

## Year 5/6 Unit of Learning – Autumn 1 & 2

<b>Key Question</b> What was life like during World War 2?		<b>Central Idea</b> <b>World War 2</b> War happens in different places for different reasons and leaves a lasting legacy.	<b>Guiding Questions</b> How did World War 2 start?, What was the Holocaust?, Who did World War 2 affect?	
<p style="text-align: center;"><b>NC Computing</b></p> <p>I can use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns and content and contact.</p> <p>I can design, write and debug programmes that accomplish specific goals.</p> <p>I can use sequence selection and repetition in programmes.</p> <p>I can work with variables and various forms of input and output.</p> <p>I can use logical reasoning to explain how simple algorithms work and to detect and correct others.</p> <p>I can understand computer networks including the internet; how they can provide multiple services.</p> <p>I can use the world wide web and the opportunities they offer.</p> <p>I can be discerning in evaluating digital content.</p> <p>I can select using a combing variety of software.</p> <p><b>Sepecific foci for unti</b></p> <p>Book creator to record the design project and presentation about different aspects of WW2.</p>		<p style="text-align: center;"><b>Values</b></p> <p style="text-align: center;"><b>Excellence, Resilance, responsibility, trust, courage, respect, determination, freedom, equality, honesty, confidence, kindness</b></p>	<p style="text-align: center;"><b>Religious Education</b> <b>Buddhism 3; Following the Buddha’s teachings.</b></p> <p>How do Buddhists try to follow the teachings of the Buddha? How do the teachings and examples of the Buddha help Buddhists to grow towards enlightenment? <b>Christianity 7; Who was Jesus? Human and divine.</b></p> <p>What do Christians believe Jesus to be? What evidence to Christians base their beliefs upon? What meanings does the life and death of Jesus have for Christians?</p>	<p style="text-align: center;"><b>PHSE - Link to Values</b></p> <p><b>New beginings – Autumn 1</b></p> <p>I can to recognise my worth a an individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.</p> <p>I can face new challenges positively by collecting information, looking for help, making responsible choices and myself and others. I care about other people’s feelings and to try to see things from their points of view.</p> <p><b>Getting on and falling out – Autumn 2</b></p> <p>I can see my actions and how they affect myself and others, to care about other people’s feelings and to try to see things from their points of view; I can realise the nature and consequences of racism, teasing, bullying, and aggressive behaviours and how to respond to them and ask for help I can recognise and challenge stereotypes.</p>
<p style="text-align: center;"><b>PE NC Knowledge and Skills Games – Invasion (Hockey)</b></p> <p>I can play competitive games and attack and defend.</p> <p>I can take part in outdoor activities which challenges me both individually and as a team.</p> <p><b>Circuit Training</b></p> <p>I can develop my flexibility, strength, technique, control and balance.</p>	<p style="text-align: center;"><b>PE Evaluation, Fitness and Health</b></p> <p>I can compare my performances with previous ones.</p> <p>I can evaluate my own and others work in order to improve it.</p> <p>I can understand why exercise is good for my fitness.</p> <p>I know why warming up and cooling down are important.</p>	<p style="text-align: center;"><b>Core Texts /Visits</b></p> <p>Imperial War Museum The Boy in Striped Pyjamas When Hitler Stole Pink Rabbit Rose Blanche</p> <p style="text-align: center;"><b>Writing Genres</b> <b>Coverage across the year:</b> <b>Fiction</b></p> <p>Diary entry – Boy in Striped Pyjamas Tension building narrative War poetry <b>Non-Fiction</b> Newspaper report</p>	<p style="text-align: center;"><b>Singing &amp; Music NC</b></p> <p>I can play and perform in solo and essemble contexts, using my voice with creasing accuracy, control and expression.</p> <p>I can vocally perform parts from memory and notations am aware of my contributions such as leading others or taking solo parts.</p>	<p style="text-align: center;"><b>MFL – Spanish</b></p> <p>Writing a letter to a school in Tenerife. <b>Como eres tu? (What do you look like?)</b></p> <p>Soy morena/a; rubio/a (I have brown or blonde hair) Soy alto/a; bajo,a (I am tall/short) Tengo ojos marrones/azules (I have blue eyes) Tengo pelo corto/largo (I have short/long hair)</p> <p><b>Writing opportunity: Description of yourself or character description.</b></p>
<p style="text-align: center;"><b>Science NC Skills</b> <b>Working Scientifically</b></p> <p>I can plan different types of scientific enquiry to answer questions.</p> <p>I can take measurements using a range of specific equipment.</p> <p>I can record data and results using scientific diagrams and labels, classification keys, tables and bar or line graphs.</p> <p>I can report and present findings and enquiries.</p> <p>I can use test resultsto make predictions to set up fair tests.</p> <p>I can report and present findings.</p> <p>I can identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p style="text-align: center;"><b>Science NC Knowledge SE5. 3.1 – Properties and changes of materials</b></p> <p>I can compare and group everyday materials on the basis of their properties; hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.</p> <p>I can know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution</p> <p>I can give uses for everyday materials, including metals, wood and plastic.</p> <p>I can demonstrate that dissolving, mixing and changes and state are reversible changes.</p> <p>I can explain that some changes result in the formation of new materials and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicardonate of soda.</p>		<p style="text-align: center;"><b>History NC Knowledge and Skills – H12.2b- Autumn 1</b></p> <p>I can study an aspect or theme in British history that extends my chronological knowledge past 1066</p> <p>I know about a significant turning point in British history (WW2)</p> <p style="text-align: center;"><b>Geography NC Knowledge and Skills</b></p> <p style="text-align: center;"><b>Locational knowledge Autumn 2</b></p> <p>I can locate the worlds continents using maps to focus on Europe and northern South America.</p> <p>I can identify the countries and major cities of these continents.</p> <p>I can locate counties and cities of the United Kingdom</p> <p>I can identify their human and</p>	<p style="text-align: center;"><b>Art NC</b></p> <p>I can create sketch books to record my observation and use them to review and revisit ideas.</p> <p>I can improve my mastery of art and design techniques including drawing, painting and sculture with a range of materials (e.g pencil, charcoal, paint and clay)</p> <p>I know about great artists and artitects and designers in history.</p> <p><b>Key Skills</b></p> <p><b>Drawing: Lines and Marks, Shape, Tone, Texture</b></p> <p>I can use my sketch book as a starting point for my art work</p> <p><b>Specific Media Focus Key Stage Coverage</b></p> <p>WW2 History Artists, Painting, textiles, collage, Pastels, charcoal</p>

physical characteristics

**Key Outcome**

**Children will take part in an overnight Blitz experience including boot camp, war songs, preparing dinner from rations, story telling, evening entertainment and a mock airade. Christmas production: The Lion the Witch and the Wardrobe**