



Medium Term Plan – Autumn 2

Journeys through time – World War 2

Goldcrest

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	1. Investigate and interpret the past	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. 	<p>Week 1. Learn about historic heroes who had a dream and helped to change the world: Winston Churchill's early life and the changing face of Europe after WW1 and his influence to change the outcome of WW2.</p> <p>Week 2. Why did Britain have to go to war in 1939? Pupils learn the sequence of events leading to the Second World war before a lively role-play debate in which they exchange well-rehearsed arguments verbally in the House of Commons and then write tight summaries of the key arguments for both sides.</p> <p>Week 3. Why was it necessary for children to be evacuated throughout the war? Use photograph of children in</p>
	2. Build an overview of world history	<p>Identify continuity and change in the history of the locality of the school.</p> <ul style="list-style-type: none"> • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, 	

		beliefs, attitudes and experiences of men, women and children.	
	3. Understand chronology	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. 	<p>a trench in Kent at the height of the Battle of Britain in the late summer of 1940. Talk about WW2 being fought in the air with the dropping of bombs.</p> <p>Week 4. What was the experience of evacuation really like? The children will think about the pace at which evacuation would have proceeded. Would the number of evacuees go up, or down, or stay the same, during the war? They will not know the answer but they will at least be thinking about the issues.</p>
	4. Communicate historically	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. 	<p>Week 5. The challenge. The BBC has contacted the school to ask if the pupils in Y5/6 can help them improve their website coverage of evacuation in World War Two and the Eric the evacuee animation in particular.</p> <p>Week 6. How was Britain able to stand firm against the German threat?</p> <ol style="list-style-type: none"> 1. Dunkirk evacuation 2. Battle of Britain 3. The Blitz 4. Rationing 5. Women in the factories 6. Firefighting service 7. Air-raid shelters

			<p>8. Gas masks 9. The Home Guard – Dad’s Army. Working in groups of ¼ children will research and teach each other about these efforts.</p> <p>Week 6 How did people manage to carry on normal life during the war and how do we know? Re-enacting a typical every day wartime scene and bringing the image alive</p> <p>Week 7 How did people manage to carry on normal life during the war and how do we know? Looking at war-time experience through the medium of Christmas</p>
Geography	1. Investigate places	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London’s Tube 	<p>Week 2 The Changing map of Europe since 1900 – 2021.</p> <p>Week 3 The effect of war on the changing face of Europe, WW1 AND WW2</p> <p>Week 4 The effect of the Blitz on key cities in England, London and Coventry.</p>

		map). <ul style="list-style-type: none"> Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. 	
	2. Investigate patterns	<ul style="list-style-type: none"> Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent. 	
	3. Communicate geographically	<ul style="list-style-type: none"> human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). 	
Art	1. Develop ideas	<ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of 	<p>Week 1. Learn about Guernica and the impact that it had on the artist Pablo Picasso. Create a class replica of the great painting.</p> <p>Week 2. Study some of Picasso's other war drawings and prints and discuss what they convey, what symbolism does Picasso use. Make some sketches based on the analysis.</p> <p>Week 3. Remembrance day art in response to poetry.</p>

		visual language.	<p>Week 3. Create a war image inspired by Picasso's work using screen printing.</p> <p>Week 4. Study the work of the WW2 artist Henry Moore looking at how he was inspired by form and mass.</p> <p>Week 5. Recreate an underground pastel drawing on black paper inspired by Henry Moore's work.</p> <p>Week 6. Sketch studies of Henry Moore sculptures to plan for model making using clay</p> <p>Week 7. Clay sculpting in the style of Henry Moore</p>
	2. Master techniques	<ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. 	

	<p>3. Take inspiration from the greats</p>	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. 	
Enrichment Opportunities	<ul style="list-style-type: none"> • Visit to Coventry Cathedral, heavily bombed in WW2 and rebuilt as a place of reconciliation. • Local area points of interest that were impacted WW2 • Visit to Bletchley Park to learn of the role of code breakers during WW2 		

	Key Skills	Milestones Covered	Lesson Outline
Science	<p>1. Work scientifically</p>	<ul style="list-style-type: none"> • Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. 	<p>Week 1. To understand how Steve Jobs used electronics to design computers. To design simple circuits.</p> <p>Week 2. In groups, children are given a tray of electrical components and draw a circuit to make a bulb light. Their drawings are compared and standard symbols used by scientists and engineers are introduced. Children re-draw their circuits using the symbols, then swap their drawings with other groups.</p> <p>Week 3. In groups, children match circuit symbols with electrical</p>

