

# Y6 Spring 2026 : World War 2 - Planning overview/sequential learning grid



Text: Immersive reading text - [Goodnight Mr Tom/Once](#)



Teacher read/comparison - [Morris Gleitzman collection](#) (Schools to select preference of text)

## Big Question: How does war change lives?

	05.01.26 INSET DAY	12.01.26	19.01.26 World Religion Day 18/01/26	26.01.26	02.02.26 Assessment Week	09.02.26 ROA day  Internet Safety Day - 10/02  Children's Mental Health Week	23.02.26 Chinese New Year 17/02/26	02.03.26 World Book day 05/03/26  Careers Week 2026	09.03.26 Science Week  Assessment Week	16.03.26	23.03.26
<b>Literacy</b>	<b>Narrative</b> - Unknown journey Evacuee leaving home <b>INCIDENTAL - SETTING/CHARACTER DESCRIPTION</b>	<b>Narrative</b> - Unknown journey Evacuee leaving home	<b>Narrative</b> - Unknown journey Evacuee leaving home <b>NARRATIVE OUTCOME - UNKNOWN JOURNEY</b>	<b>Letters</b> (formal and informal) Sheffield Blitz  Eye-witness report of an evacuee	<b>Letters</b> (formal and informal) Sheffield Blitz	<b>Letters</b> (formal and informal) Sheffield Blitz  <b>OUTCOME - letters (formal and informal)</b>	<b>Narrative</b>  Air Raid scene- focus on dialogue	<b>Narrative</b>  Air Raid scene- focus on dialogue	<b>Non-chronological report</b> Life during WW2/The Homefront	<b>Non-chronological report</b> Life during WW2/The Homefront  <b>INCIDENTAL - RATIONING AND WOMEN'S ROLES</b>	<b>Non chronological report</b> Life during WW2/The Homefront  <b>OUTCOME - NON CHRON REPORT</b>
<b>Maths</b>	Ratio	Ratio	Algebra	Algebra	Decimals	Decimals	Fractions, Decimals and Percentages	Fractions, Decimals and Percentages	Area, perimeter and volume	Area, perimeter and volume	Statistics Statistics
<b>Science</b>	LO. To explain how we see, naming the functions of each part of the eye  WT* Science SOW and Pr...  <b>Suggested outcome:</b> Labelled diagram	LO. To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes  <b>Suggested outcome:</b> Practical science with written outcome		LO. To explain the process of refraction.  LO. To explore the colours of white light.  <b>Suggested outcome:</b> Practical science with written outcome	LO. To explain why shadows have the same shape as the objects that cast them, using the idea that light travels in straight lines  <b>Suggested outcome:</b> Explanation		LO. To carry out a fair test to identify the best materials for a blackout  	LO. To use ICT to present and interpret results of an investigation  	<b>SCIENCE WEEK</b>		
<b>ICT</b>  Digital Literacy  Data & Data Representations	<b>LO: To know how to create a positive online reputation</b>  <b>LO: To describe how to capture bullying content as evidence</b>	LO. To know how to check for and identify inaccurate data.  LO. To use formulae and functions in a spreadsheet.	LO. To enter and use a simple formula in a spreadsheet (sum, average, mode).  LO. To know that changing the numerical data affects a calculation.  <b>Suggested outcome:</b> create step by step guide to support users	LO. To change data to satisfy "What if" queries.	LO. To use a spreadsheet to solve simple problems	LO. To make graphs from the data on my spreadsheet & use editing tools to alter its design  <b>Suggested outcome:</b> printed outcome of graph and edits including reflection	LO. To plan a multi-scene Animation including characters, scenes, camera angles and special effects.  LO. To use stop-go animation software to shoot the animation frames.  LO. To adjust the number of photographs taken and the playback rate to improve the quality of the animation.	LO. To use a movie editing package to edit/refine and add titles.  LO. To plan for the use of special effects/transitions to enhance their video.  <b>LINK TO LITERACY - Narrative</b>	LO. To trim, arrange and edit audio levels of video to improve the quality of their outcome.  LO. To add titles, credits, transitions, special effects.  <b>LINK TO LITERACY - Narrative</b>	LO. To use more sophisticated music software to plan, create, edit and play their own compositions.	LO. To export their video in different formats for different purposes  <b>QR CODE OF FILM</b>
