




# Curriculum | Medium Term Plan - Autumn - Year Six



Victoria Park  
Primary Academy

Challenge Pack:	Conflicts and Causes – How can we capture first hand perspectives of conflicts so that we can learn lessons from the past	Challenge outcome:	Children will create their own versions of an episode of Horrid Histories to share their learning.	NC Year: Length of term:	(8 & 7 weeks)
Summary:					
Key texts:	Fiction: Goodnight Mister Tom Boy in the striped pyjamas. When the sky falls. No Ballet shoes in Syria. Non-Fiction: Anne Frank's diary. We will remember them. Heroes. Skyward.  Picture: One-minute silence. An anti-war story. Archie's war.	Trips and visits:	RAF Cosford (TBA), air raid shelter evacuation – role play.		
		Science Units	Light  Electricity		
 Physical Oracy (Voice, Body Language)		 Linguistic Oracy (Vocabulary, language, rhetorical techniques)		 Cognitive Oracy (Content, Structure, clarifying and summarizing, self-regulation and Reasoning)	
To have a stage presence. To adjust tone, volume and pace for a given purpose and audience.		To vary sentence structures and length for effect when speaking. To be comfortable using idiom and expressions.		To use humour effectively. To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on, or if people look confused stopping to take questions. To develop an awareness of group dynamics and invite those who haven't spoken to contribute	
		To construct a detailed argument or complex narrative. To assess different viewpoints and present counterarguments. To spontaneously respond to increasingly complex questions, citing evidence where appropriate. To acknowledge and explain changes of position.			

	Maths:	English:	NICER:
	<p>Area of learning - Place value</p> <p>Knowledge and skills –</p> <ul style="list-style-type: none"> <li>- Numbers to 100,000</li> <li>- Numbers to a million</li> <li>- Numbers to ten million</li> </ul> <p>-Read and write numbers to ten million.</p> <p>Mental Maths Focus –</p> <ul style="list-style-type: none"> <li>- Place value recognition</li> <li>- Representing numbers in different ways</li> </ul>	<p>Text type-newspaper</p> <p>Newspaper article on the outbreak of WW2</p> <p>Identify features of newspapers</p> <p>Use features of a newspaper</p> <p>Plan a newspaper</p> <p>Write a newspaper</p> <p>Up-level and improve using y6 skills ladders (pupil version)</p> <p>Knowledge and skills</p> <ul style="list-style-type: none"> <li>• Sentences logically sequenced</li> <li>• Know what the various punctuation marks are and rules for use (capital letters, full stops, question/ exclamation marks, commas in a list and to separate clauses, apostrophes for possession, ellipsis, inverted commas for speech, brackets, dashes and commas for parenthesis, and colons to introduce a list)</li> <li>• Use of puns and alliteration</li> </ul> <p>Understand what nouns (proper, collective, irregular-plural and abstract) pronouns (personal, subject, object, possessive), adjectives and determiners (a,an, the and numbers) are and know how to use them correctly.</p> <ul style="list-style-type: none"> <li>• Use appropriate layout and structure</li> </ul>	<p><b>War has broken out!!</b></p> <p>Introduce the challenge pack- identifying conflicts throughout history with a focus on those involving European countries.</p> <p><b><u>Killer Questions</u></b></p> <p>When have conflicts taken place through time? What have the cause and effect of these been?</p> <p>Where in the world have different conflicts and wars taken place? Why might they have occurred in these specific geographic regions?</p> <p><b>H3.1c As historians WALT-</b> use a timeline so that we can make comparisons between different places and times in the past.  <b>Outcome:</b> Chn will put key dates on to a timeline.</p> <p><b>G3.1a As geographers WALT-</b> maps and atlases so that we can locate the world's countries.  <b>Outcome:</b> Chn will label European countries on a map and identify where conflicts have taken place.</p> <p><b>A3.2b As artists WALT-</b> draw with increasing accuracy so that we can use perspective and proportions.  <b>Outcome:</b> Chn will experiment using their sketching skills so that they can later use them to draw a soldier.</p> <p><b>Link to challenge outcome (for weeks learning) –</b></p> <p>Children will be able to explain where to find countries that have been involved in conflicts and locate them using a map. They will use exploratory talk to better understand the conflict, which they will later use in their presentational talk.</p>

Area of learning: Place value

Knowledge and skills:

- Compare and order any number
- Round Numbers to 10, 100 and 1000
- Round any numbers.
- Negative numbers (abstract and in context.)

