

Intent: What do we want our children to learn? How do we intend to achieve this?
Skills and Knowledge coverage during the Topic

End Point:
To present our learning in
a school assembly.

Curiosity

Aspirations

Life Skills

Independence

Self Belief

Self Awareness

What was life like during the Second World War?

Skills Focus

Knowledge & Understanding of The World:

Geography

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
- understand geographical similarities and differences through the study of human and physical geography of a region.

- Describe types of settlements in modern Britain: villages, town, and cities

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

History

- Place the time studied and events on a time line.
- Use dates and terms related to the study and passing of time.
- Sequence several events.
- Find out about the everyday lives of people in the period studied.
- Compare with our life today.
- Identify reasons for and results of people's actions.
- Understand why people may have wanted to do something.
- Use the library and internet for research.
- Use text books and historical knowledge.

Spring 1 Science (Forces)

- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces act at a distance.
- observe how magnets attract or repel each other, and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing.

Spring 2 Science (Animals including Humans)

- identify that animals, including humans, need the right types and amount of nutrition, and they cannot make their own food; they get nutrition from what they eat.
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

French

- Je me Presente

PSED: Living in the Wider World

Being me in my World: Recognise my worth and can identify positive things about myself and my achievements. Can set personal goals.

Dreams and Goals:

Can tell you about a person who has faced difficult challenges and achieved success. Can tell you about a dream or ambition that is important to me. Can explain why I enjoy new learning challenges and can work out the best ways for me to achieve them. Am motivated and enthusiastic about achieving our new challenge. Can recognise obstacles which might stop me from achieving a challenge and can take steps to overcome them. Can think about my own learning and tell you what I can do better next time.

Healthy Me:

Understand how exercise affects my body and know why my heart and lungs are such important organs. Know that the amount of calories, fat and sugar I put into my body will affect my health. Can tell you my knowledge and attitude towards drugs. Can identify things people and places that I need to keep safe from and can tell you some strategies for keeping myself safe including who to go to for help. Can identify when something feels safe or unsafe. Understand how complex my body is and how important it is to take care of it.

RE: Judaism as in agreement with NCC syllabus

Creative Development:

Art (Drawing)

Experiment with different grades of pencil and other implements. Plan, alter and refine their drawings as necessary. Use sketchbooks. Draw for a sustained period of time. Use different media to achieve different variations

Music

Controlling sounds through singing and playing (performing wartime songs) Creating and developing musical ideas (creating a composition to reflect the Blitz) Responding and reviewing (appraising). Listening and applying knowledge and understanding Charanga – 3 Little Birds/Dragon Song

Physical Development:

NUFC – Net and Wall Games.

SSP –

Tech, Media, Materials:

Design and Technology

(Design, make, evaluate and improve) Design products that have a clear purpose and an intended user.

Make products, refining the design as work progresses. Model ideas by making templates and mock ups. Use simple design criteria to develop their ideas. Use finishing techniques. Suggest how their products could be improved.

Computing:

(Research) Use simple search tools to research on the internet
(Coding) Use specified screen coordinates to control movement. Set the appearance of objects and create sequences of change. Create and edit sounds. Control when they are heard, their volume, duration and rests. Control the shade of pens. Specify conditions to trigger events. Use IF-THEN conditions to control events or objects.

Implementation: How and when it will be taught

Week 1: *Children will complete pre-assessment KWL.*

Topic:

Where and who were the countries of the Allies and Axis?

Children will:

- Which continent these countries were in.
- Use maps and atlases to find the different countries.
- Use sources of information to find out about these countries (capital cities, population size, etc.)

Geography Skills:

- *Locate the main countries of Europe inc. Russia.*
- *Identify capital cities of Europe.*
- *Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.*

Where and when did WW2 take place?

- Place WW2 and events and dates on a timeline.
- Learn who the main leaders were.

