Science

- Exploring what happens in an electrical circuit
- Grouping materials according to their electrical conductivity
- Exploring what makes a good insulator.
- Separating materials

D&T

- To design and build a model of an Anderson shelter.
- To test the strength of materials.
- To design, make, evaluate and improve.
- Food Technology- Make a War time food

MFL – French

- Y6-En Ville-Saying places in the town, directions, asking where places are and saying where you are going.
- Y5- C'est moi- introducing an describing yourself
- Ou habites tu- saying your nationality and where you live.

PE & Dance

- Y5 Play Competitive Games (Dodgeball) & Perform Dance, linked with WW2 theme
- Y6 Play Competitive Games (Netball) Perform Dance, linked with WW2 theme

Maths

- Place value – reading & writing large numbers, ordering, rounding, decimals, positive and negative numbers
- Four rules of number – mental and written strategies

Art

- Who was Henry Moore and how did he interpret WW2 in art?
- What techniques did Henry Moore use in his pencil black/white art?
- What were the sights and sounds of the Blitz? Creating a Blitz skyline.
- What was the purpose of the poster campaign that continued through WW2? Create my own propaganda poster.
- Remembrance Day poppy art. Using water colour and fine line drawing using Georgia O'Keeffe as inspiration
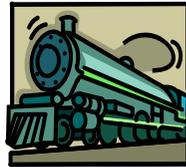
Evacuate! Evacuate!

English

- Diary recount –GWSR trip/ from an air raid shelter
- Letter home as an evacuee
- Persuasive leaflet – How to evacuate and stay safe during an air raid
- Persuasive language – Propaganda posters
- Narrative based on "Letters from a Lighthouse" by Emma Carroll
- War poetry.
- Biography-Anne Frank

PSHCE

- Me and my relationships
- Valuing differences

Computing

- Online safety- keeping safe online
- Coding using 2 code (purple mash)

Music

To sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice? Learning a range of WW2 songs.
To listen to longer pieces of music and identify musical elements, analysing and commenting on sounds that are used to create different moods and use these ideas in my own compositions?
To explore, select and combine a range of different sounds to compose a WW2 Blitz sound picture?

- To compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition?
- Charanga scheme: Classroom Jazz

RE

- Why is the Torah so important to Jewish people?
- Why do Christians believe that Jesus was the Messiah?

History

- When did World War 2 take place? Why did it begin?
- Who was the war between?
- What is propaganda and how was it used?
- What was the Blitz & how did it affect the lives of people in Britain?
- What was the impact of WW2 on the lives of children?
- Why did rationing occur during the war?
- What were the key roles of women and men on the home front during the war?
- What were some of the beliefs about ethnic, cultural & religious diversity?
- When did the war end? How was it celebrated?