

Launch: Evacuate to safe place – aid raid siren etc.		
	Literacy and Maths	Connected Learning
1-2	<p><b>As Readers</b>, we will be analysing the text Anne Frank Non-fiction</p> <p><b>As Writers</b>, we will be publishing own version of the Piano.</p> <p><b>In Applied Writing</b> we will be publishing a recount of the evacuation.</p> <p><b>As Mathematicians</b>, we will be exploring: numbers to 1 million.</p> <p><b>In our Maths Missions</b>, we will reading data for evacuees. Population data comparison – colours.</p>	<p><b>To earn our Purple Passport</b>, we will question <b>Could a modern child survive an evacuation'?</b></p> <p>We will need to:</p> <ul style="list-style-type: none"> <li>• be Proud, Unique, Reflective, Positive, Loving and Empowered.</li> <li>• Show the British values of rule of law, individual liberty, mutual respect, tolerance, tolerance of different faiths and beliefs and democracy</li> <li>• Demonstrate the Building Learning Powers skills of collaboration and resilience</li> </ul> <p><b>To demonstrate our learning</b>, we will produce a video blog as an evacuee.</p>
Coventry - Transport museum and cathedral		
3-4	<p><b>As Readers</b>, we will be analysing Play script - The evacuees</p> <p><b>As Writers</b>, we will be publishing a play script. – Rose Blanche - Her story.</p> <p><b>In Applied Writing</b> we will be publishing a diary of Germans in the Woods (literacy Shed)</p> <p><b>As Mathematicians</b>, we will be exploring: Number to 1 million. Addition and subtraction of whole numbers</p> <p><b>In our Maths Missions</b>, we will war planes game similar to battleships. Code Cracking mission Add and subtract.</p>	<p><b>As Artists</b>, we will question: <b>'How can we portray the blitz?'</b></p> <p>We will need to:</p> <ul style="list-style-type: none"> <li>• Use experiences, other subjects across the curriculum and ideas as inspiration for artwork</li> <li>• Improve mastery of techniques</li> <li>• Develop and share ideas in a sketchbook and in finished products</li> </ul> <p><b>To demonstrate our learning</b>, we will produce We will produce pieces of artwork portraying the Blitz</p>
5-6	<p><b>As Readers</b>, we will be analysing The Evacuee – A poem by Arthur E King and R Collier Recollection of a Gunner Anzio Beachhead.</p> <p><b>As Writers</b>, we will be publishing Research aspects of the war to write own poem.</p> <p><b>In Applied Writing</b> we will be publishing A play script - D Day Landings</p> <p><b>As Mathematicians</b>, we will be exploring: Addition and subtraction of whole numbers.</p> <p><b>In our Maths Missions</b>, we will be playing a European WW2 map game which involves subtracting hits when 5 digit numbers are rolled. Create Who want to be a millionaire maths game with given template.</p>	<p><b>As Design Technologists</b>, we will question: <b>'How can we make a shelter to protect us from the blitz'?</b></p> <p>We will need to:</p> <ul style="list-style-type: none"> <li>• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping joining and finishing accurately</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• Understand how key events and individuals in design and technology have helped shape the world</li> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul> <p><b>To demonstrate our learning</b>, we will make and produce a model for testing.</p>

