

History: ROUTE 1: via the 'significant events' option

What's that? Other 'significant' stuff happened after 1066?

This is perhaps the easiest way to include WW2 in the new curriculum. In fact, the document even uses The Battle of Britain as an example, as follows: "*a significant turning point in British history, e.g. ..the Battle of Britain*", and that is only one WW2 event from many you could choose. For example, you could use evacuation, rationing, the Blitz, D-day, Dunkirk or in fact any aspect of WW2 that fits in with your wider topic planning

MATHS:

Number – Place Value Weeks 1, 2 & 3

Read, write, order and compare numbers to at least 1000000 and determine the value of each digit. / Count forwards or backwards in steps of powers of 10 for any given number up to 1000000. / Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. / Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000 / Solve number problems and practical problems that involve all of the above. / Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Number – addition and Subtraction Weeks 4 & 5

Add and subtract numbers mentally with increasingly large numbers. / Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. / Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Assessment week

Statistics Weeks 7 & 8

Solve comparison, sum and difference problems using information presented in a line graph. / Complete, read and interpret information in tables including timetables.

ART, DESIGN & TECHNOLOGY:

Art: Henry Moore – we will look at WW2 themed art by Henry Moore and create our own Henry Moore inspired WW2 pieces. WW2 posters – we will look at a range of WW2 posters, e.g. Dig for Victory, picking out the features/style of them. We will try out using different art media to help decide preferred media and then create our own WW2 poster.

DT: Linked to rationing during WW2. We will research recipes for different types of scones and practise the different techniques needed for making them, e.g. kneading. We will write instructions for our chosen scone type and make them for an end of half-term afternoon tea.

PE/SPORT:

Boot camp
Fitness – strengthening
Boxing

Enrichment:

Grow our own & Camp stove cooking

TOPIC TITLE:

Time Tunnel – WW2

SHOWCASE DATE:

MUSIC:

Singing: WW2
Composition of a piece of music?

ENGLISH:

Writing: choose a person from a photo and write their diary for that particular day; write a letter from a person in the photo to a friend or relative; write a play script of the conversation between two of the characters in the photo. Character summaries, Own story based upon the war. **Drama:** recreate a photo scene in your group and then press PLAY, with the characters interacting as they might have done in real life – what would they say and do? How would they feel?

TEXTS TO BE READ: Goodnight Mister Tom

Assessment: Newspaper (NF) or story (F)

SPAG:

Uses devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)

- Links ideas across paragraphs.
- Uses commas to clarify meaning or avoid ambiguity.
- Uses brackets, dashes and commas to indicate parenthesis.
- Understands terminology such as relative pronoun, relative clause, parenthesis, ambiguity.

HISTORY:

We will work as Time Agents to stop a meddlesome trickster from removing events/items/people from the WW2 part of the timeline. We will investigate/research what really happened and add findings to the timeline.

We will look at/find out about: When WW2 started, how it started, why it started and who was involved, Evacuation, Rationing, The Blitz, Men and women in WW2, Children in WW2 (including education)

GEOGRAPHY:

Learn about the bombed towns: how did the Germans choose the bombing locations? What were the consequences of the blackout? (i.e. more random locations were bombed by mistake e.g. houses on the outskirts of industrial centres)

Locations of those countries involved in WW2

SCIENCE: Materials: Properties and changes of materials Grouping & comparing

Investigation – could be about the appropriate clothing material for a soldier to wear – testing the suitability

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes

R.E./PSHE:

Look into the different religions – Christianity, Judaism
Following PATHS curriculum

COMPUTING:

Research
Publication
Presentation (TV/Broadcast)