



Topic	History - World War II	Theme	Children	Year Group	5
Key Question	How were the lives of children affected during WWII?				

What should I already know?	Key learning:	Key Vocabulary	
- I can put events in order on a timeline to show what happened first and last. - I remember learning about important times in Britain's past, such as the Stone Age, Romans and Anglo-Saxons. - I know that kings, queens and governments have made big decisions in history. - I have learned that Britain was invaded before, for example by the Romans and the Normans. - I understand that big events in history usually have causes and lead to important consequences.	- World War II began on 3rd September 1939 when Britain and France declared war on Germany. - The war ended on 2nd September 1945 after Germany and Japan were defeated. - Adolf Hitler was the leader of the Nazi Party, ruling Germany during WWII. - Germany invaded Poland on 1st September 1939, which triggered the war. - Evacuation began on 1st September 1939 to protect children from bombing raids. - Children were evacuated to the countryside to stay safe. - Evacuees lived with host families; some had good experiences, others found it difficult. - Life on the Home Front included rationing, air raid shelters, blackouts and 'make do and mend'. - Men and women contributed to the war: men fought; women worked in factories, farms and as nurses. - The Blitz (1940-41) destroyed homes and killed thousands in British cities. - The Holocaust was the murder of six million Jewish people and others by the Nazis. - World War II changed life in Britain forever, leading to inventions, welfare reforms and greater equality.	air raid	A bombing attack where explosives are dropped from an aircraft onto the ground
		Allies	The group of countries who fought against Germany, Italy and Japan in the second World War
		Battle of Britain	The prolonged bombardment of British cities by the German Luftwaffe and the aerial combat that accompanied it
		Blitz	Heavy German bombing raids on British cities
		D-Day	June 6th, 1944 - The date Allied forces landed in Normandy, France.
		Evacuation	Moving children and others to the countryside to keep them safe from bombing.
		Home Front	Life in Britain during the war.
		Holocaust	The murder of millions of Jewish people and others by the Nazis.
		Nazi Party	The political group led by Adolf Hitler in Germany.
		Rationing	Controlling the amount of food and goods people could buy.
		VE Day	Victory in Europe Day (8th May 1945).

Timeline of Key Events

- 1st Sept 1939 - Germany invades Poland
- 3rd Sept 1939 - Britain and France declare war on Germany.
- 1st Sept 1939 - Evacuation of children begins
- 1940-41 - The Blitz (German bombing of British cities)
- 7th Dec 1941 - Japan attacks Pearl Harbour; USA joins the war
- 6th June 1944 - D-Day (Allied invasion of France)
- 8th May 1945 - VE Day (Victory in Europe)
- 2nd Sept 1945 - Japan surrenders; WWII ends



Adolf Hitler
Leader of the Nazi Party and Chancellor of Germany, 1933 - 1945 (also referred to as the Führer meaning leader)



Winston Churchill
UK Prime Minister, 1940 - 1945 (and again from 1951 - 1955)

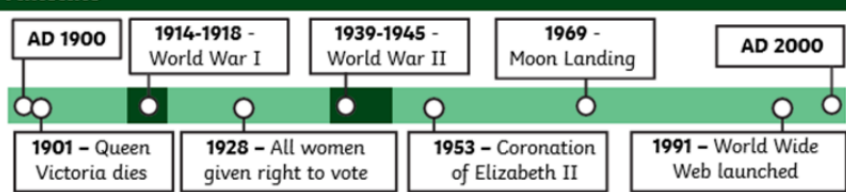
Life in World War II Britain

Evacuees: Lived in the countryside with host families. Often carried a gas mask, identity card and a satchel/paper bag for belongings.

Home Front: Everyone played a role - growing food, joining the Home Guard, making clothes last.

Daily Life: Blackouts at night, ration books for food, and families using air raid shelters during bombings.

Timeline





Topic

Science - Global Warming and Plastic Pollution

Theme

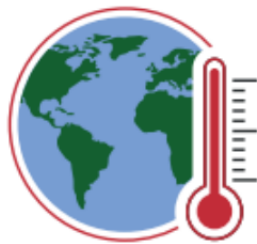
Children

Year Group

5

What should I already know?

- I know the difference between weather (day to day) and climate (long term).
- I know that humans, animals and plants all need clean air, water and land to survive.
- I know that fossil fuels (coal, oil and gas) are used for energy.
- I know that trees and plants take in carbon dioxide and release oxygen.
- I know that plastic is man-made and does not break down easily.
- I know that recycling and reusing materials helps reduce waste and pollution.

**Global Warming Facts:**

- The last 8 years have been the hottest on record.
- The Arctic is warming 4 times faster than the rest of the world.
- Some animals, like polar bears and penguins, are losing their icy homes.

