



YEAR A - SUMMER 2
Key Stage: Upper Juniors
Topic: World War II

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English	Maths	
	Year 5	Year 6
<p><u>Oranges in No Man's Land</u></p> <p>This story shares the tale of Ayesha who is living in war-torn Lebanon. It is a story of friendship, war, courage, community and bravery. Children write their own suspense-filled story based on a dash through 'no man's land'.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> in writing narratives, considering how authors have developed settings in what pupils have read or listened to in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action <p><u>High Flight</u></p> <p>Children write emotive poetry from the viewpoint of a WWII pilot, evoking a sense of awe and wonder.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p><u>Guernica</u></p> <p>Studying Guernica by Pablo Picasso gives children the opportunity to use a piece of artwork to inspire their writing whilst widening their cultural horizons. Children discuss the themes and symbolism in depth and then use their knowledge to become 'art critics'.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> use a thesaurus noting and developing initial ideas, drawing on reading and research where necessary assessing the effectiveness of their own and others' writing 	<p>Fractions recap</p> <ul style="list-style-type: none"> compare and order fractions whose denominators are all multiples identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number add and subtract fractions with the same denominator, and denominators that are multiples of the same number multiply proper fractions and mixed numbers by whole numbers read and write decimal numbers as fractions recognise and use thousandths round decimals with 2dp to the nearest whole number and to 1dp read, write, order and compare numbers with up to 3 decimal places solve problems involving decimals write percentages as a fraction with denominator 100, and as a decimal fraction solve problems which require knowing percentage and decimal equivalents <p>Reasoning project</p>	<p>Fractions recap</p> <ul style="list-style-type: none"> simplify fractions; use common multiples to express fractions in the same denomination compare and order fractions, including fractions > 1 add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions multiply simple pairs of proper fractions, writing the answer in its simplest form divide proper fractions by whole numbers associate a fraction with division and calculate decimal fraction equivalents identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places multiply one-digit numbers with up to 2 dp by whole numbers use written division methods in cases where the answer has up to 2dp solve problems which require answers to be rounded to specified degrees of accuracy recall and use equivalences for FDP <p>Reasoning project</p>

	Computing	History	Geography
Description	Children will learn to use Tinkercad to create 3D digital designs of WW2 bunkers	Children discover what life was like during WWII by exploring how events unfolded and impact on the people.	
NC Objectives	<ul style="list-style-type: none"> Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 A local history study 	
Substantive Knowledge	<ul style="list-style-type: none"> Children will learn to manipulate multiple tools in Tinkercad to create a WW2 bunker 3D model 	<ul style="list-style-type: none"> To describe what life was like for evacuees To explain how WWII started To compare Coventry and Southampton To list ways people protected themselves To describe the role of women To explain what the holocaust was 	
Disciplinary Skills	<ul style="list-style-type: none"> Children understand how to edit a picture to remove items, add backgrounds and merge photos Children understand how to use a 3D drawing app to create a realistic representation of a world object Children evaluate and discuss images, explaining effects and filters that have been used to enhance media Children understand how to access a template 	<ul style="list-style-type: none"> Continuity and change - Understands that there are usually a combination of reasons for any change; Understands that changes do not impact everyone in the same way or at the same time; Cause and consequence - Explain consequences in terms of immediate and longer term effects and/or that people were affected differently; Explain the causes and consequences of quite complex events, linking simply Historical significance - Recognises that historical significance varies over time and by the interpretations of those ascribing that significance (provenance) Historical interpretation - Understands that different accounts of the past emerge for various reasons; Understands that some interpretations are more reliable than others and evaluates usefulness of sources; Understands that all history is to some extent a construction Historical enquiry - Can explain with examples why a given source might be unreliable; Compares available sources of evidence; Understands that historical knowledge is constructed from a range of sources Can question source reliability with reference to the period or civilization and/or the provenance of a source, considering why different sources may give conflicting information and offering reasons for this 	
Vocabulary	3D Algorithm Binary image CAD Compression CPU Data Drag and drop Fetch, decode, execute ID card Input JPEG Memory Online community Operating system Output Pixels RAM Responsible RGB ROM Safe	Evacuee air raid blitz Nazi invasion propaganda ration	
Assessment	Can children use Tinkercad to create a realistic 3D model of a WW2 bunker	Children host a WWII event to showcase their work.	

