



World War II



Maths:

Number: Place Value

- Read and write numbers to one million (Y5) and ten million (Y6), determining the value of each digit.
- Compare and order number to one million (Y5) and 10 million (Y6).
- Count forwards and backwards in steps of powers of 10 for any given number to 1,000,000. (Y5)
- Interpret negative numbers in context, count forwards and backwards with negative and positive whole numbers, including through zero.
- Round any number up to 1 million to the nearest 10, 100, 1000, 10,000 and 100,000. (Y5/6)
- Read Roman numbers to 1000 and recognise years written in Roman numerals. (Y5)

Number: Addition and Subtraction

- Add and subtract whole numbers with more than 4-digits, including using formal written methods. (Y5)
- Add and subtract numbers mentally. (Y5)
- Use rounding and estimation to check answers to calculations. (Y5/6)
- Use knowledge of the order of operations to carry out calculations. (Y6)
- Solve addition and subtraction multi-step problems. (Y5/6)

Number: Multiplication and Division

- Identify multiples, factors (including common multiples and factors) and prime numbers. (Y5/6)
- Know and use the vocabulary of prime numbers, prime factors and composite numbers. (Y5)
- Establish whether a number up to 100 is prime.
- Multiply numbers up to 4 digits by a one-digit or two-digit number, including long multiplication for two-digit numbers. (Y5)
- Multiply multi-digit numbers by up to 4 digits by a two-digit whole number using a formal written method of long multiplication.
- Solve problems using multiplication methods, mentally and using formal written methods.

Science:

Electricity

- Use recognised symbols when representing a simple circuit in a diagram.
- Construct a simple series electrical circuit, identifying different parts and the corresponding symbols.
- Identify whether or not a lamp will light in a simple circuit, based upon whether or not it is part of a complete circuit.
- Recognise some common conductors and insulators and associate metals with being good conductors.
- Associate the brightness of a lamp or the volume of a buzzer with the number of and voltage of cells used in a circuit.
- Compare and give reasons for variations in how components function, including the brightness of bulbs and the loudness of buzzers.

Sound

- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sounds travels through a medium to the ear.
- Find patterns in pitch of a sound and features of the object that produced it.
- Find patterns between the volume of a sound and the strength of the vibrations.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision.
- Begin to record data and results of increasing complexity using scientific diagrams and labels,
- Plan different types of scientific enquiries to answer questions.
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of degree of trust in results.
- Use test results to make predictions to set up further comparative fair tests.

English:

Narrative: a World War 2 inspired portal story called 'The Shelter'.

Narrative: a flashback story based on the Literacy Shed film, Behind the Lines.

Newspapers: Linked to World War 2

Class Story



History: World War II

- Investigate the causes of WW2.
- Locate countries involved in WW2.
- Order key events at the start of WW2.
- Understand how the Blitz affect Britain and local areas.
- Understand the experience of being evacuated.
- Consider how WW2 affected everyday life – focus on rationing.
- Consider the significance of the holocaust – RE unit and the trip to the Holocaust Museum.
- Identify the reasons for changes and continuity and understand that change does not impact everyone in the same way and time.
- Understand that change can be brought about by conflict.
- Explain the significance of events, people and developments.

Design Technology:

Cooking: Seasonality and Rationing.

- Explore food types that grow during different seasons in the UK.
- Consider the food miles of different produce and why it was so important during WW2.
- Measure accurately and calculate ratios of ingredients.
- Know that some people may have certain food allergies.



Cooking: WW2 Anderson Shelter model with electrics.

- Investigate a collection of shell structures, including packaging.
- Take a small package apart, identifying and discussing parts of a net, including the tabs.
- Share ideas, drawing and annotating sketches.
- Investigate and evaluate possible materials.
- Explore strengthening techniques.

PE:

Hockey:

- Pass with accuracy, confidence and control.
- Develop control whilst performing skills at speed.
- Show good awareness of others in game situations.
- Choose when to pass or dribble to keep possession of a ball.

Tag Rugby:

- Understand the rules of a game of tag rugby.
- Develop the physical characteristics needed: Speed, fitness, agility.
- Pass and catch the ball whilst running at different speeds.
- Keep control of the ball when running and passing.

PSHE:

My Healthy Self:

- Understand the relationship between stress and relaxation.
- Develop greater responsibility for ensuring good quality sleep.
- Take responsibility for feelings.
- Consider calories and food groups to plan healthy meals.
- Develop independence for protecting against the sun.

Computing:

Computer Systems and Networks: Typing, Loading/Saving Documents & Using Microsoft Word

- Practise proper finger placement for touch typing, improving speed and reducing errors.
- Type longer passages with formatting.
- Navigate folders and subfolders with confidence.
- Understand file extensions (.docx, .pdf)
- Rename, move and organise files.
- Use styles and themes to format documents consistently.
- Insert tables and format them.
- Use headers, footers and page numbers.
- Export documents to other formats.



Year 6

- Recognise the stages of the Skill Decision Making Model (SDMM).
- Recognise the sources of pressure and peer pressure
- Consider the facts, health effects and law around nicotine and cannabis.
- Identify risks and consequences of carrying a knife.
- Recognise and demonstrate non-verbal communication
- Define a 'good citizen' and apply good citizenship to a scenario.

Religious Education:

Beliefs in action in the world: What was the Kindertransport? Who resisted and rescued? How can we be upstanders today?

- Find out about the Jewish religion and community focusing on religious practice in Europe before WW2.
- Investigate aspects of persecution of Jewish people, showing understanding and expression of own ideas.
- Learn the story of Kindertransport.
- Develop ways of expressing questions and ideas about persecution and prejudice, including examples from the Kindertransport and today's world issues.

Music: Say it with sound. (Year 5 only)

- Conduct metres of three and four.
- Develop accompaniments and melodies on classroom instruments. using improvised rhythms.
- Recognise semibreves and previously introduced notations.
- Explore syncopation through listening, rapping and playing

French:

Ma famille (My family)

- Answer the question 'As-tu des frères et soeurs?' (Do you have any brothers or sisters?) in French.
- Use the nouns and articles/determiners for family members in French.
- Introduce family members in French, using 'il/elle s'appelle (he/she is called).
- Use knowledge of numbers in French to be able to describe the age of family members.