Mental maths focus:

- Recognising numbers to ten million.
- Roman Numerals

Text type- newspaper

Newspaper article on the outbreak of WW2

Identify features of newspapers

Use features of a newspaper

Plan a newspaper

Write a newspaper

Up-level and improve using y6 skills ladders (pupil version)

Knowledge and skills

- Sentences logically sequenced
- Know what the various punctuation marks are and rules for use (capital letters, full stops, question/ exclamation marks, commas in a list and to separate clauses, apostrophes for possession, ellipsis, inverted commas for speech, brackets, dashes and commas for parenthesis, and colons to introduce a list)
- Use of puns and alliteration

Understand what nouns (proper, collective, irregular plural and abstract) pronouns (personal, subject, object, possessive), adjectives and determiners (a, an, the and numbers) are and know how to use them correctly.

- Use appropriate layout and structure

**Conflicts through time**

Children will continue to identify conflicts throughout history with a focus on those involving South and North American countries.

**Killer Questions**

When have conflicts taken place through time? What have the cause and effect of these been?

Where in the world have different conflicts and wars taken place? Why might they have occurred in these specific geographic regions?

**H3.2a As historians WALT-** check accuracy of sources so that we can build a picture of the past.

**Outcome:** Chn will research conflicts and access the accuracy of the resources that they are using.

**G3.1a As geographers WALT-** maps and atlases so that we can locate the world's countries.

**Outcome:** Chn will label a North and South American countries on a map and identify where conflicts have taken place.

**A3.2b As artists WALT-** draw with increasing accuracy so that we can use perspective and proportions.

**Outcome:** Chn will begin to draw soldiers from conflicts using their sketching skills.

**Link to challenge outcome (for weeks learning) -**

Children will be able to explain where to find countries that have been involved in conflicts and locate them using a map. They will use exploratory talk to better understand the conflict, which they will later use in their presentational talk.

**As Scientists WALT-** recognise that objects are seen because they give out or reflect light.

**Outcome:** Chn will be able to describe the route light takes from a light source to our eyes.

**S3.2m, S3.2n**

Area of learning: Addition & Subtraction

Knowledge and skills:

- Add whole numbers with more than 4 digits (2 days)
- subtract whole numbers with more than 4 digits (2 days)
- Multi-step + & - problems

Mental maths focus:

- Comparing and ordering numbers.
- Rounding numbers.

Purpose-entertain

Text type-diary

Diary of an evacuee

Identify /Swag-bag features of diary account (pupil skills ladders)

Use features of a diary account (emotive language focus)

Plan a diary account

Up-level and improve (pupils skills ladders)

Links; evacuation diary account

Examine features of genre from key text examples- use in context-plan- write- up-level

Knowledge and skills:

Express strong emotions

Use a variety of sentence structures

- Sentences are logically linked

Understand the different verb forms (past, present, past and present progressive, per- feet) and when to use them

Know how to change verbs into the different tenses/ forms including regular and irregular verbs

Understand how to make the subject and verb agree and maintain a consistent tense.

Understand how to make the subject and verb agree and maintain a consistent tense.

**Sending the troops in!!!**

Children will be delving deep into the conflicts that have occurred around the world and assessing whether various resources are reliable or not.

### Killer Questions

When have conflicts taken place through time? What have the cause and effect of these been?

Where in the world have different conflicts and wars taken place? Why might they have occurred in these specific geographic regions?

What do different sources of information tell us about what took place in a particular conflict?

**H3.2a As historians WALT**-check accuracy of sources so that we can build a picture of the past.

**Outcome:** Chn will research specific conflicts and assess the accuracy of the resources that they are using.

### **Link to challenge outcome (for weeks learning) –**

Children will be able to explain why conflicts have taken place and where and when they have occurred. They will use exploratory talk to discuss the effectiveness of resources.