	Art	DT	Science
Description	To use the Guernica painting as inspiration to create their own charcoal artwork portraying symbolism and political views.		Children learn about the solar system and how celestial bodies relate to each other.
NC Objectives	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 		<ul style="list-style-type: none"> Describe the movement of the Earth, and other planets, relative to the sun in the solar system Describe the movement of the moon relative to the Earth Describe the sun, Earth and moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky
Substantive Knowledge	<p>Theoretical</p> <ul style="list-style-type: none"> To find out abstract art. To find out about the life and works of Pablo Picasso. <p>Practical</p> <ul style="list-style-type: none"> Work in a sustained and independent way to develop their own style of drawing(charcoal). This style may be through the development of: line, tone, pattern, texture, contrast. Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Develop their own style using tonal contrast and mixed media. Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion. 		<p>Children:</p> <ul style="list-style-type: none"> Name all of the planets and learn their positions in the solar system Understand the movement of the moon relative to the Earth, through acting out the movement Know that the sun, Earth and moon are approximately spherical Use objects to demonstrate the Earth's rotation to explain day and night and the apparent movement of the sun across the sky
Disciplinary Skills	<p>Disciplinary Knowledge Let's Think Art What is abstract art? How does art use symbolism to portray political views?</p>		<ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary, for example, how does the mass of an object affect the size of the crater formed Take measurements, using a range of scientific equipment, with increasing accuracy and precisions, taking repeat readings where appropriate, for example measuring the relative distances of the planets from the sun Record data and results of increasing complexity using scientific diagrams and labels Use test results to make predictions to set up further comparative and fair tests
Vocabulary	Line tone pattern texture shading hatching cross hatching stippling tonal contrast perspective mixed media composition scale proportion		Axis eclipse galaxy geocentric heliocentric moon orbit planet rotate satellite solar system star
Assessment	<p>Can children discuss the use of symbolism and the political views portrayed in Guernica? Can children use charcoal techniques to create a shared artwork portraying symbolism and political views?</p>		Headstart assessment on Earth and space

	PE	Music	Religious Education	
Description	Outdoor - strike and field Outdoor - hand and stick invasion	Children develop their instrumental skills by learning to play the ukulele	Description	Children will learn about the common features of Mosques and why these details are important to Muslims
NC Objectives	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Take part in outdoor and adventurous activity challenges both individually and within a team 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music. 	Living Difference Concept Cycle	<p>Inquire To find out what is meant by the term 'sacred' and think about how this may apply to places</p> <p>Contextualise To accurately describe key features of a Mosque</p> <p>Evaluate To consider how Muslims show their respect for the Mosque as a sacred place</p> <p>Communicate To creatively communicate the key features of a Mosque building To communicate a space that is special to them and how they feel when they are there</p> <p>Apply To recognise that we might change our behaviour when visiting other people's sacred spaces to show respect</p>
Substantive Knowledge	<p>Strike and field</p> <ul style="list-style-type: none"> Use running, jumping, sending an object and receiving an object in combination Play competitive games, modify where appropriate and apply basic principles suitable for attacking and defending. <p>Hand and stick invasion</p> <ul style="list-style-type: none"> Sending an object and receiving and object in combination and spatial awareness Play competitive games, modify where appropriate and apply basic principles. 	<ul style="list-style-type: none"> Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music Identify and understand more complex rhythm patterns and metres counting in 8 and 6 and possibly 5 and 7 	Religious Traditions	ISLAM
Disciplinary Skills	<ul style="list-style-type: none"> Strike a bowled ball; use a range of fielding skills, eg catching, throwing, bowling, intercepting. Use and apply the basic rules consistently and fairly Understand and implement a range of tactics in games Use different techniques for controlling, dribbling and shooting using a putter and ball. Developing hand eye coordination. Sending an object to a specific target using control and accuracy. 	<ul style="list-style-type: none"> Extend imaginative vocal use, chant and sing in layers Demonstrate accurate and fluent instrumental skills and use them to perform Recognise which refinements need to be made and explore a range of different strategies Understand, select and use a range of notation for specific purposes Respond to, identify, compare and contrast music with an awareness of context and purpose. Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. 	Vocabulary	Sacred, special, holy, Mosque, Mecca
Vocabulary	Fielding, Batting, Bowling, Dribbling, Strike, Attack, Defence, Accuracy, Control.	Soprano, concert, tenor ukulele, pluck / pick, strum, tremolo, ostinato sound box, neck, head / headstock, bridge, nut fretboard / fingerboard, tuning pegs, strings	Assessment	To label features of a Mosque and explain why they are important to Muslims
Assessment	Strike and field - competitive game play Hand and stick invasion - competitive game play	Children learn a selection of chords and sign and play simultaneously		

	PSHE	MFL (French)	
Description	Changing Me: children learn about puberty and reproduction and how to cope with periods of change		
NC Objectives	PSHE Association <ul style="list-style-type: none"> • Know strategies to manage transitions • Identify reproductive organs in males and females and how the process of puberty relates to human reproduction • Understand the physical and emotional changes that happen when approaching and during puberty • Know that hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene • Understand the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born; how babies need to be cared for 		
Substantive Knowledge	<ul style="list-style-type: none"> • Know what perception means and that perceptions can be right or wrong • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know that sexual intercourse can lead to conception • Know that some people need help to conceive and might use IVF • Know that becoming a teenager involves various changes 		
Disciplinary Skills	<ul style="list-style-type: none"> • Celebrate what they like about their own and others' self- image and body-image • Suggest ways to boost self-esteem of self and others • Recognise that puberty is a natural process that happens to everybody and that it will be OK for them • Ask questions about puberty to seek clarification • Express how they feel about having children when they are an adult • Express how they feel about becoming a teenager • Identify who they can talk to if concerned about puberty or becoming a teenager/adult 		
Vocabulary	Body image characteristics self-esteem puberty conception hormones		
Assessment	Children demonstrate an understand of the changes that happen during puberty and how a baby is made		