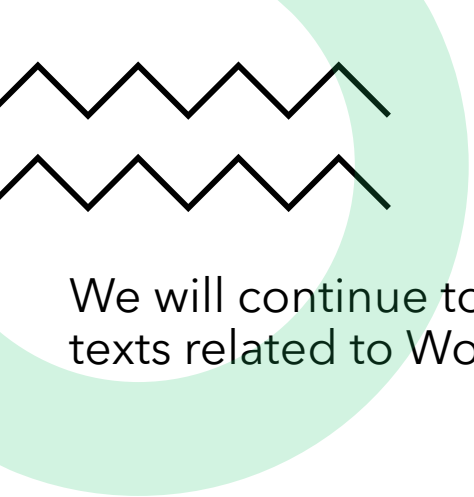




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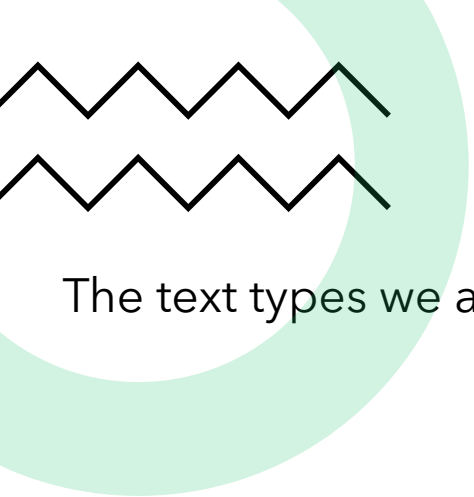


# READING

We will continue to cover the discrete reading skills through short texts related to World War II.

- I can give/explain the meaning of **vocabulary** in context
- I can make **inferences** from texts and justify these using evidence.
- I can **predict** what might happen using evidence from the text.
- I can **explain** how information is related in a text and how meaning is enhanced through word choice.
- I can **retrieve** and record information from fiction and non-fiction texts.
- I can **summarise** the main ideas from more than one paragraph.





# WRITING

The text types we are learning about this half term are:

- Narrative based on a film/ flashback – This will be based on the short clip called 'The Piano' by Aidan Gibbons
- Our grammar will focus on:
  - Adverbs (Recognising and using adverbs, recognising adverbs to indicate degrees of possibility)
  - Parenthesis (Recognising parenthesis, using brackets, dashes, and commas to indicate parenthesis)







# MATHS

We will be completing our unit on Fractions and then moving onto a Multiplication and Division focus, with longer written methods being the priority.

## Multiplication and Division:

- Multiplying larger numbers using single-digit multipliers, then develop confidence with two-digit multiplication using both area models and formal methods. They progress to multiplying three- and four-digit numbers by two-digit numbers and applying these skills to problem-solving.
- Division is then introduced, starting with short division and dividing four-digit numbers by one-digit numbers, before moving on to remainders and more efficient strategies. Finally, learners apply both multiplication and division skills to solve a range of problems.





# SCIENCE

We will be finishing out previous science topic, then learning about materials and how different properties of materials can be important for their uses. Our sequence of learning will be:

- I can identify how materials are used and their key properties
- I can conduct an investigation into magnetic materials
- I can conduct an investigation into sorting materials
- I can record and discuss the effect of changing variables to dissolve material (Two-part lesson on dissolving and evaporating)



- 1. Different materials are selected because of their properties, the way they act and can be used.**
- 2. A magnetic material will be attracted to a magnet, while non-magnetic materials will show no response.**
- 3. Materials can be separated in different ways; sieving is used for two solids.**
- 4. Materials can be separated in different ways; filtering is used for a solid and a liquid.**
- 5. Solids can be dissolved into liquids and recovered using evaporation.**



# HISTORY

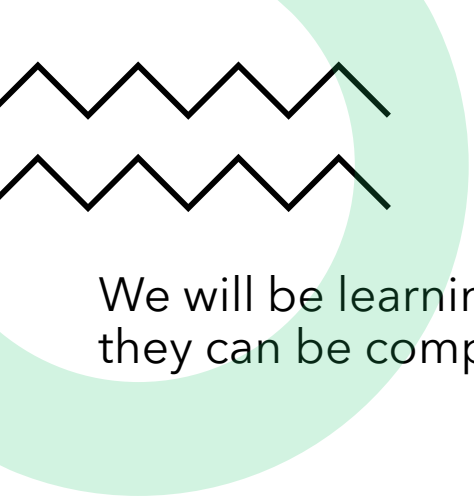
We will be learning about the causes and consequences World War II. Our sequence of learning will be:

- Explain why World War II began
- Order events from early World War II on a timeline.
- Understand when, where and why children were evacuated.
- Describe how people's diets were different during World War II and answer questions about the implementation of rationing.
- Understand the role of women in World War II
- Describe some key events from World War II and order events on a timeline. (Battle of Britain, The Blitz, Dunkirk Evacuation, D-Day and VE day)

1. Britain declared war on Germany on 3 September 1939.
2. The war ended in 1945. Germany surrendered in May and their ally, Japan, surrendered in September.
3. The war involved the world's major powers, including Britain, France, Russia, the USA, China and Japan.
4. Britain, France, Russia and the USA were known as the Allies, Germany, Italy and Japan were known as the Axis powers.
5. Key events in the war were the Dunkirk evacuation, the Battle of Britain and the D-Day landings.



