

Term	Topic:	The World Wars						
		Week 1 29/10	Week 2 5/11	Week 3 12/11	Week 4 19/11	Week 5 26/11	Week 6 3/12	Week 7 10/12
Autumn Term 2	History/ Topic Focus	<p>Why did Britain have to go to war in 1939?</p> <ul style="list-style-type: none"> *How the actions of Hitler threatened Euro. peace. *What is meant by the term appeasement. *They are aware of the dilemma of Chamberlain & other appeasers. *Why Chamberlain ultimately took the decision to go to war. 	<p>Why was it necessary for children to be evacuated & what was evacuation like?</p> <ul style="list-style-type: none"> *Investigate and explain the reasons for fluctuating numbers being evacuated *Realise that experience of evacuation varied and can give reasons why the government's portrayal was so positive. 	<p>How was Britain able to stand firm against the German threat?</p> <ul style="list-style-type: none"> *Cite examples of how the gov. prep to withstand the Blitz & boost morale. *Identify key features of resistance to German invasion: <ul style="list-style-type: none"> Trying on gas masks Home Guard Battle of Britain Blitz Evacuation Rationing Fire service Air-raid shelters 	Hilltop Residential	<p>Why is it so difficult to be sure what life on the Home Front was really like?</p> <ul style="list-style-type: none"> *Evidence from this period has to be treated with caution <ul style="list-style-type: none"> a. Censorship b. Propaganda *Evaluate a piece of wartime footage of the Blitz explaining how they know it was staged 	<p>What was VE day really like?</p> <ul style="list-style-type: none"> *Describe how VE Day was typically celebrated and how some families had mixed emotions. *Explain why depictions of VE Day parties might vary. 	<p>Christmas Preparation & RE week</p>
	English Focus - TT	<p>Remembrance Assembly Prep</p> <ul style="list-style-type: none"> * Poppy/War art * World War poetry and letter writing. 	<p>The Boy in the Striped Pyjamas:</p> <ul style="list-style-type: none"> * Looking at different covers and blurb - making inferences about the book and setting. * Looking at how the author hints at danger - reading between the lines * Understanding 'The Final Solution' and what concentration camps were. Look at what Auschwitz was. 			<p>The Boy in the Striped Pyjamas:</p> <ul style="list-style-type: none"> * Understanding how author uses clothes to give the impression of characters and their status * Performing a part of the book - boys facing each other * Compare Bruno's and Shmuel's journey * How is fear created in the novel? Reading backwards * Understanding what characters are feeling at different times. * Writing a letter as one of the characters about returning to Berlin * Writing a response to the statement, "Bruno's father is responsible for his death". 		

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	English Focus - LDS	Narrative: Writing our own version of Under the Bombers moon. Grammar - adverbial phrase, personification, subordinate clause, conjunctions, preposition journey, direct and reported speech.			Hilltop Residential	Balanced Argument: Was evacuation a good idea. Grammar - impassive voice, technical vocab, present tense, third person, conjunctions.	Assessment Week - 2016 SATs	Do all religions and beliefs view God in the same way? Looking at Humanist/atheist views and those of the Tribal religions Explore diversity of views, including the pupils own.
	VGPS/ Phonics	TT - Active & passive, hyphens, noun phrases LDS - pronouns, relative + possessive	TT - ID subord and main clauses, conjunctions LDS - sentence types, prepositions	TT - colons and semi-colons in clauses, determiners LDS -relative clauses, parenthesis		TT - perfect verb forms LDS -apostrophes, word classes		
	Maths Focus - TT	Division * Understanding and consolidating the formal written method for chunking	Fractions * Finding equivalent fractions * Converting between fractions, decimals and percentages * Converting fractions to the simplest terms * Finding fractions of amounts	Percentages * What does % mean * Finding any % of an amount * Dividing by 10 and 100 to find %		Calculating with Fractions * Adding and subtracting with fractions with different denominators. * Multiplying fractions together and fractions by whole numbers * Dividing fractions by whole numbers	Assessment Week - 2016 SATs	

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	Maths Focus - LDS	Shapes 3-D shapes and nets recognise, describe and build simple 3-D shapes, including making nets	Position and Direction *Read and plot co-ordinates in the across quadrants, *Visualise & draw on grids of different types where a shape will be after reflection, translation, or rotation through 90 or 180 degrees about its centre or about one of its vertices	Statistics *interpret and construct pie charts and line graphs and use these to solve problems	Hilltop Residential	Measurement Area and Perimeter * recognise that shapes with the same areas can have different perimeters and vice versa *Using a formula to work out area and perimeter of rectilinear shapes. *Calculate the area of parallelograms and triangles.		Christmas Preparation
	Science - Evolution and Inheritance	Fossils What are fossils and how are they formed?	Mary Anning * Who was she? * Main achievements	Inheritance How are characteristics passed from parents to their offspring?		Adaptation How have plants and animals adapted to suit their environment?	Evolution Charles Darwin and his theory of evolution	

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	Computing - <i>Young Authors</i>	Research illustrations and reproduce on iPad	Create a storyboard for a story for their buddy - create flowchart on iPads	Create book using Book Creator on iPads	Hilltop Residential	Continue to create book using Book Creator	Children to add audio and publish their books.	Present books to buddies and receive feedback
	French		To understand the similarities and differences between English and French schools.	To understand how to say the places that exist in school - hall, library etc		To consolidate places in school, subjects and stationary in a tour of the school.	Places in a town - learning the key vocab of shops/town names.	Places in a town - writing sentences about what is in your town
	Art/DT	Building Anderson Shelters: Research Anderson shelters - sketch designs - use a range of materials to build shelters in groups - evaluate.				Propaganda posters: Research WW2 propaganda posters, theme, colour, design - sketch own posters - use pastels and mixed media to create designs - evaluate.		
	PE	Dance unit - taught and planned by Mrs Utting				Dance unit - taught and planned by Mrs Utting		
	Music	Preparation for Cathedral Choral Project - choral singing skills, creating harmonies and identifying pitch				Learning songs from the war - BBC Schools Radio appreciate and understand a range of high-quality recorded music drawn, perform in ensemble contexts, using their with increasing accuracy, fluency, control and expression		

PSHE/ SEAL

What gets in the way of friendship and the role of prejudice?
What makes conflicts better or worse?
Resolving conflict and showing empathy.
What it feels like to be bullied? Ways to prevent bullying and what to do as a bystander.

Any possible Community Links, visits or visitors

Gressenhall - World War 2 day
Remembrance Day assembly

Big Bang Day

Trip to Gressenhall for World War 2 day

R.E.

Do all religions and beliefs view God in the same way?

Looking at Humanist/atheist views and those of the Tribal religions
Explore diversity of views, including the pupils own.

TOPIC

The World Wars

Ideas for home

Books/ texts that can support learning

Non-fiction books about the war

Goodnight Mr Tom

The Boy in the Striped Pyjamas

Social understanding

(Internet/ Social Media/ Citizenship)

Remembrance Day Assembly

E-safety - I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose; I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise); I can explain the importance of self-regulating my use of technology; I can demonstrate the strategies I use to do this.

Class story

The Boy in the Striped Pyjamas