<b>History</b>	LO. To select and organise relevant historical information to construct informed responses about how the end of WW1 contributed to Hitler's rise to power and the beginning of WW2  (Address and devise historically valid questions about change, cause, similarity and difference, and significance.)  <b>Suggested outcome:</b> Summary of main causes of World War Two	LO. To identify key dates, characters and events of the beginning of WW2, ordering key events on a timeline.  <b>Suggested outcome:</b> annotated timeline	LO. To use primary sources to study experiences of evacuees, understanding how evacuation occurred concurrently in different locations.  LO. To identify that some evidence from the past is propaganda, opinion or misinformation which affects interpretations of history.  LO. To critically analyse historical sources by evaluating reliability, credibility and bias. <b>Suggested outcome:</b> Source analysis on speech bubbles	<b>HOLOCAUST MEMORIAL DAY - Tuesday</b>	LO. To use dates and terms accurately to describe The Blitz across different parts of Britain  <b>Suggested outcome: Fact file</b>		LO. To explain rationing and describe how some of the things studied from the past affect/influence life today.  <b>Suggested outcome: Fact file</b>	LO. To explain the roles of women in WW2 and describe the lasting impact, knowing how some of the things studied from the past affect/influence life today.  <b>Suggested outcome: Writing in role - then and now</b>			LO. To identify how WW2 has had a lasting impact on society today, understanding change, cause, similarity and difference, and significance.)  <b>Suggested outcome: QR code - oracy outcome</b>

<p><b>Geog</b></p>		<p>LO. To locate places on a world map (countries Axis/Allies involved in WW2)</p> <p><b>Suggested outcome:</b> Annotated map of the World</p>	<p>LO. To investigate contrasting locations, with emphasis on the larger scale, discussing how the physical land features impacted on locational experiences during WW2.</p> <p>LO. To use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</p> <p>- Ukraine (fertile land) -UK (Island) -Germany (River Rhine) -America (distance)</p> <p><b>Suggested outcome:</b> Written summary of comparisons made of the different locations</p>			<p>LO. To use OS maps to locate cities where evacuees were moved to</p> <p>LO. To plot the route of an evacuee on an OS map, using 4 figure coordinates confidently to locate features on a map.</p> <p><b>Suggested outcome:</b> Plot grid references and identify a range of bombed locations within a location</p>		<p>LO. To describe and understand key aspects of distribution of natural resources focussing on energy and minerals.</p> <p><b>Suggested outcome:</b> QR code of oral discussion on where resources come from.</p>			
<p><b>DT</b></p> <p>Cooking &amp; Nutrition</p>						<p>LO. To research recipes used during WW2 and use this research to plan own savoury recipe</p> <p>LO. Include facts and drawings from research undertaken.</p> <p><b>Suggested Outcome:</b> Moodboard of old wartime recipes</p>	<p>LO. To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p><b>Suggested outcome:</b> Seasonality chart</p>	<p>LO. To adapt a savoury WW2 recipe, applying the principles of a healthy and varied diet</p> <p>LO. Understand the combinations of food that will complement one another.</p> <p><b>Suggested outcome:</b> Write own recipe using ingredients available from garden and rationing card only</p>	<p>LO: To follow a recipe using the correct quantities of each ingredient, knowing how to store and handle food ingredients properly. E.g. VE day party</p> <p>LO. Work safely and hygienically with increasing independence.