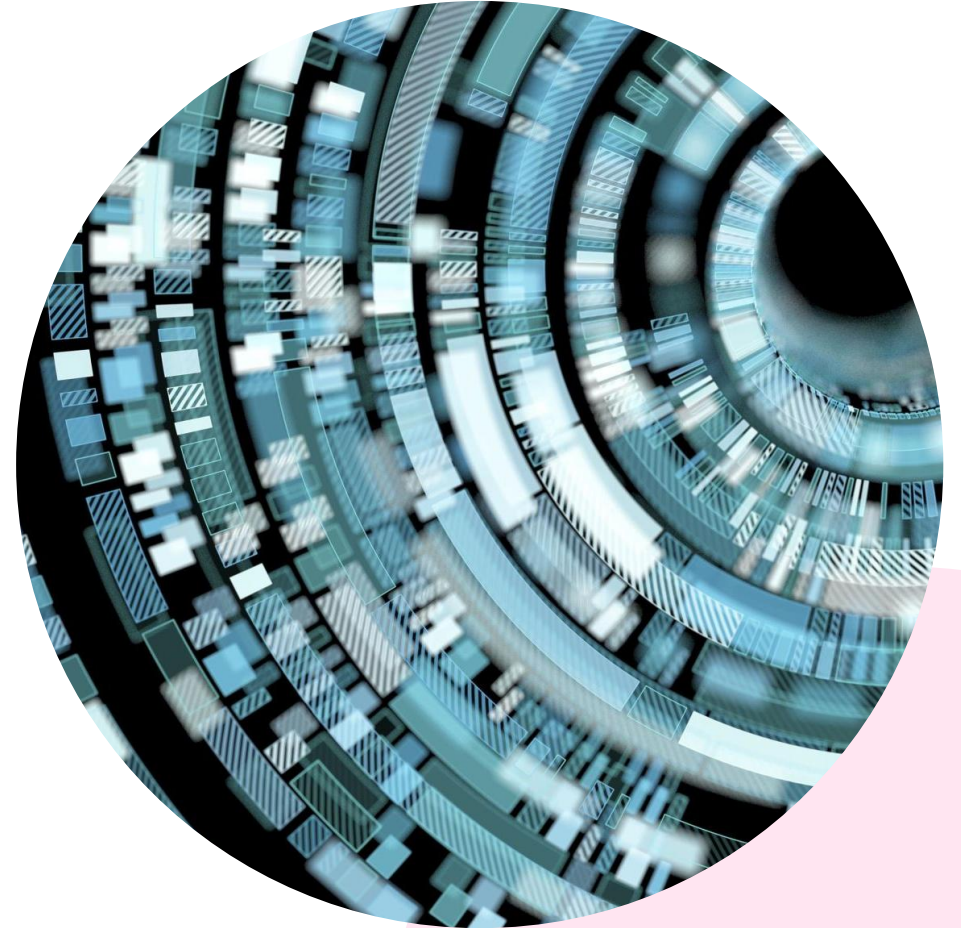




# COMPUTING

We will be learning about flat-file databases, including how they can be completed as paper or electronic formats.

- I can create a paper-file database.
- I can explain what a field and a record is in a database
- I can combine grouping and sorting to answer specific questions
- I can choose which field and value are required to answer a given question
- I can select an appropriate chart to visually compare data
- I can refine a search in a real-world context



# PSHE

We will be learning about diverse Britain and how our communities are made up of people from lots of different backgrounds.

- I can talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people
- I can explain what a community is and what it means to belong to one.
- I can explain why and how laws are made and identify what might happen if laws are broken.
- I can discuss the terms democracy and human rights in relation to local government.
- I can discuss the terms democracy and human rights in relation to national government
- I can investigate what charities and voluntary groups do and how they support the community



1. I dial 999 for emergency help.
2. Childline telephone is 0800 1111.
3. The SMART acronym for internet safety means SAFE, MEETING, ACCEPTING, RELIABLE, TELL.
4. The cognitive triangle links thoughts, feelings and behaviours.
5. A growth mindset helps to reframe challenges into positive opportunities to develop.







# A R T

We will create World War II art and emulate artists relating to World War II

- I can create Blitz night scenes using mixed media.
- I can design a World War II propaganda poster.
- I can develop an understanding of artists work (LS Lowry) and apply it to their own work of an urban landscape of WWII Britain.



# RE

Christianity: Why do Christians think Jesus was the Messiah?

