



St Peter's Church of England Primary School

Medium Term Topic Plan

Year Group: Y5/6

Strand B

Term: Summer

Theme: WWII

Framework of Skills, knowledge and Understanding

Subjects

Art	D&T	Science	History
<p>Textiles- Create pictures linked with WWII</p> <ul style="list-style-type: none"> I can experiment with and combine different materials and methods in designing a project. I can use sewing and textiles as part of a project. I can use my textile and sewing skills as part of a project – hanging, textile book etc. I can use sewing & textiles as part of a project. I can do a broad range of stitches including running stitch, cross-stitch, backstitch, applique or embroidery. I can create a final project that shows a broad range of my skills in sewing, such as stitch choice and range of materials used. <p>Using IT to create art.</p> <ul style="list-style-type: none"> I can create a piece of artwork that combines digital images I have taken. I can combine graphics and text to create an image based on research of other graphics. I can scan images I have taken and use software to adapt them and create work with meaning. I can communicate my ideas using animation, video and sound. I can use software to create digital art & design. I can create a piece of art which can be used as part of a wider presentation. 	<p>Looking at food eaten during WWII Understand and apply the principles of a healthy and varied diet. * Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. * Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <hr/> <p>Computing</p> <p>Text Adventures</p> <ul style="list-style-type: none"> To find out what a text-based adventure game is and to explore an example made in 2Create a Story. To use 2Connect plans for a story adventure to make the adventure using 2Create a Story. To read and understand given code for a text adventure game. To debug a text adventure. To independently design and implement improvements to a text adventure game. <p>Networks</p> <ul style="list-style-type: none"> To discover what the children know about the Internet. To find out what a LAN and WAN are. To find out how we access the internet in school. To research and find out about the age of the internet. To think about what the future might hold. <p>Online Safety</p> <p>What content can we trust online? Discussing the author's bias/authenticity and how this can influence the reader. This is in</p>	<p>Year 6 Evolution and inheritance Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> Planning different types of scientific enquiries to answer questions. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line charts Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations <ul style="list-style-type: none"> identifying scientific evidence that has been used to support or refute ideas or arguments. 	<p>Key Enquiry question: How did WW2 impact on children and adults?</p> <ul style="list-style-type: none"> Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history Know how to place historical events and people from the past societies and periods in a chronological framework know how Britain has had a major influence on the world <p>World War II</p> <ul style="list-style-type: none"> To understand why WWII started. To understand the impact WWII had on children, and be able to relate this to how they live their lives today. To be able to discuss how the role of women changed during the course of WWII due to men being away at war, and how this opened up opportunities for women after the war. To understand how the Queen played an important role during the War effort. How warfare changed the lives of the civilian during WWII. To be able to discuss 'blitzkrieg' and its effect on England. To understand the Holocaust <p>To understand the role the Queen played during WWII as an example to other women and what they could achieve.</p>

<p><u>Geography</u></p> <p>When looking at the outbreak of WWII To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><u>French</u></p> <p><u>'La Seconde Guerre Mondiale'</u> Group/order unknown vocabulary to help decode text in French. Improve their listening and reading skills. Name the countries and languages involved in WW2. Say what the differences were in city and country life during the war. Learn to integrate all their new and previous language writing a letter home as an evacuee living in the countryside.</p>	<p>relation to blogs, vlogs, adverts, comments, public posts, post sharing and fake news to critically appraise and evaluate these.</p>	<p><u>PHSE</u> <u>School Nursing Team input:</u> <u>Year 5-Girls Puberty.</u> <u>Year 6 Growing up talk (boys and girls)</u></p> <p>Jigsaw Relationships: Year 5</p> <ol style="list-style-type: none"> 1. Recognising me. 2. Safety with online communities. 3. Being in an online community. 4. Online Gaming. 5. My relationship with technology- screen time. 6. My relationship- staying safe and happy online. <p>Year 6</p> <ol style="list-style-type: none"> 1. What is mental health? 2. My Mental Health 3. Love and Loss 4. Power and Control 5. Being Online- real or fake? Safe or Unsafe? 6. Using Technology Responsibly <p>Changing Me Year 5</p> <ol style="list-style-type: none"> 1. Self-Image and Body Image 2. Puberty for girls (nurse session) 3. Looking ahead 1 4. Looking ahead 2 <p>Year 6</p> <ol style="list-style-type: none"> 1. My Self-Image 2. Puberty (Nurse session) 3. Boyfriends and Girlfriends 4. Real Self, Ideal Self 5. The Year Ahead 	<p><u>Music</u></p> <p>Freedom (Charanga Y5 U3 MMC/WW2 songs)</p> <p>Explore the historical context of the songs (What was happening historically/musically).</p> <p>Learn the song 'Freedom' (South African Pop song). Explore how music can help make changes to the world.</p> <p>Play a Glockenspiel/percussion part to accompany the song. Play own part with an awareness of others.</p> <p>Learn some traditional WW2 songs linked to topic.</p> <p>Great Composers:</p> <p>Explore the life and work of the Great Composer 'Beethoven'.</p> <p>Use the BBC Ten pieces & Classical 100 resources to explore Beethoven's 5th Symphony (develop knowledge of musical dimensions, notation, rhythm and explore major/minor scales).</p>
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