</p> <p>LO. Evaluate health and safety in production to minimise cross- contamination.</p> <p><b>Suggested outcome:</b> Piccollage - step by step of recipe to go alongside recipe</p> <p><i>Compile a class WWII recipe book</i></p> 	<p>LO. Evaluate a recipe considering its taste, smell, texture and origin of the food group.</p> <p>LO. Suggest and write up points for improvement in production.</p> <p><b>Suggested outcome:</b> Critique recipes made (writing opportunity)</p>	
<p><b>Art</b></p> <p>Drawing &amp; 3D Art</p>	<p><b>Drawing</b> <b>Artist study / Sketchbook</b></p> <p>LO: Analyse the work of an artist (Henry Moore)</p> <p><i>Henry Moore (figures in shelters during the war)</i></p> <p><b>Suggested outcome:</b> Artist Study in Sketchbooks</p> 	<p><b>Drawing</b> <b>Skills lesson / Sketchbook</b></p> <p>LO: To use tone and line techniques to show direction, scale and proportion</p> <p>LO. Develop further simple perspective in their work using a single focal point and horizon.</p> <p><b>Suggested outcome:</b> Use the wooden figures to support scale and proportion.</p> <p>Skills practice work in sketch books- tones/ textures /pencil work (2B/4B etc) Skill development of perspective, linked to Henry Moore.</p>		<p><b>Drawing</b> <b>Outcome</b></p> <p>LO. To work in a safe, organised way, caring for equipment.</p> <p>LO. To secure work to continue at a later date.</p> <p><b>Suggested outcome:</b> Pencil sketch of a WW2 image in the style of Henry Moore.</p>		<p><b>Drawing</b> <b>Evaluation</b></p> <p>LO. Discuss and review own and others work, expressing thoughts and feelings explaining their views</p>	<p><b>Drawing - Design</b></p> <p>LO. Develop further simple perspective in their work using a single focal point and horizon.</p> <p>LO. To work in a safe, organised way, caring for equipment.</p> <p><b>Suggested outcome:</b></p>  <p>* Chop up pieces of a newspaper to collage the searchlights. (this will be the design of the clay tile for the 3D art)</p>	<p><b>3D art</b> <b>Artists study / Sketchbook</b></p> <p>LO. Analyse and compare artists' work.</p> <p><i>LO. Use language appropriate to skill and technique.</i></p> <p><b>Suggested outcome:</b> Sophia Vari (contemporary) and Donatello (realism) study</p> <p>Consider the difference in styles and analyse in sketchbooks.</p>		<p><b>3D art</b> <b>Outcome</b></p> <p>LO. Demonstrate experience in relief and work using a range of media (clay)</p> <p><i>LO. Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</i></p> <p><i>LO. Confidently carve a simple form.</i></p> <p><i>LO. Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</i></p> <p><b>Suggested outcome:</b> Create a relief clay tile of the Blitz. (Use the design from the pastel work)</p>	<p><b>3D art</b> <b>Evaluation</b></p> <p>LO. Discuss and review own and others work, expressing thoughts and feelings explaining their views</p> <p><b>Suggested outcome:</b> Evaluate clay work created</p>
<p><b>PE</b></p>	<p><b>OAA</b></p> <p>LO. To build communication and trust whilst showing an awareness of safety.</p>	<p><b>OAA</b></p> <p>LO. To work as a team to solve problems, sharing ideas and collaborating with one another.</p>	<p><b>OAA</b></p> <p>LO. To develop tactical planning and problem solving.</p>	<p><b>OAA</b></p> <p>LO. To share ideas and work as a team to solve problems.</p>	<p><b>OAA</b></p> <p>LO. To share ideas and work as a team to solve problems.</p>	<p><b>OAA</b></p> <p>LO. To develop navigational skills and map reading.</p> <p><b>Suggested Outcome - Pic</b> collage of skills build up from over the term and reflection</p>	<p><b>Basketball</b></p> <p>LO. To move into space to support a teammate.</p>	<p><b>Basketball</b></p> <p>LO. To choose when to pass and when to dribble.</p>	<p><b>Basketball</b></p> <p>LO. To track an opponent and use defensive techniques to win the ball.</p>	<p><b>Basketball</b></p> <p>LO. To perform a set shot and a jump shot.</p>	<p><b>Basketball</b></p> <p>LO. To apply the rules and tactics you have learnt to play in a basketball tournament.</p> <p><b>Suggested Outcome - Pic</b> collage of skills build up from over the term and reflection</p>
