

<p>Topic: WW11</p> <p>Term: Autumn/Spring 1</p>	
<p><b>WOW Moment:</b>  Visit a lighthouse in Hale (Links with fiedwork)  Visit from WW11 veterans (Community link)</p>	
<p><b>Additional creative hooks for the children:</b>  Music  Dance</p>	
<p><b>Whole class text:</b>  Letters from the Lighthouse  Elephants in the Garden  Anne Frank Diary of a Young Girl</p>	
<p><b>Parental Involvement Opportunities:</b>  End of topic celebration - Concert (dancing, signing, acting)</p>	
<p><b><u>English</u></b></p> <p>(All linked to history activities and objectives)  Write an internal monologue</p> <p>Write a narrative (war scene)</p> <p>Write a playscript (Macbeth)</p> <p>Newspaper Report - Dresden</p>	<p><b><u>Objectives</u></b></p> <p><b><u>Spellings</u></b>  Applies all spelling rules taught throughout school.  Spells words with silent letters.  Spells most words correctly (year 5 and 6 list).  Recognises that some words need to be learnt specifically.  Use dictionaries to check the spelling and meaning of words.  Use a thesaurus.</p> <p><b><u>Handwriting</u></b>  Writes legibly, fluently and with increasing speed.</p>



	<p>for the context</p> <p>Divide numbers up to 4 digits by a 2 digit number using the formal written method of short division, interpreting remainders according to context</p> <p>Perform mental calculations, including with mixed operations and large numbers</p> <p>Identify common factors, common multiples and prime numbers</p> <p>Use their knowledge of the order of operations to carry out calculations involving the four operations</p> <p>Solve problems involving addition, subtraction, multiplication and division</p>
Number: Fractions	<p>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p> <p>Compare and order fractions, including fractions <math>&gt; 1</math></p> <p>Generate and describe linear number sequences (with fractions)</p> <p>Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions</p> <p>Multiply simple pairs of proper fractions, writing the answer in its simplest form</p> <p>Divide proper fractions by whole numbers</p> <p>Associate a fraction with division and calculate decimal fraction equivalents</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</p>
Number: Decimals	<p>Identify the value of each digit in numbers given to three decimal places and multiply numbers by 10, 100 and 1000 giving answers up to 3 decimal places (dp)</p> <p>Multiply one digit numbers with up to 2dp by whole numbers</p> <p>Use written division methods in cases where the answer has up to two decimal places</p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy</p>
Number: Percentages	<p>Solve problems involving the calculation of percentages</p> <p>Recall and use equivalences between simple FDP including in different contexts</p>
Measurement	<p>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</p>

	<p>Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp</p> <p>Convert between miles and kilometres</p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>Recognise when it is possible to use formulae for area and volume of shapes</p> <p>Calculate the area of parallelograms and triangles.</p> <p>Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm<sup>3</sup>, m<sup>3</sup> and extending to other units (mm<sup>3</sup>, km<sup>3</sup>)</p>
<p><b><u>Science - Stand Alone</u></b></p> <p>Animals including humans</p> <p>Explain that the heart acts like a pump and understand that the blood is pumped to all parts of the body.</p> <p>Explain the double circulation and how blood is an important transport system.</p> <p>Explain that blood collects oxygen from the lungs and describe the structure of the lungs.</p> <p>Explain the 3 different types of blood vessels and I understand that there are different blood types.</p> <p>Plan an enquiry investigating the effect of exercise on pulse rates.</p> <p>Identify a healthy lifestyle and describe the impact of diet and exercise on the human body.</p> <p>Explain how alcohol, tobacco and other drugs affect the body.</p> <p><b>Maths Links</b></p> <p>To measure heart rate and record data in tables</p> <p>To draw line graphs and identify trends in data</p> <p>Electricity</p> <p>To recap prior learning of circuits</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p>	<p><b><u>Objectives</u></b></p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p>

