

# WORLD WAR TWO MEDIUM TERM PLAN Y3/4/5/6

## History

Timeline of events in History and WW2, Allies and Axis; World Leaders; The Blitz, Evacuation Rationing, The Home Front, Life in A Welsh Coal mining town - The Bevin Boys, plus life in Patterdale.  
Propaganda.  
Focus on famous people and events eg Damn Busters, Douglas Bader, D Day landings etc. Children's interest may lead these.

## Art & Design Technology

War art from WW2 including propaganda posters.  
Printing skills -medals  
Wax resist Blitz pictures  
Focus on rationing in food tech and make some of the wartime recipes following research.

## Music

Listen to music from the time-eg dance music.  
Focus on woodwind in orchestra.  
Composition of blitz sounds and music.  
Songs from the time.

## Science

Electricity -Water cycle, temperature and changes of state. Links with WWII - Plan & Investigate materials for Black Out

## P.E.

Swimming / Games-Netball. Tag Rugby and football  
Dance

# Life during World War II

## Mathematics

Understanding number; ordering, comparing, place value, fractions, decimals, percentages.  
Addition, subtraction, multiplication, division and problem solving.  
Time and money. Properties of shape

## Geography

Locate the countries involved in WW2. Identify features on aerial photographs as if you are a pilot.

## Religious education

Focus on the Jewish faith and begin to understand about persecution during WW2. Study the diary of Ann Frank. Discussions about how it must have felt and what racism is.

## Language and Literacy

Class novel : Time Train to the Blitz by Sophie McKenzie  
Reading activities related to the novel: diary entries, letters, summaries, character studies, opinions.  
Other possible books: When Hitler Stole Pink Rabbit by Judith Kerr  
Adolphus Tips by Michael Morpurgo  
Recount Writing - Evacuee  
Drama - Role play - Evacuee  
Hot - Seating  
Address  
Identity cards  
Diary of Anne Frank (GR)

## ICT

Internet Safety, email, blogging and using the internet for cross-curricular work.  
Presentation skills using a variety of programmes.  
Data bases using war time statistics

## French

Revise numbers, colours, short phrases.  
Learn school and shopping vocabulary.

WORLD WAR TWO MEDIUM TERM PLAN Y3/4/5/6

Year Group: KS2 Year 3/4/5/6		Year: B - Autumn Term		Topic: World War 2 Subject: History	
LT:	Activities:	Resources:	Skills Framework Curriculum Orders	AFL/Assessment Opportunity:	
<p>Activate children's prior knowledge and understanding</p> <p>Frame questions &amp; Identify research method</p>	<p><u>What do you know and what do you want to find out?</u> Pupils to sort WW2 vocabulary cards using columns: What I know, Think I know, Need to find out. Discuss with talking partners. NB James may need to work independently for this as his knowledge outstrips everybody's!</p> <p><u>Use a QuADS grid to identify areas for research</u> Linking to previous session 'what I want to find out'; identify questions to research and methods of research. Using a range of methods: non-fiction literature, interview and web resources complete answer and detail. (QuADS: <b>Q</b>uestion, <b>A</b>nswer, <b>D</b>etail, <b>S</b>ource)</p> <p>Evaluate research methods on completion.</p>	<p>WWII Word Sheet, scissors, glue. Thinking Grid</p> <p>ICT suite, WWII literature, books etc. Homework task to interview elderly relatives/ neighbours.</p>	<p><b>Thinking</b> - Activating prior knowledge, asking questions <b>Communicating</b> - Wider, oracy. <b>HIST Strand A:</b> Knowledge &amp; understanding and awareness of chronology <b>HIST Strand B:</b> Understanding characteristic features of past societies and periods <b>HIST Strand C:</b> Knowledge of events, people and changes <b>HIST Strand G:</b> Evaluating own methods of historical enquiry <b>HIST Strand H:</b> Selecting and organising historical information</p>	<p>Questioning - Big questions - What do you know about WW2?</p> <p>Self Assessment</p> <p>Pupils assess different methods of research used.</p>	

