

A Siren sounds, a building crumbles, a spitfire zooms overhead. Take cover! It’s 1939 and Britain is at war. Deep down in the Anderson shelter, learn why nations are fighting and why child evacuees must make the long journey from their homes and families into unknown territory. Make do and mend and delve deep into a bygone era, when loose lips sank ships. And as peace is declared, let’s get ready to celebrate.

Geography

Intent

To describe and understand key aspects of human geography, including types of settlement and land use, economic activity and the distribution of natural resources.

Prior Knowledge: Children have looked at the physical and human geography of other parts of the world.

Sequence of learning:

Look at UK maps to locate evacuation destinations and find out information about the areas and compare to our locality.

Locate the cities and ports bombed during the Blitz and look at surrounding areas, considering why these places were vulnerable to bombing.

Next Steps: Immigration and refugees—where people came from and why they moved to Britain

Outcome

To learn more about the UK and its landscape and human geography.

Science

Intent

To consolidate previous learning about the way light behaves and extend their experience of light.

Prior Knowledge: .Light sources, refraction and the dangers of the sun.

Sequence of learning:

How does light travel?

Which materials make the best reflectors?

How does the eye work?

How do shadows change during the day?

Why do objects look different in water?

How do mirrors work?

Next Steps: Animals inc. Humans Summer 1

Outcome:

To remember key concepts and embed into long term memory

History

Intent

To learn about an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066.

Prior Knowledge: Learnt about an Ancient civilisation and compared to Britain.

Sequence of learning:

Create a timeline showing major events of the Second World War between 1939 and 1945.

Look at images of Jewish and German children during the war. Similarities and differences.

Find out about the London Blitz.

Find out what it was like to go to school during the war.

Use photographs from the time to explore similarities and differences between a war time home and home today.

Next Steps: Britain since 1945

Outcome

To learn about and understand in an empathetic way, a civilisation very different from their own.

Computing

Intent

To learn how to create vector drawings

Prior Knowledge: Y3/4 Stop animation

Sequence of learning:

This needs to be continued this term:

Importing and Editing Video

Video evaluation

Vector Drawing:

The Drawing tools

Creating images

Making effective drawings

Layers and Objects

Manipulating objects

Create a vector drawing

Next Steps: Programming

Outcome

To learn how to use different drawing tools to create images and recognise how can only use straight lines and overlay objects to create a drawing

PSHE

Intent

To learn about the importance of looking after ourselves

Prior Knowledge: Children have understanding of bullying, friendships and varied families

Sequence of learning:

Relaxation and mindfulness

What can I be? Long term goals

Taking responsibility for my health

The impact of technology on health

Resilience toolbox

Immunisation

Physical health concerns

Good and Bad habits

Next Steps: Citizenship (link to WW2 and Immigration)

Outcome:

To learn good habits and gain an understanding of how to look after ourselves mentally and physically

Monday—Rugby
 Wednesday afternoon PE
 Forest school session to be arranged.

DT

Intent

To prepare and cook a variety of savoury dishes using a range of cooking techniques

Prior Knowledge: Year 5—children planned a healthy meal.

Sequence of learning:

Find and make popular wartime foods. Collect and preserve fruits, make jam, eggless sponge cake— forage and use what children have grown at home.

Next Steps: Structures in Summer 2

Outcome

To understand how people came together during periods of need and used what they could to eat and make meals.

RE

Intent

Why do Christians believe Jesus is the Messiah?

Prior Knowledge:

To do this unit as not completed last half term

Sequence of learning:

Explain the place of Incarnation and Messiah within the 'Big Story' of the Bible

Identify Gospel and prophecy texts, using technical terms

Explain connections between biblical texts, Incarnation and Messiah using theological terms

Next Steps: Easter story

Outcome

Identify and explain the core beliefs and concepts studied and make clear connections between what people believe and how they live.

Music

Intent

Play and Perform in solo and ensemble contexts.

Prior Knowledge: New scheme of learning matched to the curriculum..

Sequence of learning:

Learn to sing popular wartime songs—run rabbit, run, It's a long way to Tipperary, and Pack up your troubles in your old kit bag. Listen to old radio broadcasts.

Next Steps: Music from the around world

Outcome

To be confident in music and singing

Art

Intent

To develop skills in drawing, Painting and art appreciation

Prior Knowledge:

Sequence of learning:

To use different shades of pencils to create different tones and lines— practice shading and drawing in sketch books

To use techniques to practice sketching images from WW2

To find out about a famous artist and his work—Lowry

To create own painting in the style of an artist.

To create Blitz pictures.

Next Steps: Still Life

Outcome

To learn a variety of techniques and produce for a purpose

Texts that match our topic:

