



Year 6 Term 1 - A Child's War

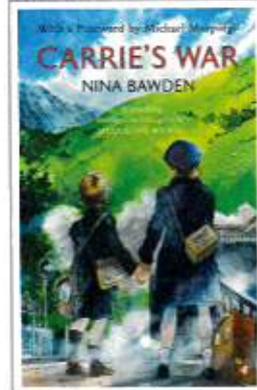
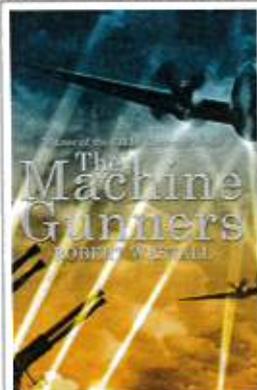
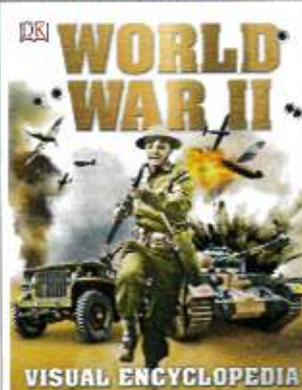


Who are they? Where are they going? Why? What was that like?

A Child's War Overview

A siren sounds, a building crumbles, a Spitfire zooms overhead. Take cover! It's 1939 and Britain is at war. Deep down in the Anderson shelter, learn why nations are fighting and why child evacuees must make the long journey from their homes and families into unknown territory. Read 'Goodnight Mister Tom', the story of William, a lonely and deprived child, who finds himself living with the reclusive, gruff old widower, Thomas Oakley; discover the diary of Anne Frank, written whilst hiding in a secret annexe, and try to empathise with all their hopes and fears. 'Make do and mend', 'Careless talk costs lives', 'Dig for Victory', 'Put that light OUT'; delve deep into a bygone era, when loose lips sank ships. And, as peace is declared, get ready to celebrate. Mr Churchill says, 'It's an unconditional surrender!'

Recommended Reads/Books

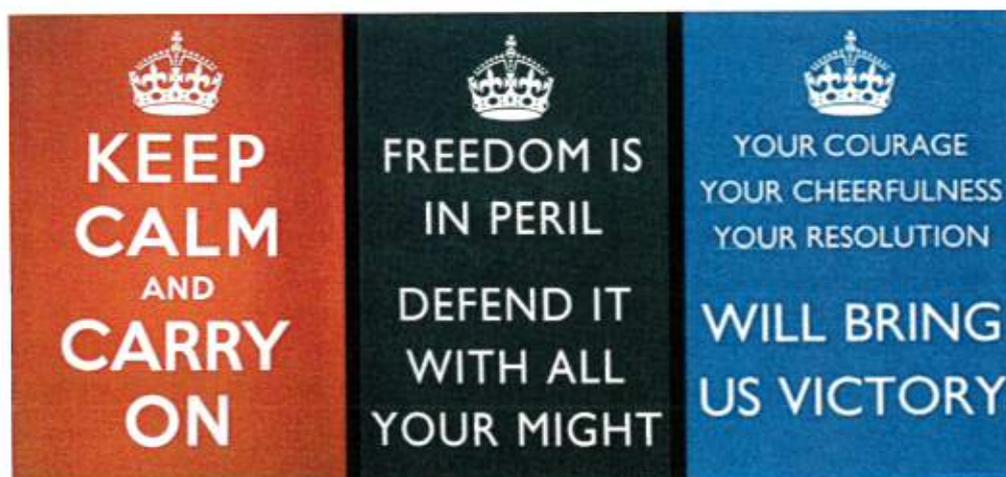


What are we learning this term?