**WORLD WAR TWO MEDIUM TERM PLAN Y3/4/5/6**

<b>Year Group: KS2</b> <b>Year 3/4/5/6</b>		<b>Year: B - Autumn Term</b>		<b>Topic: World War 2</b> <b>Subject: History</b>	
<b>LT:</b>	<b>Activities:</b>	<b>Resources:</b>	<b>Skills Framework Curriculum Orders</b>	<b>AFL/Assessment Opportunity:</b>	
Demonstrate Chronological awareness	<p style="text-align: center;"><u><b>Order Periods of History</b></u></p> <p>As a class pupils each have a history card and have to sequence events and dates within time - e.g. Romans, Millennium, etc. Discuss together what is AD and BC? Order dates of image cards practically and photograph as evidence. Work as a team. Select some pupils to check the order. Discuss ability to work as a team - what worked/ what didn't?</p>	<p>Complete on playground (weather permitting) or hall.</p> <p>Large coloured Timeline cards from Stone-age to present.</p>	<p><b>Thinking</b> - Determining process or method.</p> <p><b>Communication</b>, Oracy, wider .</p> <p><b>Numeracy</b> - Ordering and using numbers.</p> <p><b>HIST Strand A:</b> Knowledge &amp; understanding and awareness of chronology</p> <p><b>HIST Strand C:</b> Knowledge of events, people and changes</p> <p><b>HIST Strand E:</b> Understanding different interpretations of history</p> <p><b>HIST Strand F:</b> Asking historical questions and evaluating sources</p> <p><b>HIST Strand G:</b> Evaluating own methods of historical enquiry.</p>	<p>Do pupils demonstrate Chron. awareness?</p> <p>Can they work as a team?</p> <p>Decide upon best strategies.</p>	
To sequence events in World War II.	<p style="text-align: center;"><u><b>What happened during the war?</b></u></p> <p style="text-align: center;"><u><b>What were the key events?</b></u></p> <p>Each child given an event in World War 2 - the children then order themselves by grouping same years, then months within the year, etc. Requires children to talk to each other so can order events effectively. Children then discuss what is on the cards bringing up anything interesting or new or things they do not know. Photograph as evidence.</p>	<p>World War 2 timeline cards (Photocopied in colour and laminated)</p>			

WORLD WAR TWO MEDIUM TERM PLAN Y3/4/5/6

Year Group: KS2 Year 4/5/6		Year: B - Autumn Term	Topic: World War Two Subject: History	
LT:	Activities:	Resources:	Skills Framework Curriculum Orders	AFL/Assessment Opportunity::
Apply historical knowledge & understanding	<p><u>An evacuee's suitcase</u> A suitcase has been found, the pupils must investigate the contents and decide who it belongs to and from when. They need to identify the authentic items and the red herrings. Discuss authenticity using their prior learning. Record using True false sheet.</p>	Old suitcase, gas mask & box, marbles, Boy's Own comic, 1930 Novels - Just William, Skipping rope, and range of present day items(red herrings) - pencil case, trainer etc.	<p><b>HIST Strand B:</b> Understanding characteristic features of past societies and periods <b>HIST Strand C:</b> Knowledge of events, people and changes <b>HIST Strand F:</b> Asking historical questions and evaluating sources</p>	Ability to identify authentic items and red herrings.
To recognise cause and effect	<p><u>What was the blackout and why was it necessary?</u> Using National Archive clips as stimulus discuss need for blackout. What problems did this cause? How would we manage today? Discuss role of Home Guard - extract from Dad's Army DVD. Task: Create concept map</p> <p>Leading to Science Investigation - Testing materials for Black out properties.</p>	Dad'd Army DVD. Propaganda posters relating to blackout. Concept map.	<p><b>HIST Strand B:</b> Understanding characteristic features of past societies and periods <b>HIST Strand C:</b> Knowledge of events, people and changes <b>HIST Strand F:</b> Asking historical questions and evaluating sources</p>	Questioning  Instant feedback