History Skills:

- *Place the time studies on a time line.*
- *Use dates and terms related to the study and passing of time.*
- *Sequence several events or artefacts*

Music: (on-going throughout topic)

Children will:

- Recognise some WW2 songs and consider the importance of music during the war
- Know who Vera Lynn is and why she was important

Music Skills:

- *I can join in songs as a group*
- *I can describe and compare different types of music based on its time*

PSHE:

Being me in my body

Children will:

- Helping others to feel welcome
- Getting to know each other

PSHE Skills:

- *Recognise my worth and can identify positive things about myself and my achievements.*
- *Can set personal goals.*

ICT:

Coding

Children will:

- Tinker with how to move the Sphero
- Give a command to make the Sphero move.

ICT Skills:

- *Use specified screen coordinates to control movement.*

Science:

Forces

Children will:

- Set up simple practical enquiries and comparative and fair tests.
- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment.

Science Skills:

- *Compare how things move on different surfaces*

Week 2:

Topic:

What was the Blitz and which areas were most likely to be affected?

Children will:

- Understand reasons why some places were more at risk of being bombed than others.
- Learn about how anti-aircraft fire and blackouts helped to stop the bombers.
- Write an eye-witness account of the Blitz.

History Skills:

- *Find out about everyday lives of people in the period studied.*
- *Compare with our life today.*
- *Identify reasons for and results of people's actions.*
- *Understand why people may have wanted to do something*

Music: (on-going throughout topic)

Children will:

- Recognise some WW2 songs and consider the importance of music during the war
- Know who Vera Lynn is and why she was important

Music Skills:

- *I can join in songs as a group*
- *I can describe and compare different types of music based on its time*

PSHE:

Dreams and Goals

Children will:

- Staying motivated when doing something challenging
- Keep trying even when it is difficult

PSHE Skills:

- *Can tell you about a person who has faced difficult challenges and achieved success.*
- *Can tell you about a dream or ambition that is important to me.*

ICT:

Coding

Children will:

- Create a simple set of commands to move the Sphero – into a 2d shape
- Programme to commands into the Sphero and check the sequence of movements are as intended and debug if necessary to achieve desired outcome

ICT Skills:

- *Set the appearance of objects and create sequences of change*

Science:

Forces

Children will:

- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

Science Skills:

- *Notice that some forces need contact between two objects, but magnetic forces act at a distance.*

Week 3:

Topic:

Why were children evacuated?

Children will:

- Understand how lives were protected against bombing raids (gas masks, shelters, underground, etc)
- Take part in a class debate: those who would send their children away and those who wouldn't.

History Skills:

- *Find out about everyday lives of people in the period studied.*
- *Compare with our life today.*
- *Identify reasons for and results of people's actions.*
- *Understand why people may have wanted to do something*
- *Use evidence to reconstruct life in time studied*
- *Identify key features and events of time studied.*
- *Look for links and effects in time studied.*
- *Offer a reasonable explanation for some events.*

Music: (on-going throughout topic)

Children will:

- Recognise some WW2 songs and consider the importance of music during the war
- Know who Vera Lynn is and why she was important

Music Skills:

- *I can join in songs as a group*
- *I can describe and compare different types of music based on its time*

PSHE:

Dreams and Goals

Children will:

- Work well with a partner or in a group

PSHE Skills:

- *Enjoy new learning challenges and can work out the best ways for me to achieve them.*

ICT:

Coding

Children will:

- Create a set of commands to move the Sphero including changing the colours and sound effects
- Programme to commands into the Sphero and check the sequence of movements are as intended, and debug if necessary to achieve desired outcome

ICT Skills:

- *Create and edit sounds.*

Science:

Forces

Children will:

- Ask relevant questions and use different types of scientific enquiries to answer them.
- Set up simple practical enquiries and comparative and fair tests.
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

Science Skills:

- *Observe how magnets attract or repel each other, and attract some materials and not others*

Week 4:

Topic:

What were the experiences and feelings of some evacuees?

