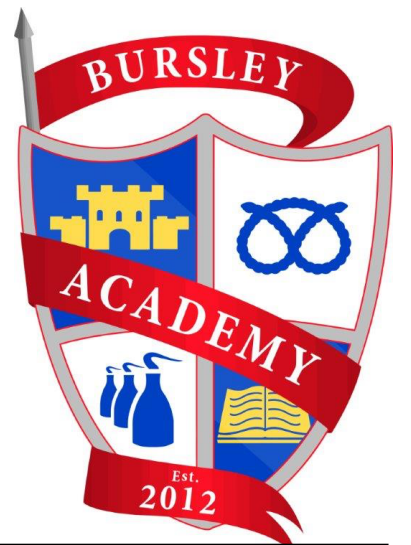




Pack up your troubles



Year 5/6 Cycle B- Autumn Term 2023-24



End of unit outcomes:

- To examine causes and results of great events and the impact on people. Discuss the Holocaust and what happened to certain members of society.
- Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.
- Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathering from several sources together in a fluent account.
- Link sources and work out how conclusions were arrived at. - Consider ways of checking the accuracy of interpretations- fact or fiction and opinion. - Be aware that different evidence will lead to different conclusions. - Confident use of the library for research purposes.
- To identify and discuss the impact of WWII on the everyday life of people.

Launch

Brampton trip

Explore

Timelines/events/Evacuation

Questions

How did WWII start?

Which countries fought against each other?

What happened during the evacuation process?

Why were children evacuated?

How did this affect them?

Where were they evacuated to?

Celebrate

Victory Party, with parents invited along.

Lots of singing of WW2 songs and dances from the time period.

English - Goodnight Mr Tom

- Recount/ diaries - retelling a real event
- Sequence of events.
- Conjunctions to express time, place and cause.
- Inverted commas can be used to punctuate direct speech.
- Use of paragraphs to organise ideas
- Expanded noun phrases
- Fronted adverbials used to sequence events in time order.
- Use of the past perfect e.g. I was walking ... the children had tried.... earlier in the day, the owls had hunted
- Modal verbs can be used to indicate degrees of possibility
- Adverbials within paragraphs to create cohesion within paragraphs using adverbials e.g. therefore, however.
- Correct use of formal and informal language Adapt e.g. high formality required if recounting in the style of a broadsheet newspaper or informal in a personal diary.

History- WW2

- Crucial Knowledge for individual lessons
- L1- When was WWII and why did it break out?
- L2- What was the Blitz?
- L3- How did people protect themselves during air raids?
- L4- When, where and why were children evacuated in WWII?
- L5- What was rationing and how did it affect people?
- L6- What was the role of women during WWII?
- L7- What was daily life like during WWII?

Art- Drawing- Henry Moore/Air raid shelters

- The area of the drawing a viewer sees first is called the 'single focal point.'
- 'Horizon' is a line that runs across the page from side to side to represent the viewer's eye level.

DT- Make do and mend- textiles- combining different fabric shapes

- A pattern is made up of several templates.
- The pieces cut from the pattern are joined together and make a more complicated design.



Geography- Maps

- L1: How can we locate a place?
- L2: What are Ordinance Survey maps?
- L3:What are the eight compass points?
- L4:What are grid references?
- L5: How can I plan a route using compass points and grid references?
- L6: What similarities and differences are there in maps over time?

Subjects linked to Topic:

- English
- History
- Geography
- Art and DT
- Music
- P.E- Dance- Jive

Science- Light

What are the sources of light and how does it travel?

- Light sources include natural (sun/fire) and artificial (torch/bulb)
- Light travels from a source in a straight line

How can we change the direction in which light travels

- Reflection changes the direction light travels

How does light enable us to see objects?

- The pupils control the amount of light let into the eye
- Light bouncing off objects and into our eyes enables us to see

Is light all one colour? How do we see different colours?

- Light is made up of different colours – some surfaces absorb some colours and not others which lets us see things in different colours.

Light travels in straight lines and this creates shadows, how does light affect shadow?

- Shadows have the same shape as the object which casts them, the closer the light source the bigger the shadow as more light is blocked.
- The size of a shadow can change depending on where the light source is

Living things and their habitats

What is classification and what is the purpose of classifying things?

- Classification is the sorting of things into different groups based on their characteristics.
- Characteristics are special qualities or appearances that make an individual or group of things different to others.