**As Scientists WALT**-recognise that light travels in straight lines from a light source.

**Outcome:** Chn will draw accurate ray model diagrams showing how they see.  
**S3.2l, S3.2m, S3.2n**

<p>Area of learning – Multiplication</p> <p>Knowledge and skills –</p> <ul style="list-style-type: none"> <li>- Multiply 4 digits by 1</li> <li>- Multiply 2 digits</li> <li>- Multiply 3 digits by 2</li> <li>- Multiply up to 4 digits by 2</li> <li>- Multiplication word problems.</li> </ul> <p>Mental maths focus</p> <ul style="list-style-type: none"> <li>- Mental arithmetic –</li> </ul> <p>Square and cube numbers.</p> <p>Prime numbers.</p>	<p>Purpose-entertain</p> <p>Text type-diary</p> <p>Diary of an evacuee</p> <p>Identify /Swag-bag features of diary account (pupil skills ladders)</p> <p>Use features of a diary account (emotive language focus)</p> <p>Plan a diary account</p> <p>Up-level and improve (pupils skills ladders)</p> <p>Links; evacuation diary account</p> <p>Examine features of genre from key text examples- use in context-plan- write- up-level</p> <p>Knowledge and skills:</p> <p>Express strong emotions</p> <p>Use a variety of sentence structures</p> <ul style="list-style-type: none"> <li>• Sentences are logically linked</li> </ul> <p>Understand the different verb forms (past, present, past and present progressive, per- feet) and when to use them</p> <p>Know how to change verbs into the different tenses/ forms including regular and irregular verbs</p> <p>Understand how to make the subject and verb agree and maintain a consistent tense.</p> <p>Understand how to make the subject and verb agree and maintain a consistent tense.</p>	<p><b>Where did conflicts occur?</b></p> <p>Children will be delving deep into the conflicts that have occurred around the world. They will then identify the nations involved in conflicts and identify their proximity to each other.</p> <p><b>Killer Questions</b></p> <p>When have conflicts taken place through time? What have the cause and effect of these been?</p> <p>Where in the world have different conflicts and wars taken place? Why might they have occurred in these specific geographic regions?</p> <p>What do different sources of information tell us about what took place in a particular conflict?</p> <p><b>G3.4a As geographers WALT-</b> use globes and computer mapping so that we can locate countries.</p> <p><b>Outcome:</b> Chn will label nations of the world and identify their proximity to each other.</p> <p><b>A3.3c As artists WALT-</b> choose appropriate brushes and tools to apply paint.</p> <p><b>Outcome:</b> Chn will practice using paint to develop a desired effect.</p> <p><b>Link to challenge outcome (for weeks learning) –</b></p> <p>Children will be able to explain why conflicts have taken place and where and when they have occurred. They will use exploratory talk to discuss the effectiveness of resources.</p> <p><b>H3.1c As historians WALT-</b> use a timeline so that we can plot key events from WW2.</p> <p><b>Outcome:</b> Chn will put key dates on to a timeline.</p> <p><b>As Scientists WALT-</b> identify how shadows are formed from a light source.</p> <p><b>Outcome:</b> Chn will explain how shadows are formed using their knowledge of the ray model diagrams.</p> <p><b>S3.2σ</b></p>
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(5)	<p>Area of learning – Division</p> <p>Knowledge and skills –</p> <ul style="list-style-type: none"> <li>- Short Division</li> <li>- Divide 4 digits by 1</li> <li>- Divide with remainders</li> <li>- Divide into decimals.</li> </ul> <p>Mental Focus</p> <ul style="list-style-type: none"> <li>- Mental arithmetic – multiplying 2 and 2 digits</li> </ul> <p>Times-tables – mixed of all.</p>	<p>Purpose to inform</p> <p>Text type-NCR on rationing in Britain</p> <p>Examine features</p> <p>Use features-focus on headings-use of passive voice, subordinating conjunctions</p> <p>Plan, write, up-level (using pupil skills ladder)</p> <p>Knowledge and skills</p> <ul style="list-style-type: none"> <li>• Use varied words choices, quotes, expert opinions</li> <li>• Use different sentence types accurately</li> <li>• Understand the difference between passive and active verbs</li> <li>• Know how to structure sentences in the passive form and when to use passive voice</li> </ul>	<p>RE</p> <p><b>As Theologists WALT</b>-consider the ultimate questions.</p> <p><b>Outcome:</b> Chn will discuss the different viewpoints of religions about what happens after death.</p> <p><b>As Theologists WALT</b>-compare and contrast Christianity with Judaism.</p> <p><b>Outcome:</b> Chn will compare what Christians and Jewish people believe in.</p>
(6)	<p>Area of learning – Long Division</p> <p>Knowledge and skills –</p> <ul style="list-style-type: none"> <li>- Long Division</li> </ul> <p>Mental Focus</p> <ul style="list-style-type: none"> <li>- Mental arithmetic – divide numbers – short division</li> </ul>	<p>Purpose to inform</p> <p>Text type-NCR on rationing in Britain</p> <p>Examine features</p> <p>Use features-focus on headings-use of passive voice, subordinating conjunctions</p> <p>Plan, write, uplevel (using pupil skills ladder)</p> <p>Knowledge and skills</p> <ul style="list-style-type: none"> <li>• Use varied words choices, quotes, expert opinions</li> <li>• Use different sentence types accurately</li> <li>• Understand the difference between passive and active verbs</li> <li>• Know how to structure sentences in the passive form and when to use passive voice</li> <li>•</li> </ul>	<p><b>As digital technicians WALT:</b> design, write and debug programs that accomplish specific goals.</p> <p><b>Outcome:</b> Chn will crack written codes like those used during WW2.</p> <p><b>As digital technicians WALT:</b> design, write and debug programs that accomplish specific goals.</p> <p><b>Outcome:</b> Chn will use scratch to hack numerical codes like those used during WW2.</p> <p><b>As Scientists WALT-</b> recognise that light can be reflected and change direction.</p> <p><b>Outcome:</b> Chn will be able to explain how shiny objects and mirrors reflect a ray of light.</p> <p><b>S3.21</b></p>