<p><b>Music</b></p> <p>Charanga scheme</p> <p>Spring 1: <b>How does music connect us with our past?</b></p> <p><a href="https://www.rotherhammusic.serviceonline.co.uk/workspace/scheme_builder/71141-hs">https://www.rotherhammusic.serviceonline.co.uk/workspace/scheme_builder/71141-hs</a></p>	<p><b>Understanding Structure and form</b></p> <p><b>Listening</b></p> <p>LO. To demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.</p> <p>LO. To identify and describe a variety of contrasting feelings as they relate to music.</p>	<p><b>Understanding Structure and form</b></p> <p><b>Singing</b></p> <p>LO. To identify the purpose of musical structures.</p> <p>LO. Identify where changes in texture and tonality help emphasise the contrasting sections in a song.</p> <p>LO. Recognise that</p>	<p><b>Understanding Structure and form</b></p> <p><b>Playing</b></p> <p>LO. Identify where changes in texture and tonality help emphasise the contrasting sections in a song.</p> <p>LO. Recognise by ear and notation: - Minims, crotchets, quavers, semiquavers and their rests</p>	<p><b>Understanding Structure and form</b></p> <p><b>Improvising and Composing</b></p> <p>LO. Identify where changes in texture and tonality help emphasise the contrasting sections in a song.</p> <p>LO. I can make an informed decision as to which notes and expression to use</p>	<p><b>Understanding Structure and form</b></p> <p><b>Improvising and Composing</b></p> <p>LO. Identify where changes in texture and tonality help emphasise the contrasting sections in a song.</p> <p>LO. I can make an informed decision as to which notes and expression to use</p>	<p><b>Understanding Structure and form</b></p> <p><b>Performing</b></p> <p>LO. I can understand and make connections between the music encountered and the Social Theme.</p> <p>LO. Demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing</p>	<p><b>Developing Melodic Phrases</b></p> <p><b>Listening</b></p> <p>LO. I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.</p> <p>LO. I can identify and describe a variety of</p>	<p><b>Developing Melodic Phrases</b></p> <p><b>Singing</b></p> <p>LO. Recognise and move in time with the changing speed of a steady beat.</p> <p><b>Suggested songs/music:</b> We'll Meet Again, Vera Lynn</p>	<p><b>Developing Melodic Phrases</b></p> <p><b>Playing</b></p> <p>LO. Copy simple melodies by ear or from reading notation.</p> <p>LO. Recognise by ear and notation: - Minims, crotchets, quavers, semiquavers and their rests</p>	<p><b>Developing Melodic Phrases</b></p> <p><b>Improvising and Composing</b></p> <p>LO. Create melodies by ear and notate them.</p> <p>LO. Recognise an effective use of tempo at the end of a song.</p> <p>LO. I can make an informed</p>	<p><b>Developing Melodic Phrases</b></p> <p><b>Performing</b></p> <p>LO. I can understand and make connections between the music encountered and the Social Theme.</p> <p>LO. Demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing</p>

