



Garlinge Primary School & Nursery – Year 6 Medium Term Planning Map Term 2 2025 - 2026

History Led Topic: WW2 – The Effect on Children and the Nation

Lead Text: Non-fiction texts on WW2, Diary Accounts & **Friend or Foe, Michael Morpurgo**

	<u>WEEK 1</u> <u>27.10.25</u>	<u>WEEK 2</u> <u>3.11.25</u>	<u>WEEK 3</u> <u>10.11.25</u> <u>Tues -</u>	<u>WEEK 4</u> <u>17.11.25</u>	<u>WEEK 5</u> <u>24.11.25</u>	<u>WEEK 6</u> <u>1.12.25</u>	<u>WEEK 7</u> <u>8.12.25</u>	<u>Week 8</u> <u>15.12.25</u>
LEAD TEXT/TOPIC	Friend or Foe – Michael Morpurgo	Friend or Foe – Michael Morpurgo	Friend or Foe – Michael Morpurgo	Friend or Foe – Michael Morpurgo	Friend or Foe – Michael Morpurgo	Friend or Foe – Michael Morpurgo	Friend or Foe – Michael Morpurgo Rose Blanche – Ian McEwan	
ENGLISH	<u>Key skills and comprehension</u> <u>Assessment - SPAG</u> 2 x comprehension lessons 2 x mixed SPAG SPAG test	<u>Test week</u> 2024 Comprehension Review SPAG and Reading tests	Begin class novel Friend or Foe Assessment week for grids writing in topic <u>Letter writing (planning)</u> Letter home as evacuee's experiences.	<u>Topic Link</u> Assessment week for grids writing in topic <u>Letter writing</u> Letter home as evacuee's experiences. Gap analysis week of SATS practice	<u>Biography</u> Winston Churchill Research and organise facts.	<u>Biography</u> Winston Churchill Edit and publish writing.	<u>Narrative Fiction Short Story using dialogue.</u> <u>In green books</u> Friend or Foe fiction writing from a given point in the story – continue the chapter using narrative and some direct speech.	<u>WW2 English Christmas Links</u> Poetry, diaries, letters, radio interviews, speeches, and songs.
MATHS Refer to Maths Hub Planning	Fractions unit A Arithmetic test	Assessment week Reasoning 2 Reasoning 3	Fractions Unit B	Gap analysis week	Fractions Unit B	Measures and conversions	Ratio	Gap analysis Christmas maths
SCIENCE	<u>Evolution and Inheritance</u> <u>LI:</u> To explain what I know about Evolution and Inheritance Covers KWL Grid Vocab	LI: To explore how living things have changed over time by looking at fossil records for particular species.	LI: To know how variation explains the different features and characteristics of Living Things?	LI: Do all living things adapt in the same way?	LI: To know how plants in the local area have adapted.	LI: To consolidate learning of Evolution and inheritance – Quiz	LI: To produce a fact file based on Evolution and inheritance learning.	LI: To design your own Christmas animal adapted to your chosen environment.