<p>Explain how circuits work and recognise faults that result in components not working          To plan and carry out a fair test to answer a question.          Plan scientific enquiries to answer questions          Record results using scientific diagrams          Use test results to make predictions to set up further enquiries          Report findings from enquiries, including conclusions and explanations of results</p> <p><b>Maths Links</b>          To present data as line graphs and bar charts          To organise using Venn diagrams</p>	<p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Scientific enquiry to be taught across all units of work</p>
<p><b><u>Art</u></b>          Recreate a line drawing about WW11 with a particular focus on Paul Nash's (Liverpool artist) war art.</p> <p>Experiment with a range of objects when printing for texture</p> <p>Print with different objects to create a picture about WW11</p> <p>Create a collage design using natural and man made materials focusing upon shape, texture and colour</p> <p>Create a collage design based upon WW11 using natural and man made materials</p> <p>(All objectives linked to Paul Nash)</p>	<p><b><u>Objectives</u></b>          To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>About great artists, architects and designers in history</p> <p><b><u>Skills</u></b>          Uses line, tone, and shade to represent things seen, remembered or imagined          Explores images and recreates texture using wallpaper, string, polystyrene          Engages in more complex activities, e.g. cutting and sewing a variety of materials</p>
<p><b><u>DT</u></b>          Construction, mechanics and electronics - lighthouse (Linked to English and Science)</p> <p><b>Maths Links</b>          To design a lighthouse to scale</p>	<p><b><u>Objectives</u></b>          Design: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Make: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p>

	<p>Technical knowledge: understand and use electrical systems in their products</p> <p>Evaluate: evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p><b><u>Skills</u></b></p> <p>Cut materials with precision and refine the finish with appropriate tools (such as sanding wood)</p> <p>Show an understanding of the qualities of materials to choose appropriate tools to cut and shape</p> <p>Create circuits that employ a number of components (such as LEDs, resistors and transistors)</p> <p>Use knowledge of inventors, designers and engineers who have developed ground-breaking products to create their own innovative designs</p> <p>Undertake research to inform design process.</p> <p>Consider the views of others when evaluating their own work</p> <p>Ensure products have a high quality finish, using art skills where appropriate</p> <p>Justify their decisions about materials and methods of construction</p> <p>Make suggestions on how their design/product could be improved</p>
<p><b><u>Geography</u></b></p> <p>Locate the countries of the world to study Allied and Axis</p>	<p><b><u>Objectives</u></b></p> <p>Locational knowledge: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America</p> <p>Identify and locate on a map the Allied and Axis countries and the major theaters of the war</p> <p><b><u>Skills</u></b></p> <p>Use a globe &amp; maps &amp; some OS symbols on maps to name and locate UK counties &amp; cities</p>
<p><b><u>History</u></b></p> <p>Develop a chronologically secure knowledge and understanding of world history.</p> <p>Order events from early World War II on a timeline</p>	<p><b><u>Objectives</u></b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>

<p>Identify who allies and Axis Powers were during WWII Explain why Britain declared war with Germany</p> <p>Letter from War Museum asking children to create exhibition on Churchill. Give a brief biography and character outline of Churchill Develop an understanding of who Churchill was and his significance as a leader Explain people's views towards Churchill during the war Write captions to accompany photos of Churchill during the war and write fictional quotes using historical context for content</p> <p>Develop a chronologically secure knowledge and understanding of British and World history - the events that led to The Battle of Britain; Address historically valid questions about change, cause, similarity, difference and significance.</p> <p>To begin to understand the events that led to The Battle of Britain and the relative advantages and disadvantages of the RAF and Luftwaffe as the battle unfolded.</p> <p>Why was Britain at war? Germany was invading other countries. Who was the leader of Germany??</p> <p>Understand the impact of food rations and the rationale behind the 'Dig For Victory' campaign</p> <p>Understand the extent to which the public spaces of Britain were used for allotments</p> <p>Design war posters in the style of the 'Dig for Victory' campaign</p> <p>Research the work of the Home Front, including food rations. To understand the rationale behind the 'Dig For Victory' propaganda campaign and research the extent to which the public spaces of Britain were used for allotments</p>	<p><b><u>Skills</u></b></p> <p>Place current study on time line in relation to other studies Understand how some historical events occurred concurrently in different locations Identify and compare changes within and across different periods Use relevant dates and terms to order significant events, movements and dates on a timeline Use documents, printed sources, the internet, pictures, photographs, music, artefacts, historic buildings/sites, visits to museums or galleries to collect evidence about the past.</p> <p><b><u>Recognise</u></b> primary and secondary sources Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history Know that people both in the past have a point of view and that this can affect interpretation Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past Choose reliable sources of information to find out about the past Give own reasons why changes may have occurred - backed up by evidence Describe similarities and differences between people, events and artefacts studied Describe how historical events studied affect/influence life today Make links between some of the features of past societies ( for example, houses, religion, society, technology) Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same view and opinions Research and describe objects, people or events in history Use timelines to order events, objects or place significant people Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama, role play, storytelling and using ICT Plan and present a self-directed project or research about the studied period Select and organise information to produce structured work making appropriate use of dates and terms</p>
<p><b><u>Music</u></b></p> <p>War time songs</p> <p>Charanga based lessons:</p>	<p><b><u>Objectives</u></b></p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>

