Explore Vocabulary</p> <p>L2: VIPERS</p> <p>L3: VIPERS</p> <p>L4: Independent Comprehension</p>	<p>and often informal?</p> <p>LQ: How can I use compound sentences?</p> <p>LQ: How can I use complex sentences?</p> <p>LQ: How can I use commas, dashes and apostrophes?</p>	<p>sentences in a variety of situations</p>				
7	<p>LQ: How can factors help me with division?</p> <p>LQ: What is long division?</p> <p>LQ: What is long division?</p> <p>Unit Assessment</p>	<p>Text - Through the Looking Glass</p> <p>L1: Explore Vocabulary</p> <p>L2: VIPERS</p> <p>L3: VIPERS</p>	<p>LQ: How can I plan a 'healthy lifestyle' leaflet?</p> <p>LQ: How can I write a 'healthy lifestyle' leaflet?</p> <p>LQ: How can I edit a 'healthy lifestyle' leaflet?</p> <p>LQ: How can I publish a 'healthy lifestyle' leaflet?</p>	<p>Explain, negotiate and predict possible outcomes</p>			<p>LQ: What are drugs and alcohol?</p>	

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		L4: Independent Comprehension						
End of unit assessment	White Rose Maths Assessments	Weekly Independent Comprehensions	Children can identify and apply features of a poem, diary entry, persuasive letter and narrative. Children can explore content and technical and contextual vocabulary themed around World War 2	Children develop listening, responding skills, vocabulary building and structured descriptions in a range of scenarios.		Write a healthy lifestyle leaflet showing my learning of the unit.		

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	Geography	History	DT	Art	Computing We Are Web Developers.	PSHE Healthy Lifestyles
Prior Learning		Year 5 - Anglo Saxons and Vikings - impact of invasions	Created cog mechanisms and small structures for waterwheel systems Textile skills to create a banner		What do we remember about inputs and outputs when coding?	Healthy lifestyles linked to puberty and the science curriculum Links to rights respecting goals

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Pre & post assessment s		Comparison of two maps of Europe now vs Europe in 1914	Making small structures to withhold the weight of a lego figure		Create a computer game using all the knowledge and skills taught.	
		Create a short caption for the photograph in Smart Task 2 that might appear in a school textbook explaining what is meant by censorship and propaganda.	Finished models of products and evaluations			
Unit assessment	Display of their learning - link back to maps of Europe	Display of their learning - link back to maps of Europe	Model frame structures and evaluations of products and how			

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			these could be scaled up			
1		LQ: Why did World War 1 start?	Hook/Pre unit assessment- Create a structure using the materials provided to hold the weight of a lego figure		LQ; How can I use simple input codes to create a basic game?	What are the zones of regulation and why are they important?
2		LQ: Why did Britain have to go to war in 1939? Key issues of appeasement	How have materials and components been used to create shelters?		LQ; How can I use more complex codes to have sprites interact in a basic game?	How is my mental and physical well being connected?

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3		LQ; Why was it necessary for children to be evacuated and what was it like?	How do we reinforce and strengthen structures?		LQ; How can I use more complex codes to have sprites interact in a basic game?	
4		LQ; How was Britain able to stand firm against the German threat?	How do I plan a clear design which includes a step by step plan of how I will make it and any ideas of what I will try if my first attempt fails?		LQ; What other conditionals can I create to add more variables to my game?	How do I keep physically healthy?

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5		<p>LQ: Who helped Britain with the war effort? (Representation thread)</p> <p>ASSESSMENT: How do we know from this picture that it is showing life in Britain during the Second World War?</p>	<p>How do I create smaller to scale structures which are reinforced and strengthened?</p>		<p>LQ; What other conditionals can I create to add more variables to my game?</p>	
6		<p>LQ: How can I sequence major key events and make connections to these events? Air Raid Shelter Trip (6S)</p>	<p>How do I create smaller to scale structures which are reinforced and strengthened?</p>		<p>LQ: How can I create a game independently using what I know?</p>	<p>Can I plan and prepare a healthy meal?</p>

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7		LQ; Why is it difficult to be sure what life on the Home Front was really like? Air Raid Shelter Trip (6F & 6RG)	How can I identify the strengths and areas to improve in my product by carrying out appropriate tests?		LQ: How can I create a game independently using what I know?	
End of Unit assessment					Game creation	Create a computer game using all the knowledge and skills taught.

