

**Spring term**  
**Year 5 and 6:**  
***World War II***

**Our wow starter!**

**World War 2 Evacuation begins on Monday 6<sup>th</sup> January – children and staff will arrive back in school after the Christmas break dressed in period costume and ready for evacuation!**



**What we will do!**

**How we will do it!**

**English**

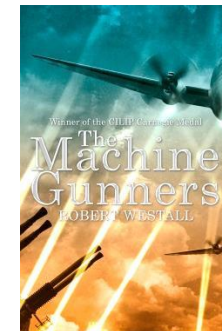
**Writing - composition**

- plan their writing by:
  - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - noting and developing initial ideas, drawing on reading and research where necessary
  - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
  - using a wide range of devices to build cohesion within and across paragraphs
  - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - ensuring the consistent and correct use of tense throughout a piece of writing
  - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the

**With Nazi planes raining bombs on England night after night...**

Children will read Robert Westall's 'The Machine Gunners', taking turns to read aloud at times using appropriate intonation. While reading, we will use our growing knowledge of root words, prefixes and suffixes as well as contextual clues to learn the meaning of new words we meet. The children will draw inferences regarding characters' feelings, thoughts and motives and they will justify these with evidence from the text. We will also discuss the author's use of language and how this impacts on our opinions about characters and events.

The children will have a range of writing opportunities linked to the plot of the story and the characters. We will examine the differing points of views of the characters as the story progresses and children will write in role as different characters. They will also use direct speech in their writing, using their dialogue to convey character and advance the action.



appropriate register

- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

#### Reading - word reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English appendix 1](#), both to read aloud and to understand the meaning of new words that they meet.

#### Reading - comprehension

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
  - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- provide reasoned justifications for their views

Throughout this term, the Year 6 children will continue to work with Miss Hancell and Miss Jones, reading a range of fiction, poetry, plays and non-fiction. They will explore features of texts and answer a wide range of comprehension questions about these.

The Year 5 children will read 'Friend or Foe' by Michael Morpurgo. They will develop their inference skills and will justify these with evidence from the text. The children will continue to develop their understanding of new words in context, asking questions where needed to improve their understanding. In addition to answering a range of comprehension questions about chapter, children will begin to summarise the main ideas.

They will also continue to read for pleasure and participate in discussions about the books they read, recommending books to their peers with reasoned choices.



**At the end of the term, we will rehearse and perform our Key Stage Two play, Keep Smiling Through**

## Maths

The principal focus of mathematics teaching in upper key stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems.

It is important that any type of calculation is given a real life context or problem solving approach to help build children's understanding of the purpose of calculation and to help them recognise when to use certain operations and methods when faced with problems.

To support children's understanding we follow a CPA (Concrete, Pictorial, Abstract) approach as detailed in our calculation policy.

## Class Maths

Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.

**Spring term focus: Four operations, fractions, decimals and percentages**  
See weekly planning

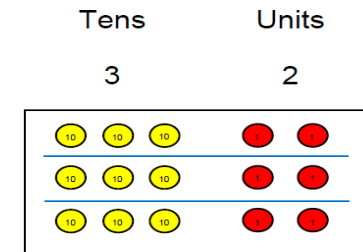
$342 \times 7$  becomes

$$\begin{array}{r} 342 \\ \times 7 \\ \hline 2394 \\ \hline \end{array}$$

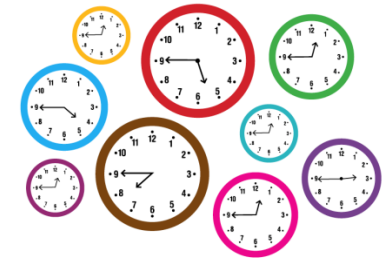
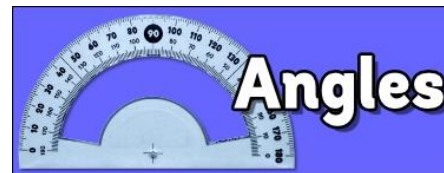
Answer: 2394

$$96 \div 3 = 32$$

3



See weekly planning



# Science

## Properties and changes of materials:

- i. Compare and group together everyday materials on the basis of their properties, including their solubility and response to magnets
- ii. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- iii. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- iv. Demonstrate that dissolving, mixing and changes of state are reversible changes
- v. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

## Working Scientifically:

Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary and observing and comparing the changes that take place, for example, when burning different materials or baking bread or cakes. Researching and discussing how chemical changes have an impact on our lives.

## Properties and Changes of Materials

We will identify materials, name their properties and compare and group everyday materials on the basis of these properties. We will investigate dissolving and how some materials then form a solution. The children will then describe how to recover a substance from a solution and use their knowledge of solids, liquids and gases to decide how to separate different mixtures.

They will finally develop an understanding that some processes, such as dissolving and mixing are reversible but that others are irreversible and can result in the formation of new materials

Throughout their work, they will work scientifically to answer questions, make and explain predictions, control variable to ensure fair tests and record their findings using scientific language.