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Year Group: KS2 Year 4/5/6		Year: B - Autumn Term	Topic: World War Two Subject: History	
LT:	Activities:	Resources:	Skills Framework Curriculum Orders	AFL/Assessment Opportunity: :
To recognise cause and effect	<p><u>What was rationing &amp; why was it necessary?</u> Having watched video discuss with TP the following: What was rationing? What items were rationed? Why was it necessary to ration these items? Link with previous learning with info in folders &amp; Coal House DVD. How was Rationing organised? - use of ration books.</p>	BBC Iplayer 'Turn Back Time' WWII episode. Ration Book Propaganda Posters relating to Rationing, make do and mend & dig for victory.	<p><b>Thinking</b> - Plan - asking questions, gathering information. <b>Communication</b>- Reading, writing and oracy. <b>Numeracy</b> - Quantities and measures. <b>HIST Strand B:</b> Understanding characteristic features of past societies and periods <b>HIST Strand C:</b> Knowledge of events, people and changes</p>	<p>Questioning Instant feedback Comprehension of video</p>
To produce rationing recipes	<p><u>Cooking Circus Activity:</u> 1. cooking - rationing recipes: rock cakes, potato &amp; carrot cakes, lettuce &amp; potato soup, apple dessert 2. Reading comp - identifying WWII products available today, how packaging has altered &amp; why? How product had to change during wartime. 3. Write up recipe 4. Create menu for week based on rations available</p>	<p>Recipe Ingredients WWII Scrap Book - Robert Opie - Photocopies &amp; Question sheet Rationing Info &amp; Worksheet</p>	<p><b>HIST Strand D:</b> Making links between relevant causes and consequences <b>DT Strand A</b> - Designing and making <b>DT Strand C</b> - Showing detail of designs; sequencing manufacture <b>DT Strand D</b> - selecting and using appropriate tools and materials</p>	<p>Ability to write set of instructions. Ability to work independently Read for understanding and information</p>

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Year Group: KS2 Year 3/4/5/6		Year: B - Autumn Term		Topic: World War Two Subject: History	
LT:	Activities:	Resources:	Skills Framework Curriculum Orders	AFL/Assessment Opportunity: :	
What is Propaganda?	<p><u>Investigate WWII Propaganda Posters</u> Using a range of propaganda posters discuss message being conveyed and how this links with WWII. Classify posters regarding message: spy warning, cut waste, raising moral, safety. Make links with previous Success Criteria writing for posters - how does this apply? Choose favourite poster to express likes and explain message.</p> <p><u>Create own Propaganda poster</u> Using prior learning decide on own message to convey. Use success criteria book to plan.</p>	<p>A3 propaganda poster sheet.</p> <p>SC Books</p>	<p><b>Thinking</b> - Plan - determine process and method. Reflect on methods used. <b>Communication</b>- Writing and oracy. Knowledge &amp; understanding and awareness of chronology <b>HIST Strand B:</b> Understanding characteristic features of past societies and periods <b>HIST Strand C:</b> Knowledge of events, people and changes <b>HIST Strand D:</b> Making links between relevant causes and consequences</p>	Self/peer assessment of poster using SC Book.	

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<b>Year Group: KS2</b> <b>Year 4/5/6</b>		<b>Year: B - Autumn Term</b>	<b>Topic: World War Two</b> <b>Subject: History</b>		
<b>LT:</b>	<b>Activities:</b>	<b>Resources:</b>	<b>Skills Framework Curriculum Orders</b>	<b>AFL/Assessment Opportunity::</b>	
Monitor progress made	<u><b>What have I learnt?</b></u> Pupils revisit previous questions set at beginning of topic and assess current knowledge. Colour in questions they now know answers to. Discuss what helped them learn, which activities were effective etc.	Question sheet, coloured pencils	Thinking: monitor progress.	Self assessment of topic learning.	