Children will:

- Using photographs – describe some likely feelings and experiences.
- Imagine they are evacuees and write a letter home describing their experiences and how they feel. (English Link)

History Skills:

- *Use a range of sources to find out about a period*
- *Observe small details – artefacts, pictures*
- *Select and record information relevant to the study*
- *Use evidence to build up a picture of a past event*
- *Choose relevant material to present a picture of one aspect of life in time past.*
- *Ask a variety of questions*

Music: (on-going throughout topic)

Children will:

- Recognise some WW2 songs and consider the importance of music during the war
- Know who Vera Lynn is and why she was important

Music Skills:

- *I can join in songs as a group*
- *I can describe and compare different types of music based on its time*

PSHE:

Dreams and Goals

Children will:

- Have a positive attitude

PSHE Skills:

- *Am motivated and enthusiastic about achieving our new challenge.*

ICT:

Coding

Children will:

- Tinker with the instructions including how to make the Sphero rest!
- Create a set of commands to add sound effects to the Sphero's movements before programming
- Check the sequence of movements are as intended, and debug if necessary to achieve desired outcome

ICT Skills:

- *Control when they are heard, their volume, duration and rests.*

Science:

Forces

Children will:

- Gather, record, classify and present data in a variety of ways to help answer questions.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

Science Skills:

- *Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials*

Week 5:

Topic:

What was rationing and how did it impact lives?

Children will:

- Understand how much food their family would be able to buy in wartime.
- Understand the causes of rationing.
- Understand how people supplemented their diets.

History Skills:

- *Use a range of sources to find out about a period*
- *Select and record information relevant to the study*
- *Use evidence to build up a picture of a past event*
- *Ask a variety of questions.*

What were typical wartime dishes?

- Follow a recipe to create a wartime dish.
- Carefully follow food hygiene rules.
- Evaluate their work.

Design Technology (Food) Skills:

- *Prepare ingredients hygienically using appropriate utensils.*
- *Measure ingredients to the nearest gram accurately.*
- *Follow a recipe.*
- *Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).*

Music: (on-going throughout topic)

Children will:

- Recognise some WW2 songs and consider the importance of music during the war
- Know who Vera Lynn is and why she was important

Music Skills:

- *I can join in songs as a group*
- *I can describe and compare different types of music based on its time*

PSHE:

Dreams and Goals

Children will:

- Help others to achieve their goals

PSHE Skills:

- *Can recognise obstacles which might stop me from achieving a challenge and can take steps to overcome them.*

ICT:

Coding

Children will:

- Add the 'pen jacket' to Sphero to draw
- Check the sequence of movements are as intended, and debug if necessary to achieve desired outcome

ICT Skills:

- *Control the shade of pens*
- *Specify conditions to trigger events*

Science:

Forces

Children will:

- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- Use straightforward scientific evidence to answer questions or to support their findings

Science Skills:

- *Describe magnets as having two poles*

Week 6:

Topic:

Who was Anne Frank and how was life for Jewish children during WW2?

Children will:

- Understand that Jewish people and other groups were targeted by the Nazis.
- Sequence the events of the Anne Frank story.
- Re-tell the story of Anne Frank in their own words.

History Skills:

- *Place events from a period studied on a time line.*
- *Use evidence to reconstruct life in time studied.*
- *Identify key features and events of time studied.*
- *Look for links and effects in time studied.*
- *Offer a reasonable explanation for some events.*

Music: (on-going throughout topic)

Children will:

- Recognise some WW2 songs and consider the importance of music during the war
- Know who Vera Lynn is and why she was important

Music Skills:

- *I can join in songs as a group*
- *I can describe and compare different types of music based on its time*

PSHE:

Dreams and Goals

Children will:

- Work hard to achieve their own goals and dreams

PSHE Skills:

- *Can think about my own learning and tell you what I can do better next time.*

ICT:

Coding

Children will:

- Tinker with the Sphero to move around objects on the floor
- Create instructions to manoeuvre Sphero around obstacles on the floor
- Check the sequence of movements are as intended, and debug if necessary to achieve desired outcome
- What will happen if I block a route and then they have to alter their sequence?

ICT Skills:

- *Use IF-THEN conditions to control events or objects.*

Science:

Forces

Children will:

- Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- Observe how magnets attract or repel each other and attract some materials and not others.
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.