English	<p>A range of WW2-themed reading texts will be used during guided sessions e.g. Diary of Anne Frank, Carrie's War, Friend or Foe, Goodnight Mr. Tom, Rose Blanche etc.</p> <p>Our main text for this term will be 'Goodnight Mister Tom' by Michelle Magorian - a classic book set during the early part of WW2. One of our main pieces of writing will require students to write in character as an evacuee sending a letter home.</p> <p>We will need to start the new year with a few reminders about spelling, punctuation and grammar.</p> <p>RWI (Read, Write Inc.) spelling, handwriting and smart dictation will take place daily.</p> <p><i>Reading at home: see 'Y6 Expectations/Homework' section on p4.</i></p>
Maths	<p>During Term 1 and into Term 2, we will:</p> <ul style="list-style-type: none">• use bar models to explore additive and multiplicative relationships and present problems in a more visual way• read, write and compare numbers up to 7 digits in length (millions) and know what each digit represents; read, write and compare 1-, 2- and 3-place decimal numbers (e.g. 0.6, 0.06, 0.678); multiply/divide by 10, 100 and 1000; round decimals to the nearest tenth/whole number and place on a number line; convert between common decimals (0.25, 0.5, 0.75) and fractions ($\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$) etc.• use mental addition/subtraction strategies to solve problems including those with decimal numbers• use formal written methods to undertake column addition/subtraction; calculating with large numbers, decimal numbers and amounts of money• use mental multiplication/division strategies; revise using short multiplication to multiply 4-digit numbers by 1-digit numbers and use this to multiply amounts of money; use long multiplication to multiply 3-digit and 4-digit numbers by tens numbers; develop strategies to use for compact division (e.g. ThHTO \div TO)• solve word problems involving all four functions including two-step problems and finding change. <p><i>See also 'Y6 Expectations/Homework' section on p4.</i></p>
History/ Geography	<p>A Child's War:</p> <p>Evacuation - imagine leaving home for an unknown period of time, packing your belongings in a small box, no bigger than a shoe box. What will you take with you?</p> <p>We will create a timeline of major events between 1939-45 e.g. rationing, the Blitz, the Battle of Britain, as well as finding out about important national leaders of the time.</p> <p>Posters and propaganda materials used during WW2 will be examined and evaluated.</p> <p>We will look at UK maps to find the evacuees' final destinations as well as locating the cities and ports most heavily bombed during the Blitz.</p> <p>Experience the excitement as WW2 comes to an end.</p>
Science	<p>Electricity:</p> <p>Revision of simple circuits and hands-on experience with symbols, diagrams and incomplete circuits. Enquiries will explore the affects of the length of wire in circuits and the use of cells. Series and parallel circuits will be created and compared; circuit challenges include sending coded WW2 messages.</p>

Computing	This will feature an on-line safety presentation which will encourage pupils (and parents/carers) to undertake a self-review. There will be plenty to find out about networks and how the internet works.
Art / DT	A textiles-based activity; children will consider the product, use and purpose when designing a WWII/Anne Frank inspired book cover with fastenings - sewing needles at the ready!
Religious Education	Key question: What is the significance of Karma and Moksha for a Hindu? We shall be exploring the concepts of Samsara, Karma and Moksha, looking at their impact on the life of Hindus. We shall read several stories around key figures in Hinduism e.g. Gandhi, Rama & Sita, Vishnu, Lakshmi, Ganesh etc. Worship assembly theme: Love
Music	Developing skills from Y5, children will continue to learn to play keyboard instruments using 'Hey Mr Miller' (about Captain Glen Miller) as source material. We shall also listen to morale-boosting WWII popular music.
PE (Wednesday pm; Friday am)	As well as experiencing some games and activities from WW2 (e.g. hop-scotch, marbles), we will also focus on invasion games, primarily tag rugby. After tackling and passing, we shall explore tactics and positional play. <i>Swimming details have yet to be confirmed.</i>
PSHE (including British Values)	Physical, Social, Health, Economic education (to give it its full title) this term has a focus on 'Being Me in My World'. Children will aim to explain how their choices can have an impact on people in their community and globally. Children will develop a sense of empathy with others and be able to explain how this can influence their choices. British Value: Democracy In October we will be visited by the IMPS (Injury Minimisation Programme for Schools) trainers.

Together we aspire, believe, explore, achieve



Information for Term 1

Cloakrooms

Space in and around the Y6 cloakrooms is at a premium, therefore, we ask that children have a **named, flat** book-bag (unless they cycle to school and need to be 'hands free'). Book-bags are much easier to hang/store than rucksacks and, also, help to keep reading books/homework etc. in better condition.

Lunchboxes and water bottles have places to be stored in classrooms or cloakrooms so do not need to be kept in bags (please DO label/name them clearly so that bottles/lunchboxes can be identified & picked up quickly).

PE

Please ensure that **all** items of your child's PE kit is **clearly** named (just in case). Long hair must be tied back and all watches/fit bits and earrings removed/left at home for the day. If your child is injured and cannot participate in PE, please remember to send a note/email explaining why and indicating when they can return to PE lessons. Our PE sessions are on Wednesdays and Fridays. **Children need to come to school in PE kit on Wednesdays and Fridays.**

Swimming details have yet to be confirmed.

