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| **WHAT AFFECT DID WW2 HAVE ON DIFFERENT PEOPLE IN SOCIETY? SPRING 1 CHAIPEL (Y5/Y6)**  **HISTORY**  **WORLD WAR 2**  **CHRONOLOGICAL UNDERSTANDING**   * Make connections between time periods within British history and the wider world, constructing a detailed timeline, using mathematical skills to work out time scales, * Explain how significant events and dates have impacted on a period of time, * Research and explain the origins of a concept and its development through time.   **HISTORICAL ENQUIRY**   * Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. * Investigate own lines of enquiry by posing probing questions to answer, * Know that people in the past could also have a point of view and that this can affect interpretation, * Give reasons why there may be different accounts of history, * Identify how history can impact on the decisions that are made i.e. government.   **UNDERSTANDING OF EVENTS, PEOPLE AND CHANGES IN THE PAST**   * Research and evaluate what life was like and the key features of a given time period, * Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual, * Offer explanations about why people in the past acted as they did, * Give own reasons why changes may have occurred, backed up by evidence. |

**French**

**La Seconde Guerre mondiale**

**Intercultural Understanding**

* **Understand how symbols, objects and pictures can represent a country,**
* **Begin to understand more complex issues which affect countries in the world today, eg war.**

**Listening**

* **Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language**
* **Understand longer and more complex phrases and sentences and with some unfamiliar words.**

**Speaking**

* **Use simple conjunctions to build more complex sentences,**
* **Use spoken language to initiate and sustain simple conversations on familiar topics.**

**Reading**

* **Use context and prior knowledge to determine the meaning of new words,**
* **Independently/Begin to/ use a bilingual dictionary to look up new words and check spelling,**
* **Read and understand the main points and some detail from a short written passage.**

**Writing**

* **Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” in their writing to express what they and other people do, like etc.)**
* **Write longer sentences and short paragraphs.**

**Grammar**

* **Understand and use agreements of adjectives (singular)**
* **Use 3rd person verbs,**
* **Using et and mais to make longer sentences,**
* **Use prepositions en and à.**

**PE**

**TARGET GAMES - NETBALL**

* **Work cooperatively to put strategies and solutions into actions,**
* **Change the rules to increase challenge,**
* **Recognise best practice in themselves and others,**
* **Give in game feedback to improve performance.**
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**DANCE – WW2**

* **Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.**
* **Compose dances by using adapting and developing steps, formations and patterning from different dance styles.**
* **Perform dances expressively, using a range of performance skills.**
* **Organise their own warm-up and cool-down activities to suit the dance.**
* **Show an understanding of why it is important to warm up and cool down. Describe, analyse, interpret and evaluate dances, showing an understanding of** **some aspects of style and context.**
* Explore, improvise and combine movement ideas fluently and effectively.
* Create and structure motifs, phrases, sections and whole dances.
* Begin to use basic compositional principles when creating their dances.
* Understand why dance is good for their fitness, health and wellbeing.
* Prepare effectively for dancing.
* Understand how a dance is formed and performed.

**Science**

**ELECTRICITY**

* **Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit,**
* **Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches,**
* **Use recognised symbols when representing a simple circuit in a diagram.**

**RE**

**PEOPLE OF GOD**

**Making Sense of Beliefs:**

• Identify features of Gospel texts (for example, teachings, parable, narrative),

• Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts.

• Identify some different types of biblical texts, using technical terms accurately

• Explain connections between biblical texts and Christian ideas of God, using theological terms

**Key Vocab:**

**Bulb, bulb holder, battery, switch, wire, device, motor, insulator, conductor, electrical, crocodile clips, appliance, buzzer, motor, symbols.**

**Key Vocab:**

**God, Jesus, Bible, Gospel, parable, Christians, holy, beliefs, biblical, prophet, psalm, prayer, worship, cathedrals, sacrifice, alter, Ten Commandments, omnipotent, omnipresent, omniscient, eternal, worship, holy, loving, forgiving, grace, sin, injustice, relationship.**

**PSHE**

**Dreams and goals**

* **Need money to help me achieve dreams,**
* **Contributions made by people in jobs ,**
* **How learning opportunities help to build my future,**
* **Identify a job and what motivates me,**
* **Dreams and goals in other cultures,**
* **Communication with different cultures.**
* **Learning strengths and goal setting,**
* **Knowing learning steps,**
* **Problems in the world,**
* **Working with others for the good of the world,**
* **Accepting praise from peers.**

**Key Vocab:**

**War, medal, Nazi, Adolf Hitler, Winston Churchill, gas mask, Anderson shelter, Blitz, ration book, soldier, Spitfire, George Cross, evacuee, Victoria Cross, prisoner of war, battle, allies, holocaust, swastika, Star of David, Land army, blackout, anti-Semitism, dictator, fascism, rationing, air raid, Home Front.**

**Key Vocab:**

**Song structure – verse/chorus/middle eight/intro/outro (coda),pizzicato, vibrato, string family – violin, viola, cello, double bass.**

**Vocabulaire**

**La Seconde Guerre mondiale - The Second World War; l'Angleterre – England; la France – France; l'Italie – Italy; l'Allemagne – Germany; la Pologne – Poland; la Tchécoslovaquie – Czechoslovakia; The United States (of America) - les États-Unis En Angleterre on parle... In England you speak...; En France on parle... In France you speak... ; l'anglais – English; le français – French; l'italien – Italian; l'allemand – German; le polonais – Polish; le tchécoslovaque – Czechoslovakian; Cher papa... Dear dad... ; Chère maman... Dear mum... ; Chers parents... Dear parents...; Je suis à la campagne - I am in the countryside; Je suis en ville - I am in the city. À la campagne c’est... In the countryside it is… En ville c’est... In the city it is .... mais – but; parce que – because; et – and; aussi – also; amusant – fun; calme – calm; sans danger – safe; triste – sad; convivial – pleasant; sombre – gloomy; sain -healthy; difficile – difficult; dangereux – dangerous; enfumé – smoky; grosses bises - lots of love; À bientôt ! See you soon!**

**Key Vocab:**

**DANCE**

**Dance motif, jump, turn, travel, stillness, emotion, gesture, stimulus, Jitterbug, Jive, performance.**

**NETBALL:**

**Ball side, draw, drive, extend, maintain, possession, rebound, umpire, attacker, defender, goal keeper, shooter, wing, offside, penalty, free pass.**

**Key Vocab:**

**Y5: Dream, hope, goal, feeling, achievement, money, grown-up, adult, lifestyle, job, career, profession, money, contribution, society, determination, perseverance, motivation, culture, country, sponsorship, rallying, difference. co-operation.**

**Y6: dream, hope, goal, learning strengths, stretch, achievement, personal, realistic, success, criteria, learning steps, sponsorship, suffering, hardship, empathy, admire, respect, praise, compliment, contribution, recognition.**

**Music**

**Topic**

* I can sing two war songs, *Pack up your Troubles* and *It’s a long way to* *Tipperary.* I can revise the C, F and G chords on the ukulele.
* I can sing the war songs together as partner songs. I can learn a simple accompaniment to these songs on the ukulele, guitar or pitched percussion.
* I can sing and accompany the two war songs.
* I can listen to and appreciate music of the wartime period, noting key features. I can begin working on my own wartime song or descriptive piece, taking note of the structure and content of the war songs I’ve sung and listened to this term or understanding how to create an atmospheric piece that describes an aspect of war.
* I can listen to and comment on *Threnody to the Victims of Hiroshima*.
* I can continue working on my own song or rap.
* I can refine, perform and evaluate my work.