Key learning:

- ❑ The greenhouse effect is caused by greenhouse gases trapping heat from the Sun. This leads to global warming.
- ❑ Global warming can lead to glaciers and ice caps melting. This can cause sea levels to rise, leading to flooding.
- ❑ Global warming can change weather patterns and can lead to drought or flooding. Drought and flooding make it hard to grow crops.
- ❑ Global warming affects humans, animals and plants.
- ❑ Global warming and climate change can cause icy habitats to melt due to increasing temperatures.
- ❑ Humans, animals and plants are affected by flooding and drought caused by global warming.
- ❑ Plastics are man-made materials that are often strong, lightweight and can be used to make plastic bottles, carrier bags and containers.
- ❑ Plastics are designed to last a very long time and do not break down easily.
- ❑ Plastics can end up in landfill sites as well as the oceans. This has an impact on animal and plant life.
- ❑ As a result of plastic pollution, lots of plastic ends up in landfill sites and the oceans.
- ❑ Microplastics are tiny pieces of plastic.
- ❑ Microplastics can be eaten by animals.

Plastic Pollution Facts:

- Microplastics are tiny pieces of plastic that can be eaten by animals.
- Around 8 million tonnes of plastic end up in the ocean every year.
- By 2050, there could be more plastic than fish in the oceans (by weight).
- Sea turtles, seabirds and fish often mistake plastic for food.

Key Vocabulary

carbon footprint	the amount of greenhouse gases released by an individual or group of people
climate change	long-term changes in the temperature and weather patterns of the Earth
fossil fuels	coal, oil and natural gas which can be burnt to power cars and generate electricity
glacier	a mass of thick ice and snow
global warming	the gradual increase in the Earth's temperature
greenhouse gases	gases that trap heat from the Sun and cause the Earth to warm up
habitat	an area where animals and plants live
landfill	an area or site where waste materials are disposed of. Often the waste is buried underneath the ground
microplastics	pieces of plastic which are smaller than 5 millimetres
plastic	an artificial material that is strong, lightweight and mouldable
plastic pollution	when humans add plastic into the environment
pollution	when humans add harmful materials to the environment



Plastic pollution is when humans add plastic into the environment

Reducing Plastic Pollution

- Use less single-use plastic (like straws, bags and bottles).
- Reuse bottles, containers and bags.
- Recycle plastic correctly.
- Choose alternatives such as paper, metal or cloth.





Topic	RE: Christianity	Theme	Children	Year Group	5
Key Question	What does it mean if Christians believe God is holy and loving?				

What should I already know?

- ☐ I know that Christians believe in one God.
- ☐ I know that Christians show God they love Him through prayers, worship, and saying thank you.
- ☐ I know that Christians believe that God is loving, caring, and watches over people.
- ☐ I know that the Bible shows God's rules, forgiveness, and justice.
- ☐ I know that Christians try to follow God's guidance and understand the difference between right and wrong.

Key Vocabulary

Cathedral: A cathedral is a Christian place of worship.

Eternal: Existing forever

God: In Christianity, God is all-powerful, all-knowing, and eternal. God is holy and loving, and Christians worship Him and try to live in a way that pleases Him.

Holy: God is morally pure and hates sin.

Loving: God wants the very best for human beings. He is kind and forgiving.

Omnipotent: God is all-powerful.

Omniscient: God knows all things.

Prayer: Talking to God to praise Him, say thank you, ask for help, or say sorry.

Prophet: An inspiring teacher or follower of God.

Psalms: A sacred song, or hymn, in particular any of those contained in the biblical book of Psalms and used in Christian worship.

Worship: Showing love, respect, and devotion to God through prayers, songs, and following His teachings.

Key Learning

- ☐ Christians believe God is omnipotent, omniscient and eternal, and this means God is worth worshipping.
- ☐ Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.
- ☐ Christians believe getting to know God is like getting to know a person rather than learning information.
- ☐ There are many Christian worship songs and hymns that emphasise the belief that God is holy and loving.
- ☐ Cathedrals were built by medieval Christians and were dedicated to the glory of God.

Key Questions:

- What do Christians believe God is like?
- Which biblical texts show that God is holy and loving?
- How do different parts of cathedrals express ideas about God as holy and loving?
- What symbols, images and colours represent God's qualities and attributes?





copyright	The law which states that anything created belongs to the person who created it.
fake news	False and inaccurate information that is shared in a convincing way, usually on social media and in websites.
inaccurate	When information is false and untrue.
index	A database where a computer saves key information about websites to make future searches faster.
keywords (internet)	A set of words used to define and produce an accurate search engine result.
search engine	A website that helps people find information on the world wide web.
TASK	Title, Author, Summary, Kids.
web crawler	A program that searches the world wide web using keywords in a systematic way to find the most relevant results for the user.
website	A collection of web pages and content that belong to a single domain, accessible through an internet browser.
www	Stands for world wide web and is found at the beginning of website addresses.

Key Knowledge:

To know:

- How search engines work.
- Anyone can create a website; therefore, people should take steps to check the validity of websites.
- Web crawlers are computer programs that crawl through the internet.
- What copyright is.

Prior Learning:

- Using search engines effectively to find information and navigate links
- Recognising that a network is two or more wireless or wired connected devices.
- Identifying examples of networks (e.g. school network, home Wi-Fi, internet) and their components (e.g. router, switch and server.).
- Communicate digitally with others



A search engine is a website that helps you find information on the world wide web; most browsers allow you to search using the address bar or a search box.