**History Skills by strand**

**HIST Strand A:** Knowledge & understanding and awareness of chronology

**HIST Strand B:** Understanding characteristic features of past societies and periods

**HIST Strand C:** Knowledge of events, people and changes

**HIST Strand D:** Making links between relevant causes and consequences

**HIST Strand E:** Understanding different interpretations of history

**HIST Strand F:** Asking historical questions and evaluating sources

**HIST Strand G:** Evaluating own methods of historical enquiry

**HIST Strand H:** Selecting and organising historical information



**WORLD WAR TWO MEDIUM TERM PLAN Y3/4/5/6**

<b>Year Group: KS2 Year 3/4/5/6</b>		<b>Year: B - Autumn Term</b>	<b>Topic: World War 2 Subject: Geography</b>	
<b>LT:</b>	<b>Activities:</b>	<b>Resources:</b>	<b>Skills Framework Curriculum Orders</b>	<b>AFL/Assessment Opportunity:</b>
Use an atlas effectively.	<p><u>Which countries were involved in WWII?</u></p> <p>Use contents and index effectively. Use keys.</p> <p>Locate countries needed in an atlas. Record Allies and Axis on a map of the world. Show the countries that also changed half way through. Use a colour coded key to show information. Discuss reasons why the Allies won World War 2.</p>	<p>Atlas</p> <p>Map of the world</p> <p>Worksheet</p>	<p><b>Thinking - Plan</b>, Asking questions, gathering information. Develop - Thinking about cause and effect, Considering evidence, information and ideas. <b>Communication - Oracy</b>, wider.</p> <p><b>GEOG Strand B</b> Using Maps, atlases and globes.</p> <p><b>GEOG Strand D:</b> Exploring how and why places are different</p> <p><b>GEOG Strand F:</b> Investigating by asking questions; collecting, recording &amp; analysing data</p> <p><b>GEOG Strand G:</b> Evaluating different opinions</p> <p><b>GEOG Strand H:</b> Communicating using correct geographical terminology and techniques.</p>	<p>Can the children use atlas conventions to locate required info?</p> <p>Can they record the countries accurately?</p> <p>Can they use a key?</p> <p>Work with a Talking partner.</p>



## **WORLD WAR TWO MEDIUM TERM PLAN Y3/4/5/6**

### **Geography Skills by strand**

**GEOG Strand A:** Knowledge & Understanding of places, environments

**GEOG Strand B:** Using Maps, atlases and globes.

**GEOG Strand C:** Understanding Geographical patterns

**GEOG Strand D:** Exploring how and why places are different

**GEOG Strand E:** Appreciating impact of people on their environment

**GEOG Strand F:** Investigating by asking questions; collecting, recording & analysing data

**GEOG Strand G:** Evaluating different opinions

**GEOG Strand H:** Communicating using correct geographical terminology and techniques.

**WORLD WAR TWO MEDIUM TERM PLAN Y3/4/5/6**

Year Group: KS2 Year 3/4/5/6		Year: B - Autumn Term	Topic: World War 2 Subject: Music		
LT:	Activities:	Resources:	Skills Framework Curriculum Orders	AFL/Assessment Opportunity:	
Compose and use notation to record	<p>Discuss what was happening during Blitz. What time of day, what sounds, how long it lasted?</p> <p>Experiment with instruments for different representations.</p> <p>Decide upon a way to record - timeline; choose notation for volume and different instruments/sounds.</p>	<p>Range of instruments</p> <p>Video camera</p>	<p>Music: B: Playing;</p> <p>Music: Composing work with others; evaluating and refining.</p> <p>Music:D</p> <p>Discriminating within musical elements.</p>	<p>Ability to follow notation, count beats, follow conductor.</p>	
Perform composition	<p>Pupils perform as a class with conductor, count beats and varying volume in line with notation.</p>				
Evaluate Performance	<p>Pupils watch back video to evaluate own &amp; others performance.</p>				

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<b>Year Group: KS2</b> <b>Year 3/4/5/6</b>		<b>Year: B - Autumn Term</b>	<b>Topic: World War 2</b> <b>Subject: Art and Design</b>	
<b>LT:</b>	<b>Activities:</b>	<b>Resources:</b>	<b>Skills Framework Curriculum Orders</b>	<b>AFL/Assessment Opportunity:</b>
To create an effect using paint	<p style="text-align: center;"><u>Printing techniques</u></p> <p>Experiment with printing techniques from different materials and to different materials using various types of paint and ink. Use the techniques to create prints of/ for medals.</p>	<p>Sketching paper</p> <p>Different materials for creating a print. Different types of paper and card for printing on. Different types of paint and printing ink</p>	<p><b>Thinking- Plan,</b> Asking questions. <b>Develop,</b> Generating and developing ideas. <b>Reflect,</b> Reviewing the process/method. <b>Communicating,</b> Oracy <b>ART Strand B:</b> Communicating ideas &amp; feelings <b>ART Strand C:</b> Collecting &amp; organising visual &amp; other resources <b>ART Strand D:</b> Using a range of materials, tools &amp; techniques <b>ART Strand E:</b> Reviewing &amp; modifying work</p>	<p>Can pupils sketch accurately and in perspective?</p> <p>Complete finished product.</p> <p>Does it look like the pupil?</p>