<p><u>7-8</u></p>	<p><b>As Readers</b>, we will be analysing My Secret War Diary, by Flossie Albright</p> <p><b>As Writers</b>, we will be publishing Write our own diary as a host family/evacuee.</p> <p><b>In Applied Writing</b> we will be publishing An Air Raid Poem – all features related.</p> <p><b>As Mathematicians</b>, we will be exploring:</p> <ul style="list-style-type: none"> <li>The four operations on whole numbers – Multiplication and Division.</li> </ul> <p><b>In our Maths Missions</b>, we will use factors in a tangram puzzle. Orienteering with all aspects of chapter.</p>	<p><b>As Geographers</b>, we will question: <b><i>'How can we plot the routes of the allies through Europe landmarking key points of the war?'</i></b></p> <p>We will need to:</p> <ul style="list-style-type: none"> <li>Locate the world's countries, with focus on Europe and countries of particular interest to pupils</li> <li>Human geography, including: settlements, land use, economic activity including trade links and distribution of natural resources including energy, food, minerals and water supplies</li> <li>Use a wide range of geographical sources in order to investigate places and patterns</li> </ul> <p><b>To demonstrate our learning</b>, we will produce annotated maps.</p>
<p><u>9-10</u></p>	<p><b>As Readers</b>, we will be analysing Lion, witch and wardrobe</p> <p><b>As Writers</b>, we will be publishing Where would they go if they stepped through the wardrobe?</p> <p><b>In Applied Writing</b> we will be publishing - Instructions to make a carrot cake.</p> <p><b>As Mathematicians</b>, we will be exploring: multiplying and division.</p> <p><b>In our Maths Missions</b>, we will solve WW2 word problems. Target number game (using target sheet to get as close as possible in given number of rounds)</p>	<p><b>As Historians</b>, we will question: <b><i>'How did Britain change during the war?'</i></b></p> <p>We will need to:</p> <ul style="list-style-type: none"> <li>Use sources of evidence to deduce information about the past</li> <li>Identify periods of rapid change in history and contrast them with times of relatively little change</li> <li>Use dates and terms accurately in describing events</li> <li>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past</li> <li>Use original ways to present information and ideas</li> </ul> <p><b>To demonstrate our learning</b>, we will create a PowerPoint presentation about the effects of the war on Britain.</p>
<p><u>11-12</u></p>	<p><b>As Readers</b>, we will be analysing Woeful Second World War</p> <p><b>As Writers</b>, we will be publishing – biography writing based on HH.</p> <p><b>In Applied Writing</b> we will be publishing - Setting descriptions</p> <p><b>As Mathematicians</b>, we will be exploring: Multiplication and division. Whole number words problems.</p> <p><b>In our Maths Missions</b>, we will. Write own word problems to create useable resource. RAG score the challenge and number of steps to solve. Following week play and evaluate.</p>	<p><b>As Musicians</b>, we will question: <b><i>'Can I perform a modern rock song?'</i></b></p> <p>We will need to:</p> <ul style="list-style-type: none"> <li>Sing or play from memory with confidence</li> <li>Perform solos or as part of an ensemble</li> <li>Choose from a wide range of musical vocabulary to accurately describe and appraise music</li> <li>Describe how lyrics often reflect the cultural context of music and have social meaning</li> </ul> <p><b>To demonstrate our learning</b>, we will rehearse and perform pieces to an audience.</p>
<p><b>End of Unit Celebration</b> VE Street Party in costume Vehicles etc.</p>		

We will also be learning these skills...

**As Athletes,** we will answer the questions:

***'Can I explain how exercise impacts upon health?'***

We will need to:

- Play competitive games, modified where appropriate and basic principles suitable for attacking and defending
- Take part in gymnastic activities
- Perform dances

**To demonstrate our learning,** we will play volleyball, complete gymnastics routines involving balances and sequences and complete a wartime dance.

**As Theologists,** we will answer the question:

***'What does it mean if God is holy and loving?'***

We will need to:

- Explain how religious beliefs shape the lives of individuals and communities
- Show an understanding of the role of a spiritual leader
- Explain some of the different ways that individuals show their beliefs
- Explain ideas about some answers to ultimate questions and why answers may differ between individuals
- Express own values and remain respectful of those with different values

**To demonstrate our learning,** we will create a class journal showing our understanding

**As tolerant and respectful citizens,** we will learn about the British Values of:

- Rule of Law,
- Individual liberty,
- Mutual respect,
- Tolerance of different faiths and beliefs

**As Linguists,** we will learn German.

We will need to:

- To read accurately
- To speak fluently
- To write imaginatively
- Look at the culture of the countries where the language is spoken.

**To demonstrate our learning,** we will be able to answer questions orally and in writing.

**As Scientists,** we will investigate:

Living Things and their habitats - ***'Can we describe the relationship between living things and their environment?'***  
Changes in materials – ***'Can we recognise the properties of materials and how materials can be changed?'***

We will need to:

- General science - Present findings in written form, displays and other presentations
- Biology - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Biology – Describe the life process of reproduction in some plants and animals
- Chemistry – Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity and response to magnets
- Chemistry – Understand how some materials will dissolve in a liquid to form a solution and describe how to recover a substance from a solution
- Chemistry – Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- Chemistry – Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- Chemistry – Demonstrate that dissolving, mixing and changes of state are reversible changes
- Chemistry – Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible.

**To demonstrate our learning,** we will write a biography of a famous naturalist or animal behaviourist

**To demonstrate our learning,** we will conduct experiments and analyse our conclusions

**As computer programmers,** we will answer the question:

***'How can I create a WW2 blog using a variety of software?'***

We will need to:

- Collaborate with others online on sites approved and moderated by teachers.

<ul style="list-style-type: none"><li>• Democracy.</li></ul>	<ul style="list-style-type: none"><li>• Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.</li><li>• Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.</li><li>• Understand the effect of online comments and show responsibility and sensitivity when online.</li><li>• Understand how simple networks are set up and used.</li><li>• Choose the most suitable applications and devices for the purposes of communication.</li><li>• Use many of the advanced features in order to create high quality, professional or efficient communications.</li><li>• Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.</li></ul> <p><b>To demonstrate our learning</b>, we will create a blog linked to WW2.</p>
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