Science Skills:

- *Predict whether two magnets will attract or repel each other, depending on which poles are facing.*

Week 7:**Topic:****How were propaganda posters used as persuasive techniques?**

Children will:

- Identify the features of WW2 propaganda posters.
- Understand what different posters were encouraging people to do and why.
- Design their own posters in the style of a WW2 propaganda poster.
- Evaluate their work.

History Skills:

- *Look at representations of the period*

Art Skills:

- *To create sketchbooks to record their observations*

Music: (on-going throughout topic)

Children will:

- Recognise some WW2 songs and consider the importance of music during the war
- Know who Vera Lynn is and why she was important

Music Skills:

- *I can join in songs as a group*
- *I can describe and compare different types of music based on its time*

PSHE:**Healthy Me**

Children will:

- Have made a healthy choice

PSHE Skills:

- *Understand how exercise affects my body and know why my heart and lungs are such important organs.*

ICT:**Coding**

Children will:

- Tinker with how to get Scratch to move
- Give a command to make the Sprite move

ICT Skills:

- *Use specified screen coordinates to control movement.*

Science:**Animals including Humans**

Children will:

- Gather, record, classify and present data in a variety of ways to help answer questions.
- Record findings using simple scientific language, bar charts and tables

Science Skills:

- *Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food. They get nutrition from what they eat.*

Week 8:**Topic:****How to improve pencil and sketching techniques.**

Children will:

- Experiment with a variety of shading techniques.
- Learn how to use the grid method to sketch pictures accurately.
- Evaluate their work and suggest ways in which it could be improved.

Art Skills:

- *Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works*

Music: (on-going throughout topic)

Children will:

- Recognise some WW2 songs and consider the importance of music during the war
- Know who Vera Lynn is and why she was important

Music Skills:

- *I can join in songs as a group*
- *I can describe and compare different types of music based on its time*

PSHE:**Healthy Me**

Children will:

- Have eaten a healthy balanced diet

PSHE Skills:

- *Know that the amount of calories, fat and sugar I put into my body will affect my health.*

ICT:**Coding**

Children will:

- Create a simple set of commands to move the Scratch sprite across the screen – into a 2d shape
- Programme to commands into the Sprite to move around the screen and check the sequence of movements are as intended and debug if necessary to achieve desired outcome
- Repeat

ICT Skills:

- *Set the appearance of objects and create sequences of change*

Science:**Animals including Humans**

Children will:

- Gather, record, classify and present data in a variety of ways to help answer questions.
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

Science Skills:

- *Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food. They get nutrition from what they eat.*

Week 9:**Topic:****Design, make and evaluate a gas mask and carry box.**

Children will:

- Develop their ideas and create a working design.
- Follow a design to make a gas mask and carry case.
- Evaluate their work.

Design Technology Skills:

- *Cut materials accurately and safely by selecting appropriate tools.*
- *Measure and mark out to the nearest millimetre.*
- *Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).*
- *Select appropriate joining techniques.*

Music: (on-going throughout topic)

Children will:

- Recognise some WW2 songs and consider the importance of music during the war
- Know who Vera Lynn is and why she was important

Music Skills:

- *I can join in songs as a group*
- *I can describe and compare different types of music based on its time*

PSHE:**Healthy Me**

Children will:

- Discuss what I know about drugs

PSHE Skills:

- *Can tell you my knowledge and attitude towards drugs.*

ICT:**Coding**

Children will:

- Create a set of commands to make sounds effects while moving the sprite around
- Programme to commands into the computer and check the sequence of movements are as intended, and debug if necessary to achieve desired outcome

ICT Skills:

- *Create and edit sounds.*

Science:**Animals including Humans**

Children will:

- Identify differences, similarities or changes related to simple scientific ideas and processes.

