



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

YEAR A - SUMMER 2		
English	Maths	
	Year 5	Year 6
<p><b><u>Oranges in No Man's Land</u></b></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><b><u>Key Objectives</u></b></p> <ul style="list-style-type: none"> <li>READING: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>WRITING: using a wide range of devices to build cohesion within and across paragraphs</li> </ul> <p><b><u>High Flight</u></b></p> <p>Children read the poem 'High Flight' by John Gillespie Magee, identifying how the author uses imagery to portray the exhilaration of flying. Using 'High Flight' as a model, children create their own poetry using a wide range of figurative language.</p> <p><b><u>Key Objectives</u></b></p> <ul style="list-style-type: none"> <li>READING: read aloud a wider range of poetry with accuracy and at a reasonable speaking pace</li> <li>WRITING: assessing the effectiveness of their own and others' writing</li> </ul>	<p><b>Fractions, Decimals and Percentages</b></p> <ul style="list-style-type: none"> <li>compare and order fractions whose denominators are all multiples</li> <li>identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</li> <li>multiply proper fractions and mixed numbers by whole numbers</li> <li>read and write decimal numbers as fractions</li> <li>recognise and use thousandths</li> <li>round decimals with 2dp to the nearest whole number and to 1dp</li> <li>read, write, order and compare numbers with up to 3 decimal places</li> <li>solve problems involving decimals</li> <li>write percentages as a fraction with denominator 100, and as a decimal fraction</li> <li>solve problems which require knowing percentage and decimal equivalents</li> </ul> <p><b>Consolidation</b></p> <p><b>Reasoning Maths Project</b></p>	<p><b>Fractions Recap</b></p> <ul style="list-style-type: none"> <li>simplify fractions; use common multiples to express fractions in the same denomination</li> <li>compare and order fractions, including fractions <math>&gt;1</math></li> <li>add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</li> <li>multiply simple pairs of proper fractions, writing the answer in its simplest form</li> <li>divide proper fractions by whole numbers</li> <li>associate a fraction with division and calculate decimal fraction equivalents</li> <li>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</li> <li>multiply one-digit numbers with up to 2 dp by whole numbers</li> <li>use written division methods in cases where the answer has up to 2dp</li> <li>solve problems which require answers to be rounded to specified degrees of accuracy</li> <li>recall and use equivalences for FDP</li> </ul> <p><b>Consolidation</b></p> <p><b>Reasoning Maths Project</b></p>

	Computing	History	Geography
Description	Children will learn to use Tinkercad to create 3D digital designs of WW2 bunkers	Children in Year 5 will discover what life was like for local people during WWII by exploring how events unfolded and the impact it had.	
NC Objectives	<ul style="list-style-type: none"> <li>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</li> <li>Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals</li> <li>Use technology safely, respectfully and responsibly.</li> </ul>	<ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>A local history study</li> </ul>	
Substantive Knowledge	<ul style="list-style-type: none"> <li>Children will learn to manipulate multiple tools in Tinkercad to create a WW2 bunker 3D model</li> </ul>	<ul style="list-style-type: none"> <li>To understand who the Allied and Axis Powers were in World War I and the significant devastation the war caused.</li> <li>To describe the Treaty of Versailles.</li> <li>To explain that the outcomes of the Treaty of Versailles.</li> <li>To understand how WWII started and how local people were conscripted, moved into wartime industries or evacuated.</li> <li>To describe when, how and why the Blitz occurred and contrast what life was like for people in Southampton with Coventry.</li> <li>To explore the different roles of local women during the war.</li> </ul>	
Disciplinary Skills	<ul style="list-style-type: none"> <li>Understand how to edit a picture to remove items, add backgrounds and merge photos</li> <li>Understand how to use a 3D drawing app to create a realistic representation of a world object</li> <li>Understand how to evaluate and discuss images, explaining effects and filters that have been used to enhance media</li> <li>Understand how to access a template</li> </ul>	<ul style="list-style-type: none"> <li><b>Chronology</b> - recall the start and end of both World War I and World War II; accurately place World War II onto a timeline of other significant events in history.</li> <li><b>Characteristic features</b> - describe some of the significant changes in our locality as a direct result of WWII.</li> <li><b>Continuity and Change</b> - identify the lasting impact of WWII.</li> <li><b>Cause and Consequence</b> - identify some of the complex events that led to WWII, including the Treaty of Versailles and actions that followed by different nations; understand changes in the local area.</li> <li><b>Historical Significance</b> - explore the significance of the Treaty of Versailles and the repercussions of decisions made by the Big 3 nations; discuss the role of Adolf Hitler and the Nazi party and their influence on the rest of Europe.</li> <li><b>Historical Interpretation</b> - understands that different interpretations of the events of WWII will occur.</li> <li><b>Historical Enquiry</b> - use evidence and construct reasoned arguments about events which impacted people.</li> </ul>	
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	<b>Tier 1:</b> school, war, soldier, plane, soldier, home <b>Tier 2:</b> evacuee, rationing, gas mask, air raid, Blitz, Spitfire, victory, enemy, allies, axis powers, propaganda, shelter, blackout, codebreaking, Winston Churchill, Treaty of Versailles, Neville Chamberlain, negotiate, compromise, reparation <b>Tier 3:</b> satirical drawing, Luftwaffe, Enigma machine, D-Day, VE Day, Anderson shelter, Home Front, Battle of Britain	
Assessment	Can children use Tinkercad to create a realistic 3D model of a WW2 bunker	Children will display their knowledge, work and presentations in a World War II exhibition to their families and Lower Juniors.	