Y6 Expectations/Homework

Children in Year 6 should be developing the habit of spending time at home on learning tasks/skills development (approximately 35 minutes per day). This should include learning/improving their fluency with times tables and number facts, and frequent/regular reading (to an adult - come on dad, give it a go! - once or twice a week). **This is an on-going expectation rather than a piece of homework set each week.** It is important it is maintained, especially as times tables/number facts impact on many areas of maths and life. Reading is also a key life skill that needs practising frequently and regularly, both at school and at home. (See also 'Reading With Your Y6 Child' [copy in their Y6 Homework Folder] and 'When Reading Together at Home' on Google classroom).

Children should aim to read at home at least 5 times each week (especially beneficial if it is to an adult e.g. dad/grandad). Project-linked reading texts will be sent home with children in order to develop their comprehension skills - these might be particularly good ones to read/discuss together. Access to a dictionary will help develop vocabulary/understanding.

Maths homework will be given on **Thursdays and handed in on Mondays**. Children will have a plastic wallet in which to keep/transport their homework. Activities will consolidate work that has been undertaken in class and children **WILL** know what to do and how to do it.

All children will receive spelling words that they will need to undertake practice activities for; the words will link to our phonics/spelling sessions as well as the statutory Y2/3/4/5/6 word lists. Classes will be assessed regularly on the words that they have been working with. Homework can be completed using the menu of spelling activities found at the front of their book.

In due course, punctuation and grammar homework will be added to the weekly plan.

'Other' homework is given which may encompass a range of subjects, e.g. tasks related to the class project, some art/DT tasks which call upon your children to do some independent thinking and research. This will always be fully explained and given with an appropriate amount of time to complete. Depending on the task, it could be a few days or several weeks, but plenty of time will have been given so that 'night before' nightmares are unnecessary if students manage their time appropriately.

It is very important that if your child has any difficulty with their homework they discuss it with their teacher before the homework is due so that we can support/give extra help/provide further guidance.

A suggested homework timetable will be explained/discussed to encourage students to be more independent and organise their time effectively and, hopefully, avoid any consequences for missing/late/poor quality/incomplete homework.

Term Dates - for more details, check school newsletters

Date	Event
8.9.25	Meet the leadership team/open classroom
17.9.25	Rashford House non-uniform day (this is also a Y6 PE day)
30.9.25	Y6 Residential to Kilvrough Manor - <u>final payments due</u>
14.10.25 6RJ	(Morning sessions) IMPS (Injury Minimisation Programme for Schools)
16.10.25 6TA	

Key vocabulary

evacuation evacuee declaration blitz
siren air raid propaganda Nazi
Allies: USA Britain Soviet Union
Axis Powers: Germany Italy Japan
ration book coupon resistance
swastika persecute morale blackout
Jew Holocaust concentration camp
billeting officer rationing gas mask
Anderson shelter Morrison shelter
Spitfire Hurricane Lancaster RAF
Luftwaffe Pearl Harbour

Winston Churchill, Adolf Hitler, George VI,
Franklin D. Roosevelt, Josef Stalin,
Neville Chamberlain, Anne Frank

Related items

Declaration of War:

<https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-the-declaration-of-war/z4qn6v4>

Princess Elizabeth addresses the nation's children:

<https://www.youtube.com/watch?v=VJI9LPFQth4>

Churchill's Victory Speech:

<https://www.youtube.com/watch?v=ZNVu4fMOJLw>

<https://www.youtube.com/watch?v=aJ8cVi2tiH0>

How you can help your child's learning

There are many ways you can help your child's learning:

- have breakfast: *if you don't have breakfast, by 10am you will have the same reaction time as a 70 year old*
- encourage independence: *'Doing everything for boys disables them for life'*
- being a facilitator is important - make sure your child has a quiet place to work (not with books on their lap in front of a screen [unless carrying out internet research])
- establish a routine/timetable that includes play, exercise and allows time for: reading to an adult, quiet reading, time tables recall (TTRS), spelling activities e.g. those detailed in the spelling book plus informal 'tests' at home to check progress/memory, maths homework tasks and games, punctuation & grammar activities
- www.oxfordowl.co.uk is a great resource that has over 250 books ready to read together
- talking to your child about their work and what they are learning/practising in Y6
- maintain healthy limits on screen time and content; turn screens off at least 1 hr before bed; exercise, sleep and family (meal) times are important.

If anyone is feeling unsure about the work set, please talk to an adult at school (the sooner the better). Alternatively, there are many on-line resources that have been made in recent years to help children of all ages and levels of understanding - try Google/BBC Bitesize/Alexa/Siri etc.