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	Music	RE	PE		Languages
			Games	Dance / Gymnastics	
Prior Learning	Year 5 - Blues a capella, dynamics, chord, ostinato, poly-rhythms, syncopation, call and response, performance, improvisation, break, master drummer, metronome	Christianity, Judaism, Hinduism and Muslim Features of different places of worship	Year 4 & 5 - The children have previously played Tag Rugby.	Year 5 - creating sequences, balancing, jumps, rolls	What words do I remember in Spanish?

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Pre & post assessments	Discussion with children about what they already know about WW1/WW1 music and singers.	Discussion “big enquiry” (post on Seesaw) about the questions they have about when we die.	Children are going to play the game of Tag Rugby in week 1 and see the difference in week 6.	Observe the balances, rolls and jumps performed in the first lesson.	Assessment: Record a conversation with my partner about my thoughts and feelings regarding my school routine.
			Observe the difference between week 1s game of Tag Rugby and week 6s game.	Final gymnastic performances	
Unit assessment	Independent and group activities in each lesson.			Application of skills during each lesson.	
1	LQ: How can I compare and contrast music from WW1 and WW2?	LQ: What questions do we have about when we die?	Children are going to familiarise themselves with the game of Tag Rugby understanding what happens when one of their two tags has been taken. . LQ: What	LQ: How do we lift, carry and use equipment safely?	LQ: Which conversation phrases can I remember how to use?

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			have you got to do to evade defenders?		
2	LQ: How can I improve accuracy in pitch and control, singing with expression and dynamics?	LQ: What do some people think carries on after we have died? What is our soul?	Secondly, children are going to further develop their passing skills. Standing with a partner, increasing their distance to challenge each other. They will then progress into running with the ball passing the ball backwards to their partner as they're travelling around the pitch. LQ: When passing a ball to a partner what must we ensure we do?	LQ: How do we perform a variety of rolls with control and precision?	LQ: How can I use further conversational phrases?

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3

LQ: How can I
identify pitches within
an octave when
singing?

LQ: Why do some
people believe that you
come back to life as a
different thing? What is
reincarnation?

Children are going to
further develop their
attacking skills. First
they will practice their
skills on a du
Secondly, children are
going to further
develop their passing
skills. Standing with a
partner, increasing
their distance to
challenge each other.
They will then
progress into running
with the ball passing
the ball backwards to
their partner as they're
travelling around the
pitch. LQ: How can an
attacker get beyond a
defender?

LQ: How do I perform
partner balances in a
controlled way?

LQ: What can I say about
school subjects?

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4

LQ: How can I use
knowledge of pitch to
develop confidence
when singing in
parts?

LQ: Do you get to
heaven if you do things
wrong?

Children are going to
start running towards
an imaginary and
develop their 1v1
attacking skills. This will
then progress into
working with live
defenders. This will
then build into a game
where an attacker will
try and get beyond a
defender to score a try.
If they succeed they
gain a point, if they are
tagged they will swap
with the defender. LQ:
How can an attacker
get beyond a defender

LQ: What ways can I perform
safe jumps at different
levels?

LQ: How can I give an
opinion about a school
subject?

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5	LQ: How can I notate a melody using pitches up to an octave?	LQ: What do Christians think happens when we die?	The children are going to be introduced to defending as a team. The children are going to split into 4 teams. One of which will be attacking and the other defending. The main emphasis will be on defending and stopping the opposition from getting through to their try line. LQ: What are the benefits of defending in a line?	LQ: What ways can I create a sequence that includes controlled moves and flows well?	LQ: How can I give an opinion about a school subject?
6	LQ: How can I perform a song from WW1 or WW2 using my knowledge of dynamic and pitch?	LQ: What do people who don't believe in God think happens when we die?	The children are going to introduced to playing small sided games of 3 v 1 and 3 v 2 games. The main emphasis will be attacking and trying to	LQ: What ways can I incorporate balances, jumps and rolls into a partner sequence?	LQ: How can I talk about my daily routine and give an opinion about the activities I do?

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			use individual movement and passing to get beyond the defenders. LQ: How can we get beyond a defensive line?		
7	LQ: How can I perform a song from WW1 or WW2 using my knowledge of dynamic and pitch?	LQ: What different ideas are there about what happens when we die? What do I think?	Children are going to play small sided games of Tag Rugby. LQ: What are 3 defensive rules and 3 attacking rules?	LQ: How do I practise and refine my sequence to perform to an audience?	Assessment: Record a conversation with my partner about my thoughts and feelings regarding my school routine.
End of Unit Assessment	Children will perform and record their selected song on Seesaw in a group.		Observe the difference between week 1s game of Tag Rugby and week 6s game.	Final gymnastic sequences	