	Art	DT	Science
<b>Description</b>	To use the Guernica painting as inspiration to create their own charcoal artwork portraying symbolism and political views.		
<b>NC Objectives</b>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials about great artists, architects and designers in history.</li> </ul>		
<b>Substantive Knowledge</b>	<p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li>To find out about the abstract art movement and explain what abstract art is.</li> <li>To find out about the life and works of Pablo Picasso</li> <li>To describe Picasso's artwork by discussing the materials, techniques, elements of art and perspective used.</li> <li>To describe the symbolism and emotion conveyed in the painting.</li> <li>To describe how the painting makes them feel.</li> </ul> <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Draw for a sustained period of time over a number of sessions working on one piece.</li> <li>Use different techniques for different purposes i.e. shading, hatching within their own work, understand which works well in their work and why.</li> <li>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Develop their own style using tonal contrast and mixed media.</li> <li>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</li> <li>Develop an awareness of composition, scale and proportion.</li> </ul>		
<b>Disciplinary Skills</b>	<p>Let's Think Art - What is abstract art?</p> <p>How does art use symbolism to portray political views?</p>		
<b>Vocabulary</b>	Line tone pattern texture shading hatching cross hatching stippling tonal contrast perspective mixed media composition scale proportion		
<b>Assessment</b>	<p>Can children discuss the use of symbolism and the political views portrayed in Guernica?</p> <p>Can children use charcoal techniques to create a shared artwork portraying symbolism and political views?</p>		

	PE	Music	Religious Education	
Description	Striking and Fielding (Rounders) Target Games (Golf) Striking and fielding (Volleyball)	Children develop their instrumental skills by learning to play chords on the ukulele	Description	<b>SACRED SPACES</b> Children will learn about the common features of Mosques
NC Objectives	<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate</li> <li>develop flexibility, strength, technique, control and balance</li> <li>perform dances using a range of movement patterns</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts</li> <li>Improvise and compose music for a range of purposes</li> <li>Listen with attention to detail</li> <li>Use and understand staff and other musical notations</li> <li>Appreciate and understand a wide range of high-quality live and recorded music</li> <li>Develop an understanding of the history.</li> </ul>	Living Difference Concept Cycle	<b>Inquire</b> <ul style="list-style-type: none"> <li>To find out what is meant by the term 'sacred' and think about how this may apply to places</li> </ul> <b>Contextualise</b> <ul style="list-style-type: none"> <li>To accurately describe key features of a Mosque</li> </ul> <b>Evaluate</b> <ul style="list-style-type: none"> <li>To consider how Muslims show their respect for the Mosque as a sacred place</li> </ul> <b>Communicate</b> <ul style="list-style-type: none"> <li>To creatively communicate the key features of a Mosque building</li> <li>To communicate a space that is special to them and how they feel when they are there</li> </ul> <b>Apply</b> <ul style="list-style-type: none"> <li>To recognise that we might change our behaviour when visiting other people's sacred spaces to show respect</li> </ul>
Substantive Knowledge	<b>Target</b> <ul style="list-style-type: none"> <li>Know that speed and power applied when hitting/throwing a ball may need to change.</li> <li>Know the importance of quick reactions.</li> <li>Know the concept of the game of golf..</li> <li>Know which skills to choose in game situations.</li> <li>Know when to change the pace of the ball.</li> <li>Know when to apply tactics and strategies.</li> </ul> <b>Striking and Fielding</b> <ul style="list-style-type: none"> <li>Know that taking up positions in a game will impact a team's success.</li> <li>Know when tactics will help the situation and outwit the opponents.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Identify and understand more complex rhythm patterns and metres counting in 8 and 6 and possibly 5 and 7</li> </ul>		
Disciplinary Skills	<b>Target Games</b> <ul style="list-style-type: none"> <li>Know how to throw the ball in different ways.</li> <li>Know how to catch a ball at different heights and speeds.</li> <li>Know how to take part in competitive games..</li> <li>Know how to move quickly and use different ways to dodge the ball – jump, skip, jockey, gallop (dodgeball).</li> <li>Know how to play a drive shot, putt and chip (golf).</li> </ul> <b>Striking and Fielding</b> <ul style="list-style-type: none"> <li>Know how to bowl overarm.</li> <li>Know how to hit the ball with purpose.</li> <li>Know how to bowl at different speeds.</li> <li>Know how to perform skills such as retrieving and intercepting at speed.</li> </ul>	<ul style="list-style-type: none"> <li>Extend imaginative vocal use, chant and sing in layers</li> <li>Demonstrate accurate and fluent instrumental skills and use them to perform</li> <li>Recognise which refinements need to be made and explore a range of different strategies</li> <li>Understand, select and use a range of notation for specific purposes</li> <li>Respond to, identify, compare and contrast music with an awareness of context and purpose.</li> <li>Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music.</li> </ul>		<b>Religious Traditions</b> ISLAM
Vocabulary	Stumped, tournament, tactics, stance, infield, outfield, run, evaluate, feedback, technique, gap	Soprano, concert, tenor ukulele, pluck / pick, strum, tremolo, ostinato, neck, head / headstock, bridge, nut fretboard / fingerboard, tuning pegs, string	Vocabulary	Sacred, special, holy, Mosque, Mecca
Assessment	Assessed against Hordle's PE internal assessment criteria..	Children develop their instrumental skills by learning to play chords on the ukulele	Assessment	To label features of a Mosque and explain why they are important to Muslims

