



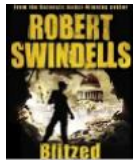
Girton Glebe Primary School Unit of Inquiry

Oak Class (Y6) – Summer 1

English:

Reading:

This half term, pupils will continue to develop their reading skills while preparing for the end-of-year SATs assessments. They will build stamina when reading longer texts and practise answering a range of question types using evidence to support their ideas.



Our focus texts include *The Wind in the Wall* by Sally Gardner, *Romeo and Juliet* (adapted by Helen Street), and *Blitzed* by Robert Swindells. Through these texts, pupils will explore themes of conflict, power and decision-making, linking closely to our study of World War II and our wider unit concepts.

Key reading objectives:

- Summarise the main events and key details across more than one paragraph
- Draw inferences about characters' feelings, thoughts and motives using evidence
- Make reasonable predictions based on explicit and implicit information
- Use evidence from the text to justify opinions and viewpoints
- Consider authors' language choices and their impact on the reader

How we organise ourselves

Central Idea:

Systems of power and decision-making shape how societies respond to crisis and change.

Lines of Inquiry:

An inquiry into how decisions made in times of crisis affect people and the environment (Causation)

An inquiry into the long-term consequences of systemic change (Perspective)

An inquiry into how we can prevent future conflict (Responsibility)

Writing:

This half term, pupils will develop their writing through *The Wind in the Wall* by Sally Gardner and *Romeo and Juliet* (adapted by Helen Street). Both texts explore themes of conflict, consequence and decision-making, linking closely to our study of World War II and our wider unit concepts.



Using *The Wind in the Wall*, children will explore the Gothic genre, writing figurative descriptions, dialogue and letters before creating their own extended ghost story. Through *Romeo and Juliet*, pupils will write in a range of formal styles, including reports, diary entries and letters, culminating in a balanced argument exploring responsibility for key events in the story.

Key writing outcomes:

- Figurative descriptions and atmospheric narrative writing
- Dialogue and character/setting descriptions
- Formal writing (reports, letters, diary entries)

Main outcomes: Extended Gothic narrative and balanced argument

Skills development:

- Writing for a range of purposes and audiences
- Using grammar to enhance meaning (e.g. passive voice, modal verbs, expanded noun phrases)



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		<ul style="list-style-type: none"> Structuring writing clearly and coherently Editing and improving work for clarity and effect 																								
<p>Maths: Maths will focus on Revising Key Skills previously taught, and reasoning and solving problems involving these.</p> <p>The skills covered will include:</p> <ul style="list-style-type: none"> Read and interpret pie charts Accurately draw pie charts Calculate the mean from a data set Add and subtract mixed numbers Multiply and divide mixed numbers by integers Add, subtract, multiply and divide using numbers with up to 3 decimal places Identify the properties of 2D and 3D shapes, identifying and naming these Calculate missing angles from known information Solve problems involving area, perimeter and volume of shapes 	<p style="text-align: center;">Key Vocabulary</p> <table border="1" data-bbox="752 608 1453 831"> <tr> <td>evacuation</td> <td>government</td> <td>resources</td> <td>spreadsheet</td> </tr> <tr> <td>rationing</td> <td>decision-making</td> <td>trade</td> <td>mental health</td> </tr> <tr> <td>conscription</td> <td>consequence</td> <td>environment</td> <td>resilience</td> </tr> <tr> <td>alliance</td> <td>perspective</td> <td>classification</td> <td>belief</td> </tr> <tr> <td>conflict</td> <td>responsibility</td> <td>data</td> <td>suffering</td> </tr> <tr> <td>power</td> <td>sustainability</td> <td>formula</td> <td>habitat</td> </tr> </table> <p style="text-align: center;">Approaches to Learning:</p> <p>Research:</p> <ul style="list-style-type: none"> Collecting, recording and interpreting information from a range of sources Asking questions to deepen understanding <p>Communication:</p> <ul style="list-style-type: none"> Expressing ideas clearly through speaking, writing and discussion Listening and responding thoughtfully to others <p>Thinking:</p> <ul style="list-style-type: none"> Analysing information and making connections Reflecting on learning and applying knowledge to new situations 	evacuation	government	resources	spreadsheet	rationing	decision-making	trade	mental health	conscription	consequence	environment	resilience	alliance	perspective	classification	belief	conflict	responsibility	data	suffering	power	sustainability	formula	habitat	<p>Science:</p> <p>This half term, pupils will explore Living Things and Their Habitats, focusing on how organisms are classified and how environments can change over time. Children will learn how living things are grouped based on shared characteristics and how classification systems help scientists understand the natural world.</p> <p>Pupils will also consider how habitats can be affected by both natural and human changes, making links to our wider unit on how decisions impact environments during times of crisis.</p> <p>Key learning outcomes:</p> <ul style="list-style-type: none"> Describe how living things are classified into broad groups based on common characteristics Give reasons for classifying plants and animals based on observable features Understand that classification systems change over time as new discoveries are made Explore how environmental changes can affect habitats and living things
evacuation	government	resources	spreadsheet																							
rationing	decision-making	trade	mental health																							
conscription	consequence	environment	resilience																							
alliance	perspective	classification	belief																							
conflict	responsibility	data	suffering																							
power	sustainability	formula	habitat																							