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<b>Year Group: KS2</b> <b>Year 3/4/5/6</b>		<b>Year: B - Autumn Term</b>	<b>Topic: World War 2</b> <b>Subject: Art and Design</b>	
To recreate scene from black & white photograph	<p><b><u>Blitz Pictures Sketching</u></b>                  Experiment with graphite pencils, different lines and shading. Select a photograph and plan and create own version - paying attention to foreground, middle &amp; distance. Perspective and varying depth of shading.</p>	Range of Blitz pictures.  Graphite pencils	<p><b>Thinking- Plan,</b> Asking questions. <b>Develop,</b> Generating and developing ideas. <b>Reflect,</b> Reviewing the process/method. <b>Communicating,</b> Oracy  <b>ART Strand A:</b> Making Comparisons  <b>ART Strand D:</b> Using a range of materials, tools &amp; techniques  <b>ART Strand E:</b> Reviewing &amp; modifying work</p>	Can pupils use shading effectively? Self and Peer assessment Can they create a sense of fire and bombing?
Create a poster which conveys meaning	<p><b><u>Create own Propaganda poster</u></b>                  Using prior learning decide on own message to convey. Use success criteria book to plan.                   Use font, image and colour effectively.</p>	Propaganda Poster samples. Sketch book, coloured pens /pencils	<p><b>Thinking- Plan,</b> Asking questions. <b>Develop,</b> Generating and developing ideas. <b>Reflect,</b> Reviewing the process/method. <b>Communicating,</b> Oracy  <b>ART Strand B:</b> Communicating ideas &amp; feelings  <b>ART Strand D:</b> Using a range of materials, tools &amp; techniques  <b>ART Strand E:</b> Reviewing &amp; modifying work</p>	Can pupils create an effective message?  Can they create a sense of fire and bombing?

**Art & Design Skills by strand**

## **WORLD WAR TWO MEDIUM TERM PLAN Y3/4/5/6**

**ART Strand A:** Making Comparisons

**ART Strand B:** Communicating ideas & feelings

**ART Strand C:** Collecting & organising visual & other resources

**ART Strand D:** Using a range of materials, tools & techniques

**ART Strand E:** Reviewing & modifying work

**WORLD WAR TWO MEDIUM TERM PLAN Y3/4/5/6**

<b>Year Group: KS2 Year 4/5/6</b>		<b>Year: B - Autumn Term</b>	<b>Topic: World War 2 Subject: English; Language</b>	
<b>LT:</b>	<b>Activities:</b>	<b>Resources:</b>	<b>Skills Framework Curriculum Orders</b>	<b>AFL/Assessment Opportunity:</b>
<p>To prepare a short role play</p>	<p><b><u>Be an Evacuee</u></b> As a class we will discuss what makes a good play/performance, what does the audience look for and expect to see. In small groups the children will allocate parts (Parent of an evacuee, an evacuee, Billeting office, teacher, Host family, etc.) They will make up their own play about an evacuee leaving their family and will perform to the rest of the class. The class will review the short plays with two stars and a wish.</p>	<p>Various props if the children need - suitcase, gas mask box, clipboard, etc.</p>	<p><b>Thinking - Plan</b>, Asking questions, Activating prior skills, knowledge and understanding. <b>Communicating</b> - Oracy, Wider skills. <b>ORACY Strand A</b> - Talk in a range of contexts - structure, style, register <b>ORACY Strand B</b> - Adapting to audience - expression, vocabulary <b>ORACY Strand C</b> - Making contributions, listening to others <b>ORACY Strand D</b> - Expressing opinions <b>ORACY Strand E</b> - Evaluation <b>ORACY Strand F</b> - Standard English</p>	<p>Can children work as a group?  Get into the role of a character  Convey emotions through a short play  Act out a story  Evaluate performances</p>
<p>To Hot Seat a character</p>	<p><b><u>In the Hot Seat</u></b> Following on from the role plays, the rest of the class will hot seat some of the characters. They will ask them relevant questions about their life and their experience of the evacuation process. The pupils will answer in the role of that character developing their acting skills.</p>			