(7)	Assessment Week – Baseline assessment – past 2022 Sat's papers.	Assessment week  SPAG 2022 SATS PAPER READING 2022 SATS PAPER	Science Retrieval and Killer Questions (can the children answer drawing from their learning and additional books and resources?)  <b><u>Killer Questions</u></b> What can you notice about the way light travels? Are there ways to make light change direction? How does light allow us to see? What are shadows and how are these created? Can light travel through objects?
23.10.23 (8)	First half term – retrieval and recap	Whole school Writing Project – Linked to Opal Play projects	Science: Retrieval and Unit Evaluation/assessment: Light
	Half term		

Area of learning –  
Fractions

Knowledge and skills –  
- equivalent fractions  
- simplifying fractions  
- Improper fractions to mixed numbers.  
- Mixed numbers to improper fractions.

Mental focus –  
Squaring and cubing numbers.

Purpose to persuade

Text type-Write a persuasive speech  
(Leader motivating troop to join war effort)  
Identify and swag-bag features of persuasive speech  
Use features persuasion  
(sentence starters etc)

Plan a persuasive speech text  
Write a persuasive speech (leader motivating troops before battle/join war effort)

Up-level and improve (using pupil skills ladder)

Knowledge and skills

- Use varied words choices, quotes, expert opinions
- Use different sentence types accurately
- Understand what a rhetorical question is
- Understand the pattern of 3 to persuade using imperatives
- Know what an imperative is
- Know what boastful language is and how it can be used to help persuade
- Understand what repetition is and how to use it to emphasise key words or phrases
- Understand what emotive language is
- Understand what exaggeration is and when to use it

**Evacuate! War has started**

Introduce WW2. What do we already know about conflicts? What is a conflict?

### Killer Questions

When have conflicts taken place through time? What have the cause and effect of these been?

Where in the world have different conflicts and wars taken place? Why might they have occurred in these specific geographic regions?

**H3.1c As historians WALT-** use a timeline so that we can plot key events from WW2.

**Outcome:** Chn will put key dates on to a timeline-wider context up to D-Day and VE Day

**G3.1a As geographers WALT-** maps and atlases so that we can locate the world's countries.

**Outcome:** Chn will label WW2 European nations on a map honing in on their previous taught skills.

**As theologists WALT:** identify and discuss religious beliefs where morals conflict.

**Outcome:** Chn identify the key moral conflicts which led to the start of WW2.

### **Link to challenge outcome (for weeks learning) –**

Children will be able to explain where to find countries that were involved in WW2 using a map. They will identify the countries involved within the conflict. Show Allies/Axis/Neutral and changes in allegiance as the war progressed



Area of learning –  
Fractions

Knowledge and skills –  
- Fractions on a number line  
- Compare and order fractions  
- Add and subtract fractions

Mental focus –  
Simplifying fractions

Purpose to persuade

Text type-Write a persuasive speech  
(Leader motivating troop to join war effort)  
Identify and swag-bag features of persuasive speech  
Use features persuasion  
(sentence starters etc)

Plan a persuasive speech text  
Write a persuasive speech (leader motivating troops  
before battle/join war effort)

Up-level and improve (using pupil skills ladder)

Knowledge and skills

- Use varied words choices, quotes, expert opinions
- Use different sentence types accurately
- Understand what a rhetorical question is
- Understand the pattern of 3 to persuade using imperatives
- Know what an imperative is
- Know what boastful language is and how it can be used to help persuade
- Understand what repetition is and how to use it to emphasise key words or phrases
- Understand what emotive language is
- Understand what exaggeration is and when to use it

**Evacuate! War has started**

Introduce WW2. What do we already know about conflicts? What is a conflict?