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<ul style="list-style-type: none"> • Translate and reflect shapes in all 4 quadrants • Use co-ordinates accurately • Calculate fractions of amounts • Calculate percentages of amounts • Round decimals to the nearest whole • Round decimals to one decimal place • Multiply and divide numbers involving decimals by 10, 100 and 1000 • Convert between units of measure 	<p style="text-align: center; color: #0070c0;">Key Concepts:</p> <p>Causation:</p> <p>Change:</p> <p>Responsibility:</p> <p>Connection:</p> <p>Function:</p>	<p>Skills development:</p> <ul style="list-style-type: none"> • Observing and comparing living things • Using classification keys • Recording and presenting findings • Making links between scientific knowledge and real-world change
<p>Line of Inquiry 1: An inquiry into how decisions made in times of crisis affect people and the environment (Causation)</p> <p>In this line of inquiry, pupils explore how decisions made by governments, leaders and individuals during World War II shaped people’s lives and the environment.</p> <p>History skills</p> <ul style="list-style-type: none"> • Identify and explain key decisions made during WWII (e.g. evacuation, rationing, conscription) • Explore cause-and-effect relationships and their impact on people and communities • Use historical sources to investigate different experiences of war <p>Geography skills</p> <ul style="list-style-type: none"> • Understand how war affected settlements, land use and environments • Explore how access to resources influenced decision-making <p>Science skills</p> <ul style="list-style-type: none"> • Recognise how environments and habitats can change due to human activity • Make links between environmental change and its impact on living things 	<p>Line of Inquiry 2: An inquiry into the long-term consequences of systemic change (Perspective)</p> <p>In this line of inquiry, pupils explore how decisions made during times of crisis can have lasting impacts on societies, environments and future generations.</p> <p>History skills</p> <ul style="list-style-type: none"> • Understand how WWII changed Britain over time • Explore different perspectives of those affected by war • Consider how historical interpretations can vary <p>Geography skills</p> <ul style="list-style-type: none"> • Examine how places are rebuilt and changed after conflict • Explore global connections, trade and resource distribution <p>Computing / Maths skills</p> <ul style="list-style-type: none"> • Use data to identify patterns and trends • Interpret information to support conclusions and decision-making <p>PSHE / Wider skills</p> <ul style="list-style-type: none"> • Consider how experiences shape people’s views and actions • Reflect on fairness, equality and long-term impact 	



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<p>PSHE / Wider skills</p> <ul style="list-style-type: none">• Reflect on how decisions affect individuals and communities• Consider responsibility during times of crisis	
<p>Line of Inquiry 3:</p> <p>An inquiry into how we can prevent future conflict (Responsibility) In this line of inquiry, pupils explore how individuals, communities and nations can make responsible choices to reduce conflict and build a more peaceful future.</p> <p>History skills</p> <ul style="list-style-type: none">• Reflect on lessons learned from WWII• Understand how conflict has led to changes in society and global cooperation <p>Geography skills</p> <ul style="list-style-type: none">• Explore how resources, trade and global connections can lead to conflict or cooperation• Consider sustainable use of resources <p>RE / PSHE skills</p> <ul style="list-style-type: none">• Explore moral and ethical responses to suffering• Reflect on how beliefs influence actions and decision-making• Consider respectful relationships and responsible choices <p>Wider skills</p> <ul style="list-style-type: none">• Develop empathy and critical thinking• Discuss how individuals can contribute to positive change	



