

History – World War 2

Children have learnt about a number of other historical periods including Victorians.

INTENT

Children will continue to learn about life in Britain and how perceptions of history and how these can be shaped by narrow and selective evidence.

Sequence of learning

1. Why did Britain have to go to war in 1939?
2. Why was it necessary for children to be evacuated and what was evacuation really like?
3. How was Britain able to stand firm against the German threat?
4. How did people manage to carry on normal life during the war and how do we know?
5. Why is it so difficult to be sure what life on the home front was really like?
6. What was VE day really like?

Vocabulary: Neville Chamberlain, Adolf Hitler, Nazi Germany, Poland, Allies, Appeasement, Evacuation, Home Guard, Battle of Britain, Blitz, Rationing, Propaganda, Home Front, VE day,

COMPOSITE

Children will be able to answer 10 questions in Quizizz

St Erth Primary Curriculum Year 5 & 6: Spring 2



World War 2

SCIENCE - Electricity

Children have learnt about electrical appliances into battery and mains powered; construct simple series circuits containing a variety of components.

INTENT

Children will construct simple series circuits and drawing them using scientific symbols. They will conduct investigations to determine how the voltage in a circuit affects the brightness of a bulb

Sequence of learning

1. How do I draw a scientific diagram of a circuit?
2. How does voltage in a circuit affect the brightness of a bulb?
3. How do I plan a fair test experiment to investigate variations in how components function?
4. How do I write a conclusion for my investigation?
5. What is renewable and non-renewable energy?

Vocabulary: appliance, battery, components, conductor, electrical, insulator, mains power, pylon, renewable energy non-renewable energy

COMPOSITE

Children will be able to complete an assessment on what they have learnt.

RE - Christianity

Children have learnt about the Christmas story about how Jesus came to earth as a baby.

INTENT

What do Christians believe Jesus did to 'save' people?

Sequence of learning

1. What happened in Holy Week?
2. Who was responsible for Jesus' death?
3. Why do Christians consider Jesus's death to be a sacrifice?
4. How do Christians remember Jesus resurrection?
5. Why is Jesus to be considered a martyr? Are there other examples of martyrs?

COMPOSITE

Complete a mind

COMPUTING: Networks

Children have used Scratch to program drawings and sprites to talk to each other

INTENT

To know that there are different operating systems helps us use more than 1 type of computer. And also to know that devices are connected to a network.

Operating Systems

- 1) Understand the importance of an operating system and its key features.
- 2) Demonstrate important operating system skills (organising files etc)

Vocabulary: operating system, applications (apps), multi-tasking, settings, file manager, accessibility

Networks and the Internet

- 1) Understand Computer Networks, Internet and Cloud Computing and how they help us.
- 2) What is email and how can we use it safely?
- 3) Understand how and why we collaborate online.

Vocabulary: wireless access points, router, firewall, internet, cloud, server

COMPOSITE

Children complete a mind-map of what they have learnt about operating systems and networks

ART: 2-D drawings to 3-D sculptures

INTENT

This learning will allow children to explore the idea that drawing as a 2-dimensional activity can be used to transform surfaces which can then be manipulated into a 3 dimensional object.

Sequence of learning

1. Use drawing skills to draw a dog
2. Use Grid Method to enlarge original 2-D drawing of the dog
3. Explore Mark Making, Tonal Value through collage to dog
4. Make the 2-D picture Structure stand up.
5. Share, Reflect, Discuss with rest of the class

COMPOSITE

To create a 3-D sculpture from a 2-D drawing of a dog.

French

Hobbies and Pets

1. In the playground
2. Hobbies
3. Pets

PE: Striking & Fielding Games

1. Can you bat effectively, using different types of shot?
2. Can you vary how the ball is bowled?
3. Can you restrict the runs batters can score by fielding in key positions and fielding the ball accurately?
4. Can you play a competitive striking game?
5. Can you hit a moving ball with a rounders bat?
6. Can you play a competitive game using skills learned as detailed in the Pupil Challenge?

PSHE: E-Safety

1. Online content
2. Online contact

MUSIC

Composition

1. Rehearse and perform the ABA compositions
2. Compose melodic pairs of phrases in C major and A minor
 - Add chordal accompaniment
 - Add rhythmic accompaniment about Vikings over the sea
3. Compose melodic pairs of phrases in G major and E minor
 - Add chordal and rhythmic accompaniment about the lifeboats or fishermen