### Killer Questions

When have conflicts taken place through time? What have the cause and effect of these been?

Where in the world have different conflicts and wars taken place? Why might they have occurred in these specific geographic regions?

**H3.2e As historians WALT-** investigate the causes of WW2 and wider impact. What if Britain did not go to war? What would the world look like now?

**Outcome:** Chn will research the causes of WW2 and consider the lasting impact

**H3.2a As historians WALT-** check accuracy of sources so that we can build a picture of the past.

**Outcome:** Chn will research WW2 and access the accuracy of the resources that they are using.

C3. 1a/ b As **digital technicians** WALT: understand Computer networks and the internet.

**Outcome:** Chn will discuss the uses and dangers of the internet and will be able to explain what they are.

**Link to challenge outcome (for weeks learning)** – Children will be able to explain the causes for conflict and develop an understanding for people's point of view.

**As Scientists WALT-** construct simple series circuits so that we can explain what will happen to different components.

**Outcome:** Chn will test out circuit adding a variety of components and explain how they work. Link to air raid siren etc

**S3.2s, S3.2t, S3.2u**

Area of learning –  
Fractions

Knowledge and skills –  
- add and subtract fractions  
- Multiply fractions by integers/fractions  
- Divide fractions by integers/fractions

Mental focus –  
Compare and order fractions

Writing purpose-discuss

Text type-balanced

Identify and swag-bag features of balanced argument texts.  
Use features of balanced argument  
Opportunity for oracy-Debate pros and cons of war.  
Make notes on both sides and summarise as class.  
Assign roles-critical friends give feedback-summarise arguments and feedback on pupils' roles.  
Plan a discussion text  
Write a discussion  
Uplevel and improve (using pupil skills ladder)

Knowledge and skills

- Adverbials to compare and contrast modal verbs and adverbs to indicate likelihood and possibility
- Understand verbs (doing, being, powerful, irregular, modal), conjunctions(coordinating, subordinating)
- prepositions and adverbs (manner time, place, cause and frequency)
- Understand the different type of clauses and the difference between sentences, clauses and phrases
- Know how to structure sentences in the passive form and when to use passive voice

**Blitz Evacuation.**

Check the accuracy of a source, what is a blitz? Can they imagine how people felt? What did people do? Why did people evacuate? Where did they evacuate to, what did this look like? Have there been other conflicts where people have had to evacuate/migrate? Where did they go? Why?

**Killer Questions**

When have conflicts taken place through time? What have the cause and effect of these been?

What do different sources of information tell us about what took place in a particular conflict?

**H3.2f As historians WALT-** compare accounts of the war across time so that we can build a picture of past events.

**Outcome:** Chn will research/ compare/contrast impact of war.

**H3.2c As historians WALT-** compare the value of primary and secondary sources.

**Outcome:** Chn will design a suitcase and plan for evacuation.

**Link to challenge outcome (for weeks learning) –**

Children will be able to explain the causes for conflict and develop an understanding for people's point of view.

**S3.2r As Scientists WALT-** investigate the relationship between cells/ voltage and lamp brightness.

**Outcome:** Chn will be able to explain what happens to the brightness of a lamp when more cells are added to a circuit. Link to black out

**S3.2q, S3.2r**

Area of learning –  
Fractions

Knowledge and skills –  
- Fraction of an amount  
- Fraction of an amount –  
whole number

Mental focus –  
Add and subtract fractions

Writing purpose-discuss

Text type-balanced

Identify and swag-bag features of balanced argument texts.  
Use features of balanced argument  
Opportunity for oracy-Debate pros and cons of war.  
Make notes on both sides and summarise as class.  
Assign roles-critical friends give feedback-summarise arguments and feedback on pupils' roles.  
Plan a discussion text  
Write a discussion  
Uplevel and improve (using pupil skills ladder)

Knowledge and skills

- Adverbials to compare and contrast modal verbs and adverbs to indicate likelihood and possibility
- Understand verbs (doing, being, powerful, irregular, modal), conjunctions (coordinating, subordinating)
- prepositions and adverbs (manner time, place, cause and frequency)
- Understand the different type of clauses and the difference between sentences, clauses and phrases
- Know how to structure sentences in the passive form and when to use passive voice

D-day.

