

## Crawley Ridge Junior School Curriculum Overview

Year 6 Autumn Term: World War 2	Curriculum coverage and links to skills progression
English	<p>Transition- creative writing</p> <p><b>Key text studies:</b>            Anne Frank            Letters from the Lighthouse by Emma Carroll            Otto, The Autobiography of a Teddy Bear            A Christmas Carol by Charles Dickens</p> <p><b>Writing Styles:</b>            Diary            Descriptive            Newspaper Article            Letters            Journey narrative            Report            Playscript            Historical short story            Balanced argument</p>
Mathematics	<p>Place Value            Addition, Subtraction, Multiplication and Division            Fractions            Geometry: Position and Direction</p>
Science	<p><b>Light</b>  <i>Recognise that light appears to travel in straight lines</i>  <i>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</i>  <i>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</i>  <i>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</i></p> <p><b>Electricity</b>  <i>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</i></p>

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	<p><i>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</i></p> <p><i>Use recognised symbols when representing a simple circuit in a diagram</i></p>
<b>Art</b>	<p><b>Lowry- WW2 line drawings</b></p> <p><i>Use a variety of media to represent light, shade, form, pattern and texture in a range of drawing work</i></p> <p><i>Use pen and ink to add line, tone and perspective using a tonal ink wash</i></p> <p><i>Describe how the techniques and themes used by other artists and genres have been developed in their own work</i></p> <p><i>Explain how studying other artists' work has influence and developed their own</i></p> <p><i>Describe and explain the ideas, methods and techniques used to create artwork on a particular theme or genre</i></p>
<b>Design and Technology</b>	<b>Food technology- Wartime recipes (cake project)</b>
<b>Computing</b>	<p>Share with care Google (online safety)</p> <p>Powerpoint skills</p> <p>iAlgorithm Program (iRoute and iHunt)</p>
<b>Geography</b>	Linked to WW2 studies
<b>History</b>	<p>The Blitz</p> <p>Evacuees</p> <p>Life on the Homefront</p> <p>Chronology</p>
<b>Languages</b>	Directions and Towns
<b>Music</b>	
<b>Physical Education</b>	<p>Football</p> <p>Netball</p> <p>Boxercise</p> <p>Mighty movers</p> <p>Cross-country</p> <p>Fitness Frenzy</p> <p>Gymfit</p> <p>Circuits</p>
<b>Religious Education</b>	<p>What is the 'golden rule'?- and are they all the same?</p> <p>Christmas Y6: What do the Gospels say about the birth of Jesus – and why is it 'good news'?</p>
<b>PSHE</b>	



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<b>Enrichment</b>	Home Front trip to Henley Fort Christmas Production Bikeability
<b>Book Making</b>	WW2 page Published writing page