WORLD WAR TWO MEDIUM TERM PLAN Y3/4/5/6

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<b>LT:</b>	<b>Activities:</b>	<b>Resources:</b>	<b>Skills Framework Curriculum Orders</b>	<b>AFL/Assessment Opportunity:</b>
To pack an evacuee suitcase	<p align="center"><b><u>What is in the Suitcase?</u></b></p> <p>Children will be given a packed original WW2 suitcase. They will examine the evacuee suitcase and will discuss what needs to be included and what needs to be left out and the reasons why. Discuss how the evacuee would feel to be preparing to leave their families and their home and not knowing where they were going or for how long.</p> <p><b>Record</b> - Suitcases - Boy / Girl / Both. Draw clothing needed in suitcases and compare with clothing today. Discuss similarities and differences.</p>	<p>Packed suitcase containing some items from today - digital camera, etc and some items from WW2.</p> <p>Recording sheet</p>	<p><b>Thinking</b> - Plan, Asking questions, <b>Develop</b>, Considering evidence, information and ideas. Forming opinions and making decisions.</p> <p><b>Communicating</b> - Oracy, Wider skills.</p> <p><b>ORACY Strand C</b> - Making contributions, listening to others</p> <p><b>ORACY Strand D</b> - Expressing opinions</p> <p><b>ORACY Strand E</b> - Evaluation</p> <p><b>ORACY Strand F</b> - Standard English</p> <p><b>WRITING - Strand A</b> - Style of writing in a range of forms - audience and purpose</p>	<p>Can pupils determine what objects are from today and what is from the past?</p> <p>Can they give reasons for their choices?</p> <p>Work co-operatively as a group</p> <p>Record effectively</p>



WORLD WAR TWO MEDIUM TERM PLAN Y3/4/5/6

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<b>LT:</b>	<b>Activities:</b>	<b>Resources:</b>	<b>Skills Framework Curriculum Orders</b>	<b>AFL/Assessment Opportunity:</b>
To follow bilingual instructions in Welsh	<p style="text-align: center;"><b><u>Make a gas mask box</u></b></p> <p>Follow the Welsh instructions on how to make a gas mask box. Read and speak welsh. Follow commands, cut, fold, and stick together. Use correct pronunciation. Check finished product and evaluate. Discuss reasons for needing a gas mask and the purpose of the box. Think about how it impacted on the daily life of people.</p>		<p><b>Thinking- Plan,</b> Asking questions, Activating prior skills, knowledge and understanding. Thinking logically. <b>Communication -</b> Oracy, writing, wider <b>ORACY Strand A -</b> Talk in a range of contexts - structure, style, register <b>ORACY Strand C -</b> Making contributions, listening to others <b>READING Strand A -</b> Finding meaning and information in a range of texts <b>READING - Strand C -</b> Using information from a range of texts</p>	<p>Can children follow the instructions to make a product? Show understanding of the Welsh language. Read and speak clearly in Welsh. Give an opinion and reason.</p>