<p>ringthorpe-junior-school/pr view_unit/1356207-underst anding-structure-form</p> <p>Spring 2: <b>How does music bring us together?</b> <a href="https://www.rotherhammusic.serviceonline.co.uk/workspa&lt;br/&gt;ce/scheme_builder/71141-he&lt;br/&gt;ringthorpe-junior-school/pr&lt;br/&gt;view_unit/1356200-developi&lt;br/&gt;ng-melodic-phrases">https://www.rotherhammusic.serviceonline.co.uk/workspa ce/scheme_builder/71141-he ringthorpe-junior-school/pr view_unit/1356200-developi ng-melodic-phrases</a></p>	<p>LO To demonstrate understanding of musical style and broader understanding of cultural/ historical connections/context of music.</p> <p>LO. Talk about how musical styles often have the same musical structure, eg Folk music: verse and chorus; Rock and Pop music: verse, chorus, bridge and instrumental break.</p> <p><b>Suggested songs/music:</b> Boogie Woogie Bugle Boy, The Andrews sisters</p> <p>In the Mood, Glenn Miller</p> <p>When the lights go on all over the world, Vaughn Monroe</p> <p><b>Suggested outcome:</b> Create playlist popular songs/music during WWII incl response</p>	<p>changing the tonality at different points within the song creates different sections to the structure.</p> <p><b>Suggested songs/music:</b> Boogie Woogie Bugle Boy, The Andrews sisters</p> <p>In the Mood, Glenn Miller</p> <p>When the lights go on all over the world, Vaughn Monroe</p>	<p><b>Suggested songs/music:</b> Boogie Woogie Bugle Boy, The Andrews sisters</p> <p>In the Mood, Glenn Miller</p> <p>When the lights go on all over the world, Vaughn Monroe</p> <p><b>Suggested outcome:</b> Play a short section of a chosen piece of music/ song.</p> <p>Annotated notation and QR code of performance</p>	<p>when composing and improvising with the song.</p> <p><b>Suggested outcome:</b> Difference between improvisation and composition: Improvise with the Song</p> <p>Given a verse to compose to (continue into next lesson) Choice of notation used to support performance</p>	<p>when composing and improvising with the song.</p> <p><b>Suggested outcome:</b> Difference between improvisation and composition: Improvise with the Song</p> <p>Given a verse to compose to (continue into next lesson) Choice of notation used to support performance</p>	<p>music.</p> <p><b>Suggested outcome:</b> QR code of performance and reflection from unit</p>	<p>contrasting feelings as they relate to Music.</p> <p>LO. I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.</p> <p><b>Suggested songs/music:</b> We'll Meet Again, Vera Lynn</p> <p><b>Suggested outcome:</b> Reflection and response</p>		<p><b>Suggested songs/music:</b> We'll Meet Again, Vera Lynn</p> <p><b>Suggested outcome:</b> Play a short section of a chosen piece of music/ song.</p> <p>Annotated notation and QR code of performance</p>	<p>decision as to which notes and expression to use when composing and improvising with the song.</p> <p><b>Suggested outcome:</b> Improvisation: response to a new piece of music .</p> <p>Composition: Each group provided with a different verse to compose to to create a whole class performance</p>	<p>music.</p> <p><b>Suggested outcome:</b> QR code of performance and reflection from unit</p>
<p><b>MFL</b></p> 		<p>LO. To know greetings (hello, goodbye, how are you?)</p> <p>LO. developing appropriate pronunciation</p> <p>LO. I can speak in full sentences using familiar vocabulary, phrases and basic language structures</p> <p><i>Phonics starter</i></p> <p><b>Suggested outcome:</b> text conversation</p>		<p>LO. To say numbers to 10.</p> <p>LO. To develop appropriate pronunciation</p> <p><i>Phonics starter</i></p> <p><b>Suggested outcome:</b></p>	<p>LO. To say numbers to 20.</p> <p>LO. developing appropriate pronunciation</p> <p><i>Phonics starter</i></p> <p><b>Suggested outcome:</b> <b>BINGO!</b></p>		<p>LO: To say the days of the week in German.</p> <p>LO. To develop appropriate pronunciation</p> <p><i>Phonics starter</i></p> <p><b>Suggested outcome:</b> Weekly timetable including days of the week/dates</p> 			<p>LO: To introduce myself in German.</p> <p>LO. To develop appropriate pronunciation</p> <p>LO. To speak in full sentences using familiar vocabulary, phrases and basic language structures</p> <p><i>Phonics starter</i></p> <p><b>Suggested outcome:</b> QR code - short conversation with partner. Including: hello, my name is ..., what is your name?, how are you, goodbye</p>	