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<p>Geography</p> <p>This half term, pupils will explore how geography influenced events during World War II. They will investigate how countries formed alliances and use maps to understand the global scale of the conflict.</p> <p>Children will examine how both human and physical geography affected decision-making, including how land, location and resources influenced strategies. They will also explore the impact of war on people and places, including evacuation, destruction and rebuilding.</p> <p>Pupils will consider how access to resources and trade routes shaped wartime conditions, making links to how decisions made during crisis can affect both people and the environment.</p>	<p>History</p> <p>This half term, pupils will study World War II as a significant turning point in British history. They will explore the causes of the war and the key decisions made by governments and leaders, considering how these shaped events and outcomes.</p> <p>Children will investigate how the war affected everyday life, including evacuation, rationing and the role of civilians. They will also examine the impact of key events such as the Blitz and consider how Britain changed as a result of the war.</p> <p>Through the use of historical sources, pupils will develop their understanding of cause and consequence, perspective and the long-term impact of decisions made during times of crisis.</p>	
<p>Physical Education – Athletics & OAA</p> <p>This half term, pupils will take part in athletics and outdoor adventurous activities (OAA). In athletics, they will develop their skills in sprinting, longer-distance running, triple jump and throwing, focusing on technique, control and improving personal performance.</p> <p>In OAA, pupils will work individually and collaboratively to solve physical challenges. They will develop communication, teamwork and navigation skills, as well as learning how to plan and adapt strategies to complete tasks successfully.</p> <p>Through both units, pupils will build resilience, cooperation and confidence, linking to our wider themes of decision-making and working effectively within a team.</p>	<p>Design & Technology</p> <p>This half term, pupils will explore cooking and nutrition through the context of wartime rationing. They will investigate how food was prepared during World War II, considering the limitations of rationed ingredients and how people adapted recipes in response.</p> <p>Children will design and make simple dishes inspired by wartime cooking, focusing on using limited resources creatively and effectively. They will evaluate their products, considering taste, nutrition and how well their designs meet the needs of the time.</p> <p>Through this unit, pupils will develop an understanding of how food systems change during times of crisis and the importance of making thoughtful, sustainable choices.</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Designing and adapting recipes • Preparing and cooking simple dishes • Evaluating products against a set of criteria • Understanding seasonality and resourcefulness in cooking 	<p>R.E:</p> <p>This half term, pupils will explore the question “Why is there suffering?” through a range of religious and non-religious perspectives. They will consider different beliefs about why suffering exists and how people respond to it, linking to our wider themes of decision-making and responsibility.</p> <p>Children will learn about teachings from different worldviews, including Buddhist beliefs about suffering as a natural part of life, Sikh beliefs about <i>Hukam</i> (God’s will), and Shinto ideas about <i>kami</i>. They will reflect on how these beliefs influence the way people respond to challenges and difficult experiences.</p> <p>Pupils will also explore their own views, discussing how people can respond positively to suffering and how beliefs and values shape these responses.</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Exploring and comparing different religious and non-religious beliefs • Reflecting on personal views and responses



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		<ul style="list-style-type: none"> • Discussing and evaluating different perspectives • Making thoughtful connections between belief and action
<p>PSHE:</p> <p>This half term, pupils will explore the theme of Relationships through our Jigsaw PSHE programme, with a focus on mental health, online safety and understanding emotions.</p> <p>Children will learn about the importance of looking after their mental health, recognising signs of stress and anxiety, and knowing how to seek support. They will also explore themes of love and loss, developing an understanding of grief and how people respond differently to difficult experiences.</p> <p>Pupils will consider issues of power and control in relationships, including bullying, and develop strategies to respond safely and assertively. They will also learn how to stay safe online, recognising risks and using technology responsibly. The unit will conclude with pupils creating an internet safety presentation.</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Recognising and managing emotions • Understanding healthy relationships and boundaries • Identifying risks and staying safe online • Communicating thoughts and feelings respectfully 	<p>Computing</p> <p>This half term, pupils will be introduced to spreadsheets and how they can be used to organise, analyse and present data. They will learn how to input data into rows and columns, format it effectively, and use simple formulas to perform calculations.</p> <p>Children will explore how formulas can be applied across multiple cells and use spreadsheets to plan and solve problems, such as organising an event. They will also create charts to represent data and evaluate how effectively their information answers key questions.</p> <p>Through this unit, pupils will develop an understanding of how digital tools support decision-making and how data can be used to inform choices.</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Organising data using rows and columns • Using formulas to calculate data • Applying and duplicating formulas across cells • Creating and interpreting charts • Using data to support decision-making 	<p>Class notices</p> <ul style="list-style-type: none"> • PE is on Wednesday and Thursday afternoons. Please ensure that your child has both indoor and outdoor PE kit on these days. They should come to school in their school uniform and change at school. • Homework will be set on a Tuesday and is due in the following Tuesday, unless otherwise specified. • Children should complete the assigned pages from the revision suggested each week. • If you have any questions or concerns, please feel free to message me using Class Dojo.



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French:

In French this half-term, we will continue to practise our conversational French, continuing with our school topic of “Manger et bouger”. We will:



- Say what we eat and drink to stay healthy
- Say and write what is unhealthy to eat and drink
- Say and write what activities we do to stay healthy