HISTORY	<u>WW2</u> - Introduce, KWL, targets and key vocabulary. <u>What do I know already about World War 2?</u> <u>What would I like to find out?</u> Mind map and questions. Discuss Historical sources used. LI- To order significant events, movements, and dates on a timeline. <u>When did the second world war take place?</u> Chronology-place the historical period on a timeline linked to eras already studied. Begin to organise timeline of main events during war. LOTC – Ordering of timelines class team	This area of learning may require 2 lessons (refer also to the geography unit). <u>Why was war declared?</u> Events leading up to declaration of war. LI- To choose reliable sources of information to find out how WW2 was declared. <u>How was war declared?</u> Discuss the impact of the declaration of war on a range of people. Listen to Neville Chamberlain's speech. Discuss how people started to prepare for war e.g., call ups, gas masks, shelters etc. LOTC – Ordering of timelines class team	LI- To choose reliable sources of information to find out about evacuation during WW2. <u>Evacuation</u> <u>Where were children evacuated to and why?</u> Research local links and experiences. What did it feel like to be evacuated? LOTC – orienteering map puzzles linked to WW2	LI- To choose reliable sources of information to find out about evacuation during WW2. <u>Evacuation</u> <u>Where were children evacuated to and why?</u> Research local links and experiences. What did it feel like to be evacuated? LOTC – orienteering map puzzles linked to WW2	This week's history lesson is the school trip to Kent Life. LI -To develop an understand of the past through first hand experiences.	LI- To choose reliable sources of information to find out about the Blitz and the impact that it had on Britain. <u>What was the Blitz?</u> Discuss and learn about the characteristic features of the Blitz and what type of area was most likely to be affected. Record key facts learned. Find out about our local areas that were affected. LOTC – Visit where the school air raid shelter is.	LI- To use primary sources to understand how people kept safe during the Blitz. <u>How did people keep safe during The Blitz?</u> Focus specifically on the uses of air raid shelters and the different types. school air raid shelter is Look at sources of evidence to find out about how people kept safe. Consider gas masks, sirens, blackout curtains, shelters etc. Record information about keyways that people kept safe. Find out about our local areas that were affected.	
	GEOGRAPHY	NB – Geography feeds into the history lessons complimenting understanding.	LI- To understand how some historical events occurred concurrently in different locations. Which countries were involved in WW2? Locate on the map. Which countries were Axis, Allied and Neutral.	LI- To locate on a UK and world map- where were children evacuated to during WW2. Where were children evacuated to? Locate on the map the areas that children were evacuated to and why.	This week's geography lesson is the school trip to Kent Life. LI -To develop an understand of the past through first hand experiences.	LI- To study population numbers throughout the course of WWII and reflect on the reasons for changes. Study some locations that children were evacuated to – e.g. Wales and Cornwall.	LI- To compare different locations. Why were some places safer than others? Study some locations that children were evacuated to, contrasted to areas which were bombed	LI- To understand what impact the Blitz had on Britain's population. Which parts of Britain were most affected by the Blitz? Map work.