<p><b>RE</b></p> <p><b>Muslims and Christians: Who is inspiring?</b></p>	<p>LO. To identify the qualities of a good leader.</p> <p><i>What makes a hero?</i></p> <p><b>Suggested Outcome:</b> Story Map of key events showing qualities and actions of chosen Hero that makes them stand out</p>	<p>LO. To make links between religious leaders and other kinds of Leadership.</p> <p><i>What do we think about leaders and followers?</i></p> <p><b>Suggested Outcome:</b> Comparison of leaders and their qualities</p>	<p><b>WORLD RELIGION DAY - MONDAY</b></p>	<p><b>CHINESE NEW YEAR - WEDNESDAY</b></p> <p><b>HOLOCAUST MEMORIAL DAY - MONDAY</b></p> <p><i>Revisit of JUDAISM (Y2)</i></p> <p>LO. To recognise persecution as a result of faith</p> <p>Holocaust/Anne Frank</p> <p><b>Suggested outcome:</b> Mindmap</p> 		<p>LO. To reflect on what makes a leader a good leader (teachings of Prophet Muhammad PBUH)</p> <p><i>What do stories of the Prophet Muhammad (PBUH) teach us?</i></p> <p><i>What can we learn about forgiveness from a story of the Prophet Muhammad (PBUH)?</i></p> <p><b>Suggested outcome:</b> Reflection</p>	<p>LO. To make links between the stories of the Prophet Muhammad (PBUH) and the way Muslims live today.</p> <p>LO. To know why The Prophet Muhammad (PBUH) is important to Muslims today</p> <p><i>How does following the example of the Prophet Muhammad (PBUH) make a difference to Muslims' lives?</i></p> <p><b>MUSLIM VISITOR: Discussion/interview</b></p> <p><b>Suggested outcome:</b> Key Q / piccollage / reflection from discussion</p>		<p>LO. To explore, question and respond to the teachings and experience of people from the Christian community</p> <p><i>Who is an inspiring person to Christians?</i></p> <p><i>How shall we weigh up what we think of the inspirational people Christians admire?</i></p> <p><b>Suggested outcome:</b> Script for a Canva presentation (sound, image/ text) in which they 'meet' two inspirational people. Include questions + answers, as well as questions and answers the two great figures would have for each other. Include material which supports comments (e.g. quotes from scripture, newspapers, comments from other people, photos etc).</p> <p><i>Moving on: Did my inspiring leader follow Jesus well?</i></p>		<p>LO. To reflect on the qualities of a good leader and reason why these are inspirational.</p> <p><i>Who is inspiring to me?</i></p> <p><b>Suggested outcome:</b> Reflection on a person of inspiration to themselves</p> 
<p><b>PSHE</b> <b>RHE</b></p>			<p><u>LO: To understand and plan for a healthy lifestyle.</u></p> <p><b>Suggested outcome:</b> Shared expertise. Present findings orally to the class in groups. Video of all groups to make a class healthy lifestyle advert</p>		<p><u>LO: To understand the potential impact of technology on physical and mental health.</u></p> <p><b>Suggested outcome:</b> Image annotation - positive and negative impacts of different online platforms/ media</p>	<p><u>LO: To understand that online relationships should be treated in the same way as face to face relationships.</u></p> <p><b>Suggested outcome:</b> Risks vs realities of online relationships</p>		<p><u>LO: To explore different career routes and their requirements.</u></p> <p><b>Suggested outcome:</b> Careers mindmap across sectors Add skills and goals individually</p>		<p><u>LO: To identify how money-related matters develop at secondary school.</u></p> <p><b>Suggested outcome:</b> Scenario work Pic collage of group discussions, ideas and responses (on large shared paper)</p>	
<p><b>P4C</b></p>				<p>P4C <b>Theme:</b> Persecution</p>		<p>P4C <b>INTERNET SAFETY</b></p> 				<p>P4C <b>Theme:</b> Conflict</p>	