Create ways to classify living things which show a deep understanding of characteristics and have clear reasons for the classifications?

- You can classify living things (plants, animals, micro-organisms) by comparing similarities and differences.

Understand what a microorganism is and how they affect all other living things?

- A micro-organism is a living thing that is too small to be seen with your eye (eg. bacteria, viruses, some moulds).

P.E- Dance/Jive

L1- CK- Jive is a lively style of dance which was popular in the 1940s and 1950s and it is performed to swing music or rock and roll.

L1- CK- Jive music can be counted as "1, 2, 3, 4", "1, 2, 3, 4" but not all jive patterns will have exactly four or eight counts.

L2- CK- The basic jive step is six counts: "1, 2, 3-and-4, 5-and-6" (in timing notation, an "and" represents half a beat, and a step on an "and" count is very quick).

L3- CK- Jive has a high lift of the knees, upbeat steps and swinging hip motion.

L4-CK- Some basic Jive moves include the rock step, the drunken sailor, jive kicks, jive flicks, and triple steps.

L5- CK- Choreograph means to compose a sequence of steps and movements in a dance.

L6- CK- A dance critique is a form of review which evaluates the performance of a dancer.

L7- CK- Final performance (application of CK and skills).

R.E- Creation stories

Crucial Knowledge for individual lessons

L1-CK: What is the Judeo- Christian creation story?

L2-CK: What is the Islamic creation story?

L3-CK: What is the Hindu creation story?

L4-CK: How do Sikhs describe creation?

L5-CK: What do Buddhists believe about creation?

L6-CK: How do scientists explain creation?

PSHE- Relationships

Families and friendships

→ Gender identity is the gender that you think you are, whereas sexual orientation is the gender you are attracted to.

→ Everyone has the right to be loved.

→ People can show their commitment to each other in many ways such as marriage or living together.

→ Marriage is the legal union of two people as a partnership.

→ In the U.K, it is illegal to force someone to get married. This is not the same across the world.

→ You can contact the forced marriage unit to report a forced marriage, and you can ring them to ask for help. If it is an emergency and you need help right away, you can ring 999.

Safe relationships

→ When a conflict gets out of hand, it can help to involve a trusted adult.

Peer pressure can cause someone to doubt themselves and can lead to them having lower self-esteem.

Keeping a secret can be very stressful, especially if it leads to telling lies.

You can be close friends with someone who hold different opinions and who has different interests.

Respecting ourselves and others

→ Not all anger is unhealthy or destructive. Different calming down strategies work for different people; find the best one for you. It is completely normal to have fall-outs and disagreements with our friends and family; we just need effective techniques for resolving these disputes.

If we are upset with one of our friends or family, it is important to tell them - otherwise they might not realise what the problem is.

MFL- School

Les matières = the subjects

L'anglais = english

Les mathématiques = maths

Les sciences = science

L'art = art

Le théâtre = drama

La danse = dance

Le français = French

La géographie = geography

L'histoire = history (apostrophe because h is not pronounced)

L'EPS = P.E.

La musique = music

L'informatique = computing

J'aime = I like

Je n'aime pas = I dislike

Parce que = because

RECAP

J'aime = I like

J'adore = I love

Je déteste = I hate

Je n'aime pas = I dislike

Parce que = because

Numbers to 50 (know numbers to 40 from y4 and y5)

41 = quarante-et-un

42 = quarante-deux

43 = quarante-trois

44 = quarante-quatre

45 = quarante-cinq

46 = quarante-six

47 = quarante-sept

48 = quarante-huit

49 = quarante-neuf

50 = cinquante

Maths-

- **Representing numbers**
- **Compare and order**
- **Rounding**
- **Negative Numbers**
- **Roman Numerals**
- **Counting**
- **Adding and Subtracting**

Computing- E- Safety

- Use technology safely, respectfully and responsibly
- Recognise acceptable/unacceptable behavior
- Know how to use a range of ways to report concerns about content and contact.
- Know that what I do online has an impact on my digital footprint
- Know the legal consequences to my actions online
- Using different passwords for a range of online services will keep me better protected
- There are effective strategies to help manage a range of passwords
- There are things that I can do to help increase privacy on apps that I use.

Stand-alone subjects:

- **Maths**
- **Computing**
- **PSHE- Relationships (families and friendships/Safe relationships/ Respecting ourselves and others)**
- **PE- competitive games/football (Stoke City)**
- **Science**
- **R.E**
- **MFL**

