



**Summer 2 YEAR B**  
**Key Stage: Upper Juniors**  
**Topic: World War II**

Summer 2 Year B		
English	Maths	
	Year 5	Year 6
<p><b><u>Formal letters</u></b></p> <p>Children learn to explore different forms and registers and use a range of techniques to persuade the reader e.g. causal conjunctions, flattery, reasoning, polite tone and acknowledging the opposing point of view before arguing against it.</p> <p><b><u>Key Objectives</u></b></p> <ul style="list-style-type: none"> <li>READING: identifying how language, structure and presentation contribute to meaning</li> <li>WRITING: using further organisational and presentational devices to structure text and to guide the reader</li> </ul> <p><b><u>The Arrival</u></b></p> <p>As part of 'refugee week', children study the themes of navigating a new city, looking for symbolism in a picture book. They then write a short narrative about the moment an outsider arrives in a new country, using rich description to create atmosphere.</p> <p><b><u>Key Objectives</u></b></p> <ul style="list-style-type: none"> <li>READING: reading books that are structured in different ways</li> <li>WRITING: in narratives, describing settings, characters and atmosphere</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
<b>Description</b>	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.	
<b>NC Objectives</b>	<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</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>	
<b>Substantive Knowledge</b>	<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>	
<b>Disciplinary Skills</b>	<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>	
<b>Vocabulary</b>	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	
<b>Assessment</b>	Can children use Tinkercad to create a realistic 3D model of a WW2 bunker	<ul style="list-style-type: none"> <li>Children will display their knowledge, work and presentations in a World War II exhibition to their families and Lower Juniors.</li> </ul>	

	Art	DT	Science
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<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 [for example, pencil, charcoal, paint, clay]</li> <li>• 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 abstract art.</li> <li>• To find out about the life and works of Pablo Picasso.</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, understanding 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; Children consider:</p> <ul style="list-style-type: none"> <li>• What is abstract art?</li> <li>• How does art use symbolism to portray political views?</li> </ul>		
<b>Vocabulary</b>	Line, tone, pattern, texture, shading, hatching, cross hatching, stippling, tonal contrast, perspective, mixed media, composition, scale, proportion		
<b>Assessment</b>	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?		

	PE	Music	Religious Education	
Description	Striking and Fielding (Rounders) Target Games (Golf) Striking and fielding (Volleyball)	Children are introduced to the G major scale and learn to perform God Save the King	Description	<b>rites of passage</b> Children will learn about the 5 key rites of passage consistent between religions
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, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Use and understand staff and other notations</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers</li> <li>Develop an understanding of the history of music.</li> </ul>	Living Difference Concept Cycle	<p><b>Inquire</b></p> <ul style="list-style-type: none"> <li>To understand what is meant by the term 'rites of passage'.</li> <li>To know that there are some rites of passage that are consistently marked across different religious traditions and cultures.</li> </ul> <p><b>Contextualise</b></p> <ul style="list-style-type: none"> <li>To accurately describe some rites of passage ceremonies that are carried out by different religious and non religious traditions. To explain what happens and begin to think about why.</li> <li>To accurately compare and contrast different baby naming ceremonies from a range of traditions.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>To discern the value of marking significant rites of passage with a ceremony.</li> <li>To consider which aspects of different naming ceremonies are important to the followers of that tradition and also discern their possible value for themselves.</li> </ul> <p><b>Communicate</b></p> <ul style="list-style-type: none"> <li>To communicate events that have been significant in their life and plot them on a 'life-line'. To explain why these events have had an impact on me.</li> </ul> <p><b>Apply</b></p> <ul style="list-style-type: none"> <li>To explain why not all events may impact everyone in the same way.</li> <li>To understand that not everyone will experience the same events or place value in the same things.</li> </ul>
Substantive Knowledge	<p><b>Target</b></p> <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> <p><b>Striking and Fielding</b></p> <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>Identify and understand more complex rhythm patterns and metres</li> <li>Understand how a wide range of dynamics can be precisely used and manipulated for expressive effect</li> </ul>	Religious Traditions	
Disciplinary Skills	<p><b>Target Games</b></p> <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> <p><b>Striking and Fielding</b></p> <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 including simple part songs with expressive interpretation and awareness of style</li> <li>Demonstrate precise and confident instrumental skills and use them to perform with musical awareness</li> <li>Recognise which refinements need to be made and know how to make them</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 the music's context and purpose</li> <li>Consider the composer's musical intent and how it was achieved using a fluent musical vocabulary</li> </ul>		MULTI FAITH
Vocabulary	Stumped, tournament, tactics, stance, infield, outfield, run, evaluate, feedback, technique, gap	G major, scale, 3-metre	Vocabulary	Milestone, rites of passage, significant event,
Assessment	Assessed against Hordle's PE internal assessment criteria..	Notate and perform God Save the Queen with both melody and chords	Assessment	Sorting elements of different multifaiht naming ceremonies

	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.	