## Key Vocabulary

dissolve mix properties soluble magnetic reversible mixture  
irreversible solution substance solid liquid gas evaporate  
conductivity separation filter sieve

# Art and Design

- Create sketch books to record their observations and use them to review and revisit ideas
- Improve their mastery of art and design techniques, including drawing with a range of materials [for example, pencil, charcoal, paint, clay]
- Learn about great artists

## Henry Moore

After looking at Henry Moore's life and career, we will explore his War art and recreate images in his style using a range of materials.

## Key Vocabulary

Charcoal chalk life drawing sketch proportion  
form observation subjective Henry Moore  
sculpture shape



# Geography

## **Locational knowledge**

Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities

## **Human and physical geography**

Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.

## **Geographical skills and fieldwork**

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

## **Axis or Ally?**

We will use maps to locate the countries involved and whether they were members of the Axis or the Allies. We will discuss why this conflict was known as a 'world war'. Children will learn why countries outside Europe fought on either side.



We will research the countries involved in the conflict, finding out about their national food, clothes, flag, major cities etc.

We will learn about how trade was affected during this time, resulting in 'Grow Your Own'.

### **Key Vocabulary**

Europe   Soviet Union   United Kingdom   USA   Canada  
Italy   Japan   Germany   Belgium   Holland   Mediterranean  
trade   map   atlas   globe   I and use

# Computing

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

## **Game Design**

We will explore games that we enjoy playing online and conduct market research about what makes a game enjoyable to play. Children will then design their own games on I pads and adapt these after identifying ways to improve (debugging). They will finally play and evaluate their own and friends' games.



As part of our E-Safety work, children will understand the importance of creating strong passwords, keeping them safe and the consequences of sharing a password or leaving it lying around.

### **Key Vocabulary**

Design   effective   improve   debug   programs   evaluate  
e-safety   passwords   consequences   responsible

## History

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- develop the appropriate use of historical terms.
- construct informed responses that involve thoughtful selection and organisation of relevant historical information
- understand how our knowledge of the past is constructed from a range of sources.

### **VE Day- 75 Years Later...**

We will learn how the war in Europe affected lives at home, including the impact of rationing, The Blitz and evacuation.

We will create a timeline of events during World War II and develop a greater understanding about some of these events, such as the D-Day landings and Pearl Harbour.

We will also explore the role of women at home and the important work undertaken by the Bletchley Park 'code-breakers'.

In addition to learning about life in Britain, we will also learn about life in Nazi Germany. Finally we will learn why the war ended, how this was celebrated at home and the impact of Germany's defeat across Europe



### **Key Vocabulary**

axis ally allies bomb evacuee Nazi The Blitz rationing  
VE Day cause effect Pearl Harbour Adolf Hitler Winston  
Churchill Anne Frank swastika gas mask Anderson Shelter

## RE

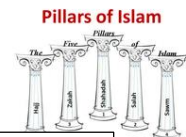
Using the Cheshire Agreed Syllabus, we will:

- Identify, describe and explain key Muslim beliefs related to Allah (God).
- Understand Muslims believe that to have 'inner peace with God' humans must follow and submit to Allah's guidance and will.
- Name the Five Pillars and explain why they are important to Muslims.
- Explain and assess how all Muslims are part of the 'Ummah' by showing how the Five Pillars enable Muslims to have peace with God.
- Explain how Muslims' organisations help people in need.

### **Islam**

Children will revise prior knowledge about Islam and explain key Muslim beliefs about Allah and how to follow his will. They will name and understand the Five Pillars and how Muslims incorporate these into their lives. They will learn about Muslim organisations and their charitable works.

Throughout our work, we will use appropriate vocabulary and discuss beliefs respectfully.



### **Key Vocabulary**

Badah Achlaq Shahadah Sawm Salah Zakah  
Hajj Kabbah Pilgrimage Mumin Five Pillars

## D & T

### Design

- generate, develop, model and communicate their ideas through discussion and annotated sketches

### Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

### Evaluate

- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

### Technical Knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures

## Anderson Shelter

We will work in small groups with children in Lower Key Stage Two to design, make and evaluate model Anderson shelters.



### Key Vocabulary

Design make evaluate annotate construct join  
Purpose model cut finish measure reinforce

## PE (Dance (All term), Games- All term)

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics]
- perform dances using a range of movement patterns
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

### Swimming (Spring 2)- **Just Year 5**

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [e.g., front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

DANCE: Children will respond to stimuli and adapt and change their movements according to the music. They will combine and link a small number of movement phrases and patterns and perform these with confidence.

GAMES: Children will develop their skills and then apply these to competitive games, including basic principles for attacking and defending.



SWIMMING: Year 5 children will swim in the second half term and refine their strokes for an extended length and practise self-rescue.



## Music

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations

### Music to our ears

The children in Years 5 and 6 will continue to have the opportunity to choose and learn to play an instrument from a choice of trumpet, trombone, euphonium, flute, clarinet, saxophone or glockenspiel.



## Languages

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
- present ideas and information orally to a range of audiences\*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly

Hola Amigos!



We will learn to name the days of the week, months of the year, animals and recap greetings.