ART & DESIGN	<u>Winter snowflakes</u> LI - To develop my own style through the development of line, tone, pattern and texture. <u>Corridor Display</u> Winter Folk Trees  <u>Winter Folk Trees</u> Watercolours and finely nibbed black pens are used to create various tree designs. The children will think about paint blocking and washes to create tones as well as using black marker pens to create patterns, lines and texture. Children will consider the size of their trees when thinking about perspective. Children will cut out their tree designs and overlap them to give the appearance of a winter woodland. This will be mounted onto black card and snowflakes added to the backdrop.	Winter Art – For Hall Display and crafts for the hall hoop <u>2 weeks</u> <u>LI</u> - To develop my own style through the development of line, tone, pattern and texture. <u>Hall Display</u> <u>TOASTIE TEDDIES</u> Children use fine marker pens to create their teddy bears wearing a cosy patterned winter jumper. Children will use finely nibbed pens and felts to experiment with lines and pattern to create their designs (WINTER JUMPERS NOT CHRISTMAS)  <u>How to Draw a Bear in a Sweater: Step-by-Step Art Lesson for Kids</u> <u>Winter Bears In Sweaters Bears in Sweaters Drawing</u> Work will be mounted on wintery colours with snowflakes on the backdrop. <u>Hoops – Art Club</u>  <u>LI</u> -To select and match materials appropriate to their intentions (making a Christmas decoration).	<u>World War Two portraits</u> LI - To draw using their own style through the development of: line, tone, shading and cross-hatching.   More examples of children's work Pin page (pinterest.com) St John's Catholic Primary School - World War 2 - Art (stjohnskirkdale.co.uk)	<u>World War Two portraits</u> <u>LI</u> - To work in a sustained and independent way to develop their own style of painting. (through the development of: colour, tone and shade).  Above using the influence of pointillism	Blitz Artwork: The bombing of Plymouth Linked to our class reader – 'Friend or Foe'. <u>LI</u> - To mix colour, shades and tones with confidence. <u>LI</u> - To further develop simple perspective.  	<u>LI</u> -To select and match material appropriate to their intentions. Children design and make Christmas cards.
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DESIGN TECHNOLOGY	Art-led term. See above (in the art section) for craft ideas for the Christmas hoop							
MUSIC	<u>World Unite Music Express</u> <u>LI-</u> To explore beat and syncopation through song and body percussion WWII Music during term – Vera Lynn & Glen Miller	<u>WORLD CUP Music Express</u> <u>LI-</u> To develop and perform rhythmic skills to a piece of music	<u>LATTITUDES Music Express</u> <u>LI-</u> To develop and understand the idea of pitch shape relating it to movement	<u>WORLD IN HARMONY Music Express</u> <u>LI-</u> To create rhythm patterns	<u>RHYTHMIC DANCE Music Express</u> <u>LI-</u> To combine different rhythms.	<u>TWO PIECE STEP DANCE Music Express</u> <u>LI-</u> To explore rhythm through dance	<u>CHRISTMAS SONGS</u> <u>LI-</u> To create and combine different Christmas rhythms	<u>CHRISTMAS SONGS</u> <u>LI-</u> To create and combine different Christmas rhythms
COMPUTING	<u>Purple Mash Computer Science Binary</u> <u>Lesson 1</u> <u>LI –</u> I can explain Date in a computer Is saved in a binary Format.	<u>Purple Mash Computer Science Binary</u> <u>Lesson 2</u> <u>LI –</u> To be able to count in binary.	<u>Purple Mash Computer Science Binary</u> <u>Lesson 3</u> <u>LI –</u> I am able to convert numbers to binary.	<u>Purple Mash Computer Science Binary</u> <u>Lesson 4</u> <u>LI –</u> I am able to control game states with variables.	Research the Blitz WW2. <u>LI-</u> To combine a variety of software to accomplish given goals.	Research the Blitz WW2. <u>LI-</u> To combine a variety of software to accomplish given goals.	TTRS Spelling Shed <u>LI –</u> To use an educational game for purpose.	ICT Christmas activities
PE	Invasion Games OAA Swimming	Invasion Games OAA Swimming	Invasion Games OAA Swimming	Invasion Games OAA Swimming	Invasion Games OAA Swimming	Invasion Games OAA Swimming Intra golf	Invasion Games OAA Swimming Intra golf	
RE	What can be done to reduce racism? Can religion help? What is racism? And why is it unfair? 6 examples.	What can be done to reduce racism? Who deserves a statue? Reference Bristol's Edward Colston.	What can be done to reduce racism? Explain beliefs about the golden rule 'treat others as you would like to be treated'	<u>'Christmas Unwrapped' at St James Church & Lessons linked to this.</u> <u>LI-</u> To recall key events of the Christmas story. <u>LI-</u> To explain the meaning of Advent and how Christians prepare <u>LI-</u> To explain how Christians celebrate Christmas differently				
PSHE	HEALTH AND WELLBEING <u>Lesson 1 and 2</u> What can I be? <u>LI:</u> To understand different relaxation and mindfulness.	<u>Anti-Bullying week</u> <u>LI:</u> To understand what bullying is, how we can treat others with respect and why this is an important life skill.	HEALTH AND WELLBEING <u>Lesson 3:</u> <u>LI:</u> To know how to take responsibility for my health	HEALTH AND WELLBEING <u>Lesson 4:</u> <u>LI:</u> To understand the impact of technology on my health	HEALTH AND WELLBEING <u>Lesson 5:</u> <u>LI:</u> To understand what strategies to use in difficult situations	HEALTH AND WELLBEING <u>Lesson 6:</u> <u>LI:</u> To understand the importance of immunisations and good habits and bad.	HEALTH AND WELLBEING <u>Lesson 7:</u> <u>LI:</u> To understand how to get help for physical health concerns	



PMFL (From term 1 due to other events)	<u>SALUT UNIT P</u> <u>Je cherche le pirate</u> <u>LI</u> – To understand how to say you are looking for something.	<u>SALUT UNIT P</u> <u>Les actions</u> <u>LI</u> – To be able to use action words.	<u>SALUT UNIT P</u> <u>Dans le placard.</u> <u>LI</u> – To be able to use the verb put.	<u>SALUT UNIT P</u> <u>Plus d'actions</u> <u>LI</u> – To be able to use French action verbs.	<u>SALUT UNIT P</u> <u>La Chasse au tresor</u> <u>LI</u> – To use the verb to find.	French Christmas traditions and vocabulary	French Christmas traditions and vocabulary	French Christmas traditions and vocabulary
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LOTG to be indicated on Planning ECO to be indicated on planning