### Killer Questions

When have conflicts taken place through time? What have the cause and effect of these been?

What do different sources of information tell us about what took place in a particular conflict?

**H3.2d As historians WALT-** Gather from different sources how conclusions were arrived at.

**Outcome:** Chn will investigate the reasons for D-day and why this was a key event to end the war.

**A3.3c As artists WALT-** choose appropriate brushes and tools so that we can apply paint for a desired effect.

**Outcome:** Chn will design a celebration poster.

### **Link to challenge outcome (for weeks learning) –**

Children will be able to explain the causes for conflict and develop an understanding for people's point of view.

**S3.2s As Scientists WALT-** investigate the relationship between cells/ voltage and buzzer volume.

**Outcome:** Chn will be able to explain what happens to the volume of a buzzer when more cells are added to a circuit. Link to air raid

**S3.2q, S3.2r**

(13)	<p>Area of learning – Fractions/percentages/decimals</p> <p>Knowledge and skills – - Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p>Mental focus – Find fraction of amounts e.g. <math>\frac{1}{2}</math> of 12</p>	<p>Writing purpose-discuss/entertain/inform (Challenge outcome)</p> <p>Text type- playscript-balanced argument, report</p> <p>Horrible Histories-scenes/sketches about conflicts across history</p> <p>Knowledge and skills</p> <ul style="list-style-type: none"> <li>• Considered word choices</li> <li>• Adverbials to compare and contrast</li> <li>• Variety of sentence structures</li> <li>• Understand what alliteration, similes, metaphors and personification are and how to construct them</li> <li>• Know how to use rule of 3 for description (adjectives) and action (verbs + elaboration) including correct punctuation</li> </ul>	<p>NICER outcome and preparation</p> <p>C3.1c / C3.2a As <b>digital technicians</b> WALT –select, use and combine a variety of software so that we can create a documentary <b>Outcome:</b> Chn will develop a script and props and begin creating a short multimedia presentation of the reasons for WW2.</p> <p>As <b>historians</b> WALT- give accounts of events (record documentary on outbreak of WW2) <b>Outcome:</b> Chn will develop a script and props and begin creating a short multimedia presentation of the reasons for WW2.</p> <p>As <b>technicians</b> WALT: select and use a wide range of materials to construct a model. <b>Outcome:</b> Chn will use a range of materials to create a model air raid shelter.</p>
(14)	<p>Assessment week maths SATS papers -2019</p>	<p>Assessment week SATS-2019 SPAG</p> <p>Writing purpose-discuss/entertain/inform (Challenge outcome)</p> <p>Text type- playscript-balanced argument, report</p> <p>Horrible Histories-scenes/sketches about conflicts across history</p> <p>Knowledge and skills</p> <ul style="list-style-type: none"> <li>• Considered word choices</li> <li>• Adverbials to compare and contrast</li> <li>• Variety of sentence structures</li> <li>• Understand what alliteration, similes, metaphors and personification are and how to construct them</li> <li>• Know how to use rule of 3 for description (adjectives) and action (verbs + elaboration) including correct punctuation</li> </ul>	<p>NICER outcome and preparation</p> <p>C3.1c/ C3.2a As <b>digital technicians</b> WALT –select, use and combine a variety of software so that we can create a documentary <b>Outcome:</b> Chn will develop a script and props and begin creating a short multimedia presentation of the reasons for WW2.</p> <p>As <b>historians</b> WALT- give accounts of events (record documentary on outbreak of WW2) <b>Outcome:</b> Chn will develop a script and props and begin creating a short multimedia presentation of the reasons for WW2.</p> <p><b>S3.2t As Scientists</b> WALT- create a burglar alarm using our prior knowledge. <b>Outcome:</b> Chn will design and create an alarm system using their knowledge of circuits. Link to Blitz <b>S3.2q, S3.2r, S3.2s, S3.2t, S3.2u</b></p>

(15)	Christmas Maths activities.	Review SPAG paper  Christmas descriptive writing activity.	Christmas activities and Finishing TASC wheel  Science: - retrieval <b>Killer Questions</b> What components do you need to create a complex circuit? How can you adjust your circuit to make a lamp brighter/ buzzer louder? What happened when you make these adjustments? How can a circuit be changed by adding a switch? What happens to the electrical flow when further components are added e.g. extra bulbs, extra batteries.
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