	PSHE	MFL (French)	
<b>Description</b>	Changing Me: children learn about puberty and reproduction and how to cope with periods of change	Children use the vocabulary they have learnt so far to talk about themselves.	
<b>NC Objectives</b>	<ul style="list-style-type: none"> <li>• Know strategies to manage transitions</li> <li>• Identify reproductive organs in males and females and how the process of puberty relates to human reproduction</li> <li>• Understand the physical and emotional changes that happen when approaching and during puberty</li> <li>• Know that hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• Present ideas and information orally to a range of audiences</li> <li>• Read carefully and show understanding of words, phrases and simple writing</li> <li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• Describe people, places, things and actions orally* and in writing</li> </ul>	
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>• Know what perception means and that perceptions can be right or wrong</li> <li>• Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>• Know that sexual intercourse can lead to conception</li> <li>• Know that some people need help to conceive and might use IVF</li> <li>• Know that becoming a teenager involves various changes</li> </ul>	<ul style="list-style-type: none"> <li>• Use basic greetings</li> <li>• Introduce themselves</li> <li>• Say how old they are</li> <li>• Say where they live</li> <li>• Explain their likes and dislikes</li> </ul>	
<b>Disciplinary Skills</b>	<ul style="list-style-type: none"> <li>• Celebrate what they like about their own and others' self-image and body-image</li> <li>• Suggest ways to boost self-esteem of self and others</li> <li>• Recognise that puberty is a natural process that happens to everybody and that it will be OK for them</li> <li>• Ask questions about puberty to seek clarification</li> <li>• Express how they feel about having children when they are an adult</li> <li>• Express how they feel about becoming a teenager</li> <li>• Identify who they can talk to if concerned about puberty or becoming a teenager/adult</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and show understanding of single words through physical response.</li> <li>• Repeat modelled short phrases</li> <li>• Recognise a familiar question and respond</li> <li>• Use familiar vocabulary to say a short sentence using a language scaffold</li> <li>• Recognise and use the first person possessive adjectives (mon, ma)</li> <li>• Repeat modelled short phrases</li> <li>• To adapt intonation to ask questions</li> </ul>	
<b>Vocabulary</b>	Body image, characteristics, self-esteem, puberty, conception, hormones	Je m'appelle, J'ai ____ ans, ma couleur préférée est ____, j'aime ____, je n'aime pas, j'habite a ____	
<b>Assessment</b>	Children demonstrate an understanding of the changes that happen during puberty and how a baby is made	<b>Speaking and writing</b> - children introduce themselves using all the vocabulary they have learnt.	