

As Historians...

the children will make links with prior learning about how individual and societal **beliefs** can lead to **conflict**. We will develop our understanding of the causes and key events of World War II and order these chronologically. We will use **historical sources** and drama to research, compare and contrast the experiences of those who were affected by evacuation, the Blitz and rationing. **The children will make links with prior learning** about conflicts throughout history, including beliefs about the role of women in society.

As geographers...

the children will build on their knowledge of place by using atlases and a range of online materials to locate countries and cities of the Americas. They will know the difference between place and location and be able to make comparisons between places, considering how and why they are different, through **human geography** and **physical geography**. **The children will make links with prior learning** about locations they have studied previously and draw further comparisons.

As writers...

the children will gain inspiration from the shared read text, 'The Boy in the Striped Pyjamas', to write different genres such as: diary entries, setting descriptions, character descriptions, letters and narratives. The children will use their historical learning to write information texts, biographies and poems.

As scientists...

the children will make links with prior learning of **living things and their habitats** from Year 4 and 5, building on their knowledge of **mammals, amphibians, reptiles, insects and birds**. Children will develop their understanding of how **living things** are classified using different methods of classification, such as the Linnaean system. They will investigate helpful and harmful microorganisms and the conditions needed for them to grow.

How did World War 2 affect Britain?



As readers...

the children will be reading 'The Boy in the Striped Pyjamas' by John Boyne. The book tells the story of Bruno, a young German boy growing up during World War II. The children will learn to draw inferences, make predictions, summarise and improve their vocabulary choices and language skills.

In Jigsaw we will be learning about...

being me in my world and celebrating difference.

In RE we will be learning about...

Justice and Freedom

In Spanish we will be learning about...

Food and drink and how to order in a restaurant.

In the arts...

the children will develop their **sculpting** skills through the use of clay. The children will shape, form, model and construct from observation and imagination after **sketching** their initial ideas and plans.

As designers, the children will identify the requirements for their product through exploration and evaluation of existing **structures**. They will experiment with a range of **structures** to develop their understanding of how the strength of a **structure** is affected by different shapes and joins. With this knowledge, they will create their own designs using appropriate materials and components. Following their designs, they will make their **structure** using appropriate tools and equipment using the given success criteria. **The children will make links with prior learning** about building lanterns in Year 1, building boats in Year 2, Stone Age Houses in Year 3 and bridges in Year 5 when they learned to build stable structures and used evaluating skills to consider what could be improved next time and what makes a better structure.

In computing...

the children will design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.

As mathematicians...

the children will calculate using their knowledge of structures, building on prior learning of part-part-whole relationships to generalise about missing parts and wholes. They will learn to identify mathematical structures present in a variety of contexts and develop increased awareness of the commonality of additive mathematical structures.