<p>Recognise styles, find the pulse, recognise instruments, listen, discuss all dimensions of music</p>	<p>Develop an understanding of the history of music</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p><b><u>Skills</u></b></p> <p>Sing songs with increasing control of breathing, posture and sound projection</p> <p>Sing songs in tune with an awareness of other parts</p> <p>Sing with expression and rehearse with others</p> <p>Sing a round in two parts and identify the melodic phrases and how they fit together</p> <p>Sing confidently as a class, in small groups and alone</p> <p>Identify different moods and textures</p> <p>Identify how a mood is created by music and lyrics</p> <p>Listen to longer pieces of music and identify features</p>
<p><b><u>Computing</u></b></p> <p>E-Safety</p> <p>Understand the potential benefits and risks of digital communications.</p> <p>Identify which risks are associated with which methods.</p> <p>What is the internet?</p> <p>What is a digital footprint?</p> <p>What information do we post online?</p> <p>How do we stay safe online?</p> <p>Telling our story?</p> <p>Podcast</p> <p>Focus on main events of WW1</p> <p>Understand what a podcast is</p> <p>Understand how they are broadcast.</p> <p>Create a jingle that is representative of my group and can include various different components.</p> <p>Construct a simple interview and record it</p>	<p><b><u>Objectives</u></b></p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p><b><u>Skills</u></b></p> <p>Protect my password and other personal information</p> <p>Explain the consequences of sharing too much about myself online</p> <p>Support my friends to protect themselves and make good choices online, including reporting concerns to an adult</p>



<p>Import my previous work. Retell a story Insert appropriate sound effects</p>	<p>Explain the consequences of spending too much time online or on a game Explain the consequences to myself and others of not communicating kindly and respectfully Protect my computer or device from harm on the Internet Talk about audience, atmosphere and structure when planning a particular outcome Confidently identify the potential of unfamiliar technology to increase my creativity Combine a range of media, recognising the contribution of each to achieve a particular outcome Tell you why I select a particular online tool for a specific purpose Can be digitally discerning when evaluating the effectiveness of my own work and the work of others</p>
<p><b><u>PE: - Stand alone</u></b> Swimming</p> <p>Invasion Games (bench ball) building to intra school competition</p> <p>Indoor athletics building to inter/intra school competition</p> <p>Outdoor and Adventurous Activities (Kingswood)</p>	<p><b><u>Objectives</u></b> Swimming and water safety: swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Swimming and water safety: use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Swimming and water safety: perform safe self-rescue in different water based situations</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>
<p><b><u>R.E.- Stand alone follow Come and See programme</u></b> Loving</p>	

Vocation and Commitment

Judasim

Expectations

Sources

**P4C**

*Is it right to fight?*

Conflict and resolution

Holocaust

**End of topic celebration**

*Phase Learning Festival: Street Party - VE Day (Spring 1)*