		<ul style="list-style-type: none"> • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments. 	<p>components provided for them. They are given a selection of batteries with different voltages and investigate the relationship between batteries and bulb brightness. In pairs, children suggest how electricity lights a bulb and explain the effects of changing the number of bulbs in a circuit.</p> <p>Week 4. In groups, children rank different circuits according to predictions made about the brightness of the bulb. Children test these predictions by building the circuits and then replace the bulb with a buzzer to see how volume is affected. Groups are challenged to build a circuit where the buzzer is as quiet as possible.</p> <p>Week 5. Children re-visit what they know about altering brightness and volume and are introduced to wires. They observe the differences between selections of wires, then come up with questions to prompt investigations about different wires and bulb brightness. Children make a giant circuit with one cell, one bulb and two wires. They observe the effects of adding more wires to the circuit until the light goes out.</p> <p>Week 6. In groups, children make a</p>
	<p>2. Investigating materials</p>	<p><u>Understand evolution and inheritance</u></p> <p>This concept involves understanding that organisms come into existence, adapt, change and evolve and become extinct.</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>circuit to turn a buzzer on and off. They then make a break in the circuit, attaching an extra wire with a crocodile clip and test different suggestions for what can be used to turn the buzzer on.</p> <p>Week 7. Children review circuit diagram symbols and build a circuit to make a motor turn. They discuss mending a faulty scoreboard, adding faults and remedies to their fault finder posters.</p>
RE	1. Understand beliefs and teachings	<ul style="list-style-type: none"> • Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities. 	<p><u>Is God made man a good way to describe the Christmas story?</u></p> <p>Week 1. Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible.</p> <p>Week 2. Explain connections between biblical texts, Incarnation and Messiah, using theological terms. Week 3. Show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways whilst celebrating Christmas.</p> <p>Week 4. Weigh up how far the world needs a Messiah, expressing their own insights.</p> <p>Week 5. Explain with reference to the “I am” statements what John’s Gospel</p>
	2. Understand practices and lifestyles	<ul style="list-style-type: none"> • Explain the practices and lifestyles involved in belonging to a faith community. • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Show an understanding of the role of a spiritual leader. 	
	3. Understand how beliefs are conveyed	<ul style="list-style-type: none"> • Explain some of the different ways that individuals show their beliefs. 	
	4. Reflect	<ul style="list-style-type: none"> • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. • Explain their own ideas about the answers to ultimate questions. 	

		<ul style="list-style-type: none"> • Explain why their own answers to ultimate questions may differ from those of others. 	says about the true nature of Jesus and how this connects to God.
	5. Understand values	<ul style="list-style-type: none"> • Explain why different religious communities or individuals may have a different view of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Express their own values and remain respectful of those with different values. 	<p>Week 6. Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people’s lives.</p> <p>Week 7. Preparation for the Christmas Carol Concert.</p>
Computing	1. Code	<ul style="list-style-type: none"> • Change the position of objects between screen layers (send to back, bring to front). • Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation. • Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions. 	<p>Week 1. <u>We are explorers – creating geotrails</u></p> <p>Week 1. Experiment with Google Earth, exploring our area using the layer options. Explore our area taking photographs, shooting videos and recording audio for a tour of the location.</p>
	1. Connect	<ul style="list-style-type: none"> • Collaborate with others online on sites approved and moderated by teachers. • Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. • Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. • Understand the effect of online comments and show responsibility and sensitivity when online. • Understand how simple networks are set up and used. 	<p>Week 2. Sort through photos and media. Add the best ones into the right place on Google Earth. Create a path around the photos, then turn this into a tour and record a commentary. Share the tours with an audience and gather their opinions about it in a survey using an Excel spreadsheet.</p>
	2. Communicate	<ul style="list-style-type: none"> • Choose the most suitable applications and devices for the purposes 	<p>Week 3. The history of computing up to</p>

		<p>of communication.</p> <ul style="list-style-type: none"> • Use many of the advanced features in order to create high quality, professional or efficient communications. 	<p>and including WW2 and beyond.</p> <p>Week 4 The role of Bletchley Park and the WW2 code breakers.</p> <p>Week 5/6 Coding languages</p>
	3. Collect	<ul style="list-style-type: none"> • Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner. 	
Music	1. Perform	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. 	<p>Week 1. Listen and appraise Bacharach Anorak by Ian Gray.</p> <p>Week 2. Listen and appraise Speaking My Peace by Jesper Lundfaard. Play games and begin to learn to play the piece – Bacharach Anorak.</p>
	2. Compose	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. 	<p>Week 3. Listen and appraise Take The 'A' Train by Duke Ellington. Continue to learn to play the piece – Bacharach Anorak.</p> <p>Week 4. Listen and appraise Meet The Blues by Ian Gray. Finish learning to play and perform the piece – Bacharach Anorak.</p>
	3. Transcribe	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. 	<p>Week 5. Listen and appraise Back O'Town Blues by Earl 'Fatha' Hines. Compose with the song – Meet the Blues.</p>
	4. Describe music	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. 	<p>Week 6. Listen and appraise One O'Clock Jump by Count Basie. Perform the piece – Meet the Blues.</p>