- How does Incarnation and the idea that Jesus is the Messiah fit into the timeline of the Bible's 'Big Story'?
- Why do Christians believe Jesus was the Messiah?
- What qualities does a Saviour need?
- How do Christians put their beliefs about Incarnation into practice in different ways when celebrating Christmas?
- How is the idea of Jesus as the Messiah important in the world



**1. Christians believe that Jesus is God Incarnate, which means God in the flesh**





# FRENCH

Je me présente (Presenting Myself)

- Use basic greetings in French, ask somebody how they are feeling and reply when asked.
- Ask somebody their name in French and reply when asked.
- Recall numbers 1-20 in French.
- Ask somebody how old they are in French and reply when asked.
- Ask somebody where they live in French and reply when asked.
- Express my nationality in French and understand basic gender agreement rules.







# P E

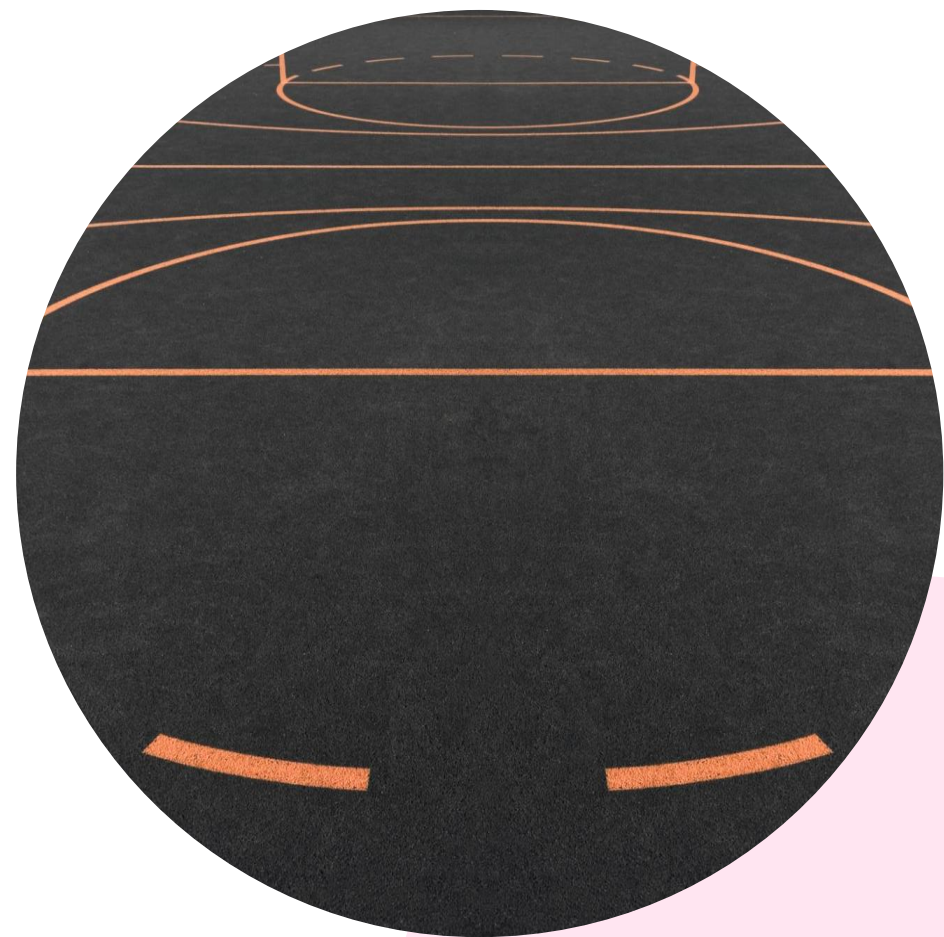
We will be doing gymnastics and volleyball.

## GYMNASTICS UNIT 1

- Step 1: To travel with confidence choosing different pathways.
- Step 2: To travel fluently on the floor and on/off apparatus.
- Step 3: To perform a safety roll.
- Step 4: To perform more complex balances.
- Step 5: To link more complex movements, such as jump to roll.
- Step 6: To create and perform a routine on apparatus.

## VOLLEYBALL

- Step 1: To show a good ready position.
- Step 2: To vary shot selection - speed, height, direction.
- Step 3: To play shots to a target.
- Step 4: To use a variety of different shots, and serves, hitting with increasing consistency.
- Step 5: To employ some tactics in games.
- Step 6: To participate in a successful game following rules and playing fairly





# MUSIC

We will be learning about a polish WW2 composer called Grażyna BACEWICZ (1909-1969).

Lesson 1: Listen to the performance of the Overture by Grażyna Bacewicz

Lesson 2: Use Bacewicz's rhythms to create an introduction.

Lesson 3: Learn about Morse code and use it to transform words into musical motifs

Lesson 4: Learn about fanfares and structure musical motifs into a piece.

Lesson 5: Make graphic scores and invent a melody.

Lesson 6: Structure sections of music into a bigger piece





We are going to finish our class book 'Oh Mummy Mia' that we started during our Ancient Egypt topic.



We will bake some wartime recipes as part of our Dojo reward this half term.



We will be listening to music that was popular during WW2.



We will think about our shared responsibilities to protect our planet as part of our community in PSHE.



We will complete some of our science learning on materials outside.



We will learn about the impact of World War II in Cornwall.



We will learn about how diverse Britain is through our PSHE learning.



We will investigate changing variables when dissolving salt in water.

