

Our Doorway  
into...



Stepping  
Back!

THE HOME-SCHOOL



CONNECTION

Homework will be set on Google Classroom and via Spelling Shed and Maths Shed. You can support your children with their Maths Passports by accessing their targets via Google Classroom.

Please follow the links on the next page to help support children's learning at home.



# Falconhurst School Autumn 2 2020

Year Group: Six

Pathway: Can I step back in time?



A siren sounds and a Spitfire zooms overhead! It's 1939 and Britain is at war. We'll plot the Second World War's events on a timeline and learn about rationing, Pearl Harbor and the Battle of Britain. From a range of maps, we'll identify safe and dangerous places during the war and make persuasive posters to support the war effort. From a range of sources, we will find out about children and school during the war and learn about discrimination that existed at the time. The children will learn about what it was like during the Blitz and think about how soldiers might have felt. During this pathway we will be using the text 'Letters from a Lighthouse' by Emma Carroll to inspire our writing. To start your child's learning journey about WW2, we recommend reading 'Once' by Morris Gleitzman, 'Goodnight Mr Tom' and 'My Secret War Diary' by Marcia Williams.

Our Drivers for Learning and Success are:

## Possibilities

To help us build aspiration for our futures through enquiry, enterprise and an appreciation of diversity we will:

They will learn about key figures throughout history who we can learn from and be inspired by.

## Knowledge of the World





To develop a sense of cultural capital that helps us to recognize, understand, value and learn from the world around us so that we are ambitious for our future, we will:

Through this pathway, children will be learning about the impact conflict has had on the wider world and our society.

## Well-Being

To embed our healthy physical, emotional and mental well-being that builds our resilience and keeps us safe, we will:

Children will gain a sense of right and wrong. They will debate and discuss prejudice that existed during that time and how and if it has changed in the modern world.

	New Knowledge and Skills	Build on our Prior Knowledge and Skills	Vocabulary	What you can do at home:
<p>As historians we will</p> 	<p>We will use sources of evidence to deduce information about the past Compare some of the times studied with those of the other areas of interest around the world. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and terms accurately in describing events.</p>	<p>In lower Key Stage two, children will have used sources of evidence to learn about Romans, Greeks and Anglo Saxons. The children will have put these dates into chronological order, across the time and across history.</p>	<ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>•</li> </ul>	<p>Visit <a href="#">BBC bitesized</a> to find out about WW2. Record some of these facts with pictures and illustrations.</p>
<p>As Scientists we will</p> 	<p>Recognise that light appears to travel in straight lines Understand that we can see objects because they give out or reflect light into the eye Explain why shadows have the same shape as the objects that cast them</p>	<p>In Year 3, children will already have recognized that they need light in order to see things and that different surfaces reflect light. The children will have also learned that shadows are formed when light is being blocked.</p>	<ul style="list-style-type: none"> <li>• Rainbow</li> <li>• Straight</li> <li>• Reflect</li> <li>• Shadow</li> <li>• Mirrors</li> <li>• Periscope</li> </ul>	<p>Create your own shadow puppets and use a torch to create a show for your family.</p>
<p>As Design technologists, we will.</p> 	<p>Explore the work of Henry Moore to inspire our own World War Two based sculptures. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. The children will use frameworks to provide stability and form using mod roc and newspaper. They will reinforce and strengthen sculpture using appropriate materials but thinking about how the sculpture looks.</p>	<p>In year 4, the children developed and explored creating 3D sculptures using a range of materials.  During Key Stage Two, the children will have developed their ideas in a sketch book, designing their 3D sculptures.</p>	<ul style="list-style-type: none"> <li>• 3D</li> <li>• Sculpture</li> <li>• Perspective</li> <li>• Strengthening</li> <li>• aesthetic</li> <li>• Properties</li> <li>• Materials</li> </ul>	<p>Create your own Henry Moore inspired sculpture with whatever you can find at home.</p>
<p>As Artists we will</p> 	<p>Children will explore the work of Paul Nash who is regarded as one of the most important British artists of the early 20<sup>th</sup> century. Children will investigate the process that Paul Nash went through to develop as an artist and how World War one and two had an impact on his work. They will learn about the processes that Nash went through to create his works, what media and materials he used and the visual language seen in his work, especially his work based in WW2</p>	<p>In Year 5, children worked with surrealist artists, such as Peter Thorpe and abstract artist, Jason Scarpace. The children create their own pieces of work based on these artists, using the same colours and techniques.</p>	<ul style="list-style-type: none"> <li>• Macabre</li> <li>• Iconic</li> <li>• Brooding</li> <li>• Enchanting</li> <li>• Remnants</li> </ul>	<p>Investigate different work by Paul Nash and try and copy his techniques.</p>