French	1. Read fluently	<ul style="list-style-type: none"> • Read out loud everyday words and phrases. • Use phonic knowledge to read words. • Read and understand short written phrases. • Read out loud familiar words and phrases. • Use books or glossaries to find out the meanings of new words. 	<p>Writing a colour poem</p> <p>Week 1. Review word classes and their function. Reinforce letter and sound connections. Introduce definite article.</p> <p>Week 2. Review words for 'the' Review use of a bi-lingual dictionary. Develop understanding of liaison. Develop understanding of plural nouns.</p> <p>Week 3. Review definite article. Listen to a story. Listen, read and identify the letter string for the sounds in colours. Spell the colour words using phonic support.</p> <p>Week 4. Practise using a bi-lingual dictionary to decode meaning. Develop letter and sound connections. Plan a colour poem.</p> <p>Week 5. Use a dictionary and knowledge about nouns and definite article to write a poem.</p> <p>Week 6. Finish writing poem. Listen and read poems written by others.</p>
	2. Write imaginatively	<ul style="list-style-type: none"> • Write or copy everyday words correctly. • Label items and choose appropriate words to complete short sentences. • Write one or two short sentences. • Write short phrases used in everyday conversations correctly. 	
	3. Speak confidently	<ul style="list-style-type: none"> • Understand a range of spoken phrases. • Understand standard language (sometimes asking for words or phrases to be repeated). • Answer simple questions and give basic information. • Give responses to questions about everyday events. • Pronounce words showing a knowledge of sound patterns. 	
	4. Understand the culture of the countries in which the language is spoken	<ul style="list-style-type: none"> • Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken. • Show awareness of the social conventions when speaking to someone. 	
PE	1. Develop practical skills in order to participate, compete and lead a healthy	<ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive 	<p><u>Weeks 1-7</u></p> <p><u>1. Invasion Games</u></p> <ul style="list-style-type: none"> • Yoshi (Territorial running game) • Jail Break • Tag Rugby • Netball

	lifestyle.	<p>situations.</p> <ul style="list-style-type: none"> • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take-off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement. 	<p><u>2. Athletics</u></p> <ul style="list-style-type: none"> • Sprinting • Long distance running • Long jump • Hop, skip, jump • Hurdles • Throwing
PSHE	1. Work hard	<ul style="list-style-type: none"> • Have fun working hard. • Understand the benefits of effort and commitment. • Continue to practise even when accomplished. • Encourage others by pointing out how their efforts gain results. 	<p>Week 1. Assertiveness Skills List some assertive behaviours; Recognise peer influence and pressure. Demonstrate using some assertive behaviour, through role-play, to resist peer influence and pressure.</p> <p>Week 2. Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences.</p> <p>Week 3 We have more in common than not. Know that all people are unique but that we have far more in common with each other than what is different about us.</p> <p>Week 4. Respecting differences, Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</p> <p>Week 5. Tolerance and respect for others</p>
	Concentrate	<ul style="list-style-type: none"> • Give full concentration. • 'Tune out' most distractions. • Understand techniques and methods that aid concentration. • Develop expertise and deep interest in some things. 	
	2. Not give up	<ul style="list-style-type: none"> • Show a determination to keep going, despite failures or setbacks. • Reflect upon the reasons for failures and find ways to bounce back. • Stick at an activity even in the most challenging of circumstances. • See possibilities and opportunities even after a disappointment. 	
	3.	<ul style="list-style-type: none"> • Show a determination to keep going, despite failures or setbacks. • Reflect upon the reasons for failures and find ways to bounce back. • Stick at an activity even in the most challenging of circumstances. • See possibilities and opportunities even after a disappointment. 	

			<p>Week 6. Advertising Friendships-</p> <p>Explain the difference between a friend and an acquaintance;</p> <p>Describe qualities of a strong, positive friendship;</p> <p>Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).</p>

For English and maths plan see separate long term plans.