Science Skills:

- *Identify that humans and some other animals have skeletons and muscles for support, protection and movement.*

Week 10:**Topic:****How was Morse Code used during WW2?****Children will:**

- Know what Morse code was and why it was an important form of communication.
- Decipher letters and phrases in Morse code.
- Communicate using Morse code.
- Construct a working circuit with a buzzer (Science link)
- Experiment with appropriate materials to use for a button/switch that conducts electricity. (Science link)
- Communicate using their Morse keys, spelling out simple words.
- Evaluate their Morse key.
- Use online Morse code translators (ICT link)

Design Technology Skills:

- *Understand how key events and individuals in design and technology have helped shaped the world*
- *Understand and use electrical systems in their products*

Music: (on-going throughout topic)**Children will:**

- Recognise some WW2 songs and consider the importance of music during the war
- Know who Vera Lynn is and why she was important

Music Skills:

- *I can join in songs as a group*
- *I can describe and compare different types of music based on its time*

PSHE:**Healthy Me****Children will:**

- Try and keep themselves and others safe

PSHE Skills:

- *Can identify things people and places that I need to keep safe from and can tell you some strategies for keeping myself safe including who to go to for help.*

ICT:**Coding****Children will:**

- Tinker with the instructions including how to make the Sprite rest!
- Change the amount of resting time
- Create a set of commands to add sound effects to Scratch movements before programming

ICT Skills:

- *Control when they are heard, their volume, duration and rests.*

Science:**Animals including Humans****Children will:**

- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Use straightforward scientific evidence to answer questions or to support their findings-pattern seeking enquiry.

Science Skills:

- *Identify that humans and some other animals have skeletons and muscles for support, protection and movement.*

Week 11:**Topic:****Continue with: How was Morse Code used during WW2?****Children will:**

- Know what Morse code was and why it was an important form of communication.
- Decipher letters and phrases in Morse code.
- Communicate using Morse code.
- Construct a working circuit with a buzzer (Science link)
- Experiment with appropriate materials to use for a button/switch that conducts electricity. (Science link)
- Communicate using their Morse keys, spelling out simple words.
- Evaluate their Morse key.
- Use online Morse code translators (ICT link)

Design Technology Skills:

- *Understand how key events and individuals in design and technology have helped shaped the world*
- *Understand and use electrical systems in their products*

Music: (on-going throughout topic)**Children will:**

- Recognise some WW2 songs and consider the importance of music during the war
- Know who Vera Lynn is and why she was important

Music Skills:

- *I can join in songs as a group*
- *I can describe and compare different types of music based on its time*

PSHE:**Healthy Me****Children will:**

- Know how to be a good friend and enjoy healthy friendships

PSHE Skills:

- *Can identify when something feels safe or unsafe..*

ICT:**Coding****Children will:**

- Manoeuvre Scratch around objects that you have placed as part of the background
- Check the sequence of movements are as intended, and debug if necessary to achieve desired outcome

ICT Skills:

- *Specify conditions to trigger events*

Science:**Animals including Humans****Children will:**

- Setup simple practical enquiries and comparative and fair tests.
- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units.

Science Skills:

- *Identify that humans and some other animals have skeletons and muscles for support, protection and movement.*

Week 12:**Topic:****End Point:****To create a presentation about aspects of WW2.****Children will:**

- Use a variety of sources to gather information
- Plan their presentation

History Skills:

- *Recall, select and organise historical information.*
- *Communicate their knowledge and understanding.*

Children will complete post-assessment KWL.**Music: (on-going throughout topic)****Children will:**

- Recognise some WW2 songs and consider the importance of music during the war
- Know who Vera Lynn is and why she was important

Music Skills:

- *I can join in songs as a group*
- *I can describe and compare different types of music based on its time*

PSHE:**Healthy Me****Children will:**

- Know how to keep calm and deal with difficult situations

PSHE Skills:

- *Can identify when something feels safe or unsafe. Understand how complex my body is and how important it is to take care of it.*

ICT:**Coding****Children will:**

- Tinker with the Sprite to move around objects on the screen, resting at specific places and making it 'speak'
- Create instructions to manoeuvre Sprite with chosen intentions
- Check the sequence of movements are as intended, and debug if necessary to achieve desired outcome
- If I place an object on their screen, then what will they then have to do to debug it?

ICT Skills:

- *Use IF-THEN conditions to control events or objects.*

Science:**Animals including Humans****Children will:**

- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Identify differences, similarities or changes related to simple scientific ideas and processes.

Science Skills:

- *Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food. They get nutrition from what they eat.*
- *Identify that humans and some other animals have skeletons and muscles for support, protection and movement.*