## **WORLD WAR TWO MEDIUM TERM PLAN Y3/4/5/6**

### **English Skills by strand**

**ORACY Strand A** - Talk in a range of contexts - structure, style, register

**ORACY Strand B** - Adapting to audience - expression, vocabulary

**ORACY Strand C** - Making contributions, listening to others

**ORACY Strand D** - Expressing opinions

**ORACY Strand E** - Evaluation

**ORACY Strand F** - Standard English

**READING Strand A** - Finding meaning and information in a range of texts

**READING - Strand B** - Responding to texts, including appreciation of style

**READING - Strand C** - Using information from a range of texts

**WRITING - Strand A** - Style of writing in a range of forms - audience and purpose

**WRITING - Strand A<sub>o</sub>** - Opinion writing

**WRITING - Strand B** - Vocabulary

**WRITING - Strand C** - Paragraphs, sentences, vocabulary, grammar

**WRITING - Strand D** - Spelling

**WRITING - Strand E** - Punctuation

**WRITING - Strand F** - Handwriting

**WORLD WAR TWO MEDIUM TERM PLAN Y3/4/5/6**

Year Group: KS2 Year 3/4/5/6		Year: B - Autumn Term	Topic: World War 2 Subject: ICT		
LT:	Activities:	Resources:	Skills Framework Curriculum Orders	AFL/Assessment Opportunity:	
Organise files into folders	<u>Housekeeping - Organising Work</u> Pupils to create new folders and move files into folders.	ICT Suite	<b>ICT Strand G:</b> Awareness of functions of hardware & software	Ability to locate and create folders	
To use internet search engines and sites effectively  On-going tasks	<u>Use a QuADS grid to identify areas for research</u> Linking to previous session 'what I want to find out'; identify questions to research and methods of research. Using a range of methods: non-fiction literature, interview and web resources complete answer and detail. (QuADS: <b>Q</b> uestion, <b>A</b> nswer, <b>D</b> etail, <b>S</b> ource)  Evaluate research methods on completion.  <u>To carry out research for Project and various Tasks</u> Follow procedure for searching for information  <u>Use Word/Publisher to Communicate Information</u>	ICT Suite	<b>Thinking - Plan</b> , Asking questions, Activating prior skills, knowledge and understanding. <b>ICT - Finding and developing information and ideas</b> <b>ICT Strand A:</b> Creating & developing ideas, with a sense of purpose & audience <b>ICT Strand B:</b> Selecting, synthesizing and evaluating information <b>ICT Strand F:</b> Awareness of safety issues/misuse of internet etc.	Can pupils search the internet effectively to locate relevant information?  Use skill of skimming and scanning.  Evaluate research method	

## **WORLD WAR TWO MEDIUM TERM PLAN Y3/4/5/6**

### **ICT Skills by strand**

**ICT Strand A:** *Creating & developing ideas, with a sense of purpose & audience*

**ICT Strand B:** *Selecting, synthesizing and evaluating information*

**ICT Strand C:** *Managing databases*

**ICT Strand D:** *Managing modules & simulations*

**ICT Strand E:** *Sending & receiving information*

**ICT Strand F:** *Awareness of safety issues/misuse of internet etc.*

**ICT Strand G:** *Awareness of functions of hardware & software*

**WORLD WAR TWO MEDIUM TERM PLAN Y3/4/5/6**

<p><b>Year Group: KS2</b> <b>Year 4/5/6</b></p>		<p><b>Year: B - Autumn Term</b></p>	<p><b>Topic: World War 2</b> <b>Subject: Design and Technology;</b> <b>Keep Safe Project</b></p>		
<p><b>LT:</b></p>	<p><b>Activities:</b></p>	<p><b>Resources:</b></p>	<p><b>Skills Framework Curriculum Orders</b></p>	<p><b>AFL/Assessment Opportunity:</b></p>	
<p>To produce rationing recipes</p>	<p><b><u>Cooking Circus Activity:</u></b> 1. cooking - rationing recipes: rock cakes, potato &amp; carrot cakes, lettuce &amp; potato soup, apple dessert  2. Reading comp - identifying WWII products available today, how packaging has altered &amp; why? How product had to change during wartime.  3. Write up recipe  4. Create menu for week based on rations available</p>	<p>Recipe Ingredients WWII Scrap Book - Robert Opie - Photocopies &amp; Question sheet Rationing Info &amp; Worksheet</p>	<p><b>DT Strand A -</b> Designing and making <b>DT Strand C -</b> Showing detail of designs; sequencing manufacture <b>DT Strand D -</b> selecting and using appropriate tools and materials <b>DT Strand E -</b> Evaluating work as it develops</p>	<p>Ability to follow instructions.  Use tools carefully &amp; appropriately.  Awareness for need for hygiene.</p>	
<p>To follow bilingual instructions in Welsh</p>	<p><b><u>Make a gas mask box</u></b> Follow the Welsh instructions on how to make a gas mask box. Read and speak welsh. Follow commands, cut, fold, and stick together. Use correct pronunciation. Check finished product and evaluate. Discuss reasons for needing a gas mask and the purpose of the box. Think about how it impacted on the daily life of people.</p>	<p>Gasmask net Glue String</p>	<p><b>DT Strand A -</b> Designing and making <b>DT Strand D -</b> selecting and using appropriate tools and materials <b>DT Strand E -</b> Evaluating work as it develops</p>	<p>Ability to follow instructions.  Use tools carefully &amp; appropriately.</p>	

