



Keep Calm and Carry On

Children will be learning about World War Two and the impact it had on the world. They will link this to their DT and Science work on light.



KUW— Knowledge based objectives

Scientist focus: Colin Webb (Laser researcher)

KUW— Knowledge based objectives

Science—
Recognise that light appears to travel in straight lines.

Use the idea that light travels in straight lines to explain that objects are seen because give our or reflect light into the eye.

Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.

Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

History -

A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (World War 2)

RE - Unit U2.8 What does it mean to be a Muslim in Britain today?

See separate planning

Communication Language and Literacy

Letter

Reading, studying and then writing own diary text.

Newspaper report

Reading, studying and then writing own diary text.

Descriptive writing

Reading, studying and then writing own descriptive text.

ICT—Communication and collaboration (IT)

Learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.

Digital Literacy: Self image and identity

Week 1 and 2

Literacy— Letter (2 weeks)

Monday 3rd November TT Day

ICT— What are the drawing tools?

Science—What is light and where does it go?

History— Introduction to World War II

ICT— How can we create images?

Science—How do we see things?

History— What happened in Europe in WW2?

Week 3 and 4

Literacy—Descriptive writing (2 weeks)

ICT— How can we make effective drawings?

Science—What is reflection?

History—What was the Blitz? What were the bombing raids on the UK?

ICT— How can we add layers and objects?

Science—How does light create shadows?

History— What was it like being evacuated?

Week 5 and 6

Literacy - Newspaper report / Diary (2 weeks)

ICT— How can we manipulate objects?

Science—How can I investigate black-out curtains?

History— What was life like on the home front?

ICT— How can we become a graphic designer?

Science—What is light?

History— What was WW2 like in Northumberland?

Week 7

Literacy—assessments

ICT— E-Safety— self image and identity

Science—Can you design the perfect blackout curtain?

History— Wartime Memories Project

DT— What is an air raid siren and how can we make a simple circuit?

DT— Can we investigate how to change the pitch or pattern of a sound in a circuit?

DT—Can you make an air raid siren?

Creative Development

Artist spine: Gustav Klimt—Portrait of Adele Bloch-Bauer

DT:

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams.

Evaluate their designs and reflect on how they would improve these.

Select from and use wider range of materials and components, including construction materials according to their functional properties and aesthetic qualities.

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

Understand and use electrical systems in their products.

Mathematical Development

Year 5:

Multiplication and division—factors, prime numbers and square numbers. Dividing and multiplying by 10, 100 and 1000

Fractions (part A)— finding fraction amounts, recognising equivalent fractions, converting, comparing and ordering fractions. Adding and subtracting fractions

Fridays fluency: To develop times table fluency and recap skills

Year 6:

Order of operations - BODMAS

Fractions (Part A)— identifying equivalent fractions, simplifying fractions, comparing and ordering fractions, adding and subtracting fractions with the same and different denominators, adding and subtracting mixed fractions.

MFL—French—' WWII'

Present orally on life as an evacuee

Arts specific learning:

DT

To design and make an air raid siren using an electrical circuit (design, make, evaluate, technical knowledge)

PSHE—Living in the wider world

What decisions can people make with money?

how people make decisions about spending and saving money and what influences them

how to keep track of money so people know how much they have to spend or save

how people make choices about ways of paying for things they want and need (e.g. from current accounts/ savings; store card/ credit cards; loans)

how to recognise what makes something 'value for money' and what this means to them

that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions

Physical Development

TUESDAY am

Newcastle Foundation:
Multi-skills

THURSDAY (Y5) FRIDAY (Y6)
PM— Health related exercise

Key

Outside environment

Multiculturalism

Arts