## WORLD WAR TWO MEDIUM TERM PLAN Y3/4/5/6

### Design & technology Skills by strand

DT Strand A - Designing and making

DT Strand B - Developing ideas; sustainability

DT Strand C - Showing detail of designs; sequencing manufacture

DT Strand D - selecting and using appropriate tools and materials

DT Strand E - Evaluating work as it develops

**WORLD WAR TWO MEDIUM TERM PLAN Y3/4/5/6**

<b>Year Group: KS2</b> <b>Year 3/4/5/6</b>		<b>Year: B - Autumn Term</b>	<b>Topic: World War 2</b> <b>Subject: Religious Education</b>	
<b>LT:</b>	<b>Activities:</b>	<b>Resources:</b>	<b>Skills</b>	<b>AFL/Assessment Opportunity:</b>
To understand Judaism and understand how the Jews were persecuted during World War 2.	<p><b><u>Week 1/2</u></b> Begin by asking what children already know about Judaism (it will be very little, if anything?). Get out the class bibles and in pairs look for the Old Testament and the New Testament divisions. Talk about the Jewish Holy book (Torah) being the Old Testament (plus some other books that we don't have in our bible). Summary of the story of Moses- could make a colourful storyboard in pairs. Not too much detail. Drop in that Jesus was a Jew at some point.</p> <p><b><u>Week 3/4/5</u></b> Start to look at some of the Jewish traditions such as Shabbat, Passover etc. Possibly share some traditional Jewish foods. The BBC website has some good activities. What is it like for a Jewish child today?</p>	Class bibles Story of Moses- short version BBC website Espresso (ask Nicola!) Poss cooking resources or food items purchased.	<p><b>Thinking - Plan</b>, Asking questions. <b>Develop</b>, Thinking about cause and effect and making inferences.</p> <p><b>Communicating</b> - Oracy, Reading, Wider</p> <p><b>R.E Strand A-</b> describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others</p> <p><b>R.E Strand C</b> - identify and begin to describe the similarities and differences within and between religions</p> <p><b>R.E Strand D</b> - investigate the significance of religion in the local, national and global communities</p>	



**WORLD WAR TWO MEDIUM TERM PLAN Y3/4/5/6**

	<p><b><u>Week 6,7,8,9</u></b>  <b><u>Story of Anne Frank (book in classroom)</u></b>                  Read abridged version of Anne Frank. Predict as the story progresses and discuss the characters and the setting. Discuss why Concentration Camps were used by the Nazis and why the Jews were targeted. Empathise with characters feelings and emotions. Discuss the religion Judaism and how they worshipped. Give opinion at the end of the story and how life would have been as a child in Germany during WW2. Don't mind if you spend quite a bit of time discussing. Children could try and write their own diary entry as if they were Anne Frank -probably when in hiding in the house. After each reading children could build up a bank of adjectives to describe the emotions of the different characters.</p>			<p>Can children follow the meaning of the story?</p> <p>Use prediction skills</p> <p>Show empathy towards Rose</p> <p>Show understanding to the Jewish people</p> <p>Give opinion with reasons</p>
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**Religious Education skills by strand**

**R.E Strand A** - describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others

## **WORLD WAR TWO MEDIUM TERM PLAN Y3/4/5/6**

**R.E Strand B** - describes the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings

**R.E Strand C** - identify and begin to describe the similarities and differences within and between religions

**R.E Strand D** - investigate the significance of religion in the local, national and global communities

**R.E. Strand E** - consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them

**R.E. Strand F** - describe and begin to understand religious and other responses to ultimate and ethical questions

**R.E Strand G** - use specialist vocabulary in communicating their knowledge and understanding

**R.E Strand H** - use and interpret information about religions from a range of sources.