Topic

Computing - Online Safety

Theme

Children

Year Group

5

app

The shortened word for application is a type of computer program typically found on smart phones and tablets.

bullying

The deliberate act of harming, intimidating or threatening someone else to cause them physical or emotional distress.

health

The mental and physical condition of a person or living thing.

judgement

To come to a sensible conclusion about a matter or a person.

memes

An image or video visual with some usually humorous writing added to it.

online communication

The way people communicate (share and receive information) with each other over a computer networks, such as the internet.

permission

The action of allowing something to happen.

well-being

The state of mind, health and happiness.

Key Knowledge:

To know::

- Possible dangers online and how to stay safe.
- The pros and cons of online communication.

Prior Learning:

- Creating strong passwords.
- Independently logging in and out.
- Describing how computer accounts are personalised to a user.
- Identifying places on the network that they can access.
- Recognising that having multiple logins and passwords adds more security.

Apps require our permission for things such as accessing location or photo library. It is important to know where there settings are.



Any form of online communication can be misinterpreted. Text may be misread and emojis or memes could be misunderstood.



Technology can have both positive and negative effects on our health and wellbeing.



Tell a trusted adult if you are getting bullied online. You can also get help from these places:

Childline
<https://www.childline.org.uk/>

NSPCC
<https://www.nspcc.org.uk/>

A strong password contains the following:

symbols (e.g. & %)

at least 15 characters

numbers (e.g. 123)

lowercase (e.g. abcd)

uppercase (e.g. ABCD)

If someone wants to access something that is not theirs, they need the rightful owner's permission or consent before proceeding.





Vocabulary and pictures



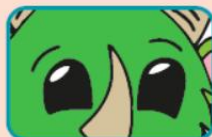
la tête
the head



les dents (f)
the teeth



les oreilles (f)
the ears



les yeux (m)
the eyes



les bras (m)
the arms



la bouche
the mouth



les épaules (f)
the shoulders



les genoux (m)
the knees



les jambes (f)
the legs



le nez
the nose



l'œil
the eye



les pieds (m)
the feet



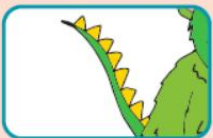
l'antenne (f)
the antenna



le bec
the beak



les cornes (f)
the horns



la queue
the tail



les pointes (f)
the spikes



To change **the** to **a**, **le** becomes **un** and **la** becomes **une**

Prior Knowledge

I know that some describing words change depending on whether I am describing a boy or a girl.

I can recognise and use words for hair and eye colours.

I can listen to or read a description and work out who is being described.

I can put words in the correct order to make a sentence.

I know that describing words can come after the noun in French.

I can say a sentence to describe what someone looks like.

I can use a support sheet to help me write sentences accurately.

I can check that my describing words have the correct ending.



Sentence structure and phrases



Phrases

Qu'est-ce que c'est ?

What is it?



Elle a trois
longues cornes
rouges et une
grande tête rose

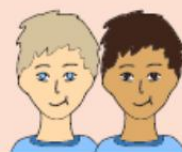
She has three
long red horns
and a big,
pink head.

Il a un petit
nez jaune et
une longue
queue bleue.

He has a small
yellow nose and
a long, blue tail.



Adjectives
of size go
before the
noun.



Size	Masculine singular	Masculine plural	Feminine singular	Feminine plural
long	long	longs	longue	longues
short	court	courts	courte	courtes
big	grand	grands	grande	grandes
small	petit	petits	petite	petites
beautiful	beau	beaux	belle	belles

Adjective endings change according to the gender and number of the noun they are describing.

Il a la tête d'un éléphant

Il a le corps d'une girafe

Il a les pieds d'un kangourou

C'est un éligirou!

It has the head of an elephant

It has the body of a giraffe

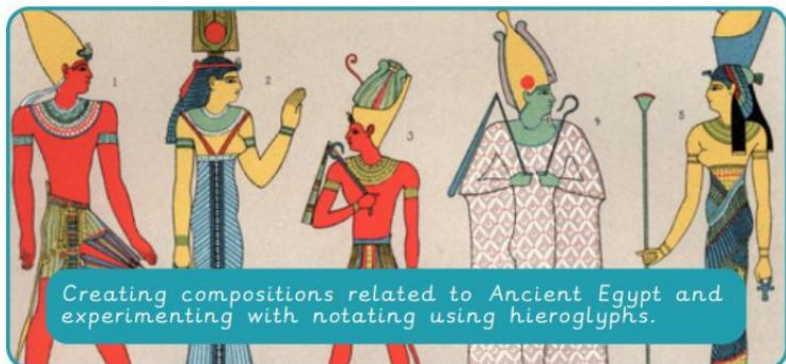
It has the feet of a kangaroo

It's an éligirou!



Topic	Music: Composition notation (Theme: Ancient Egypt)	Theme	Children	Year Group	5
-------	--	-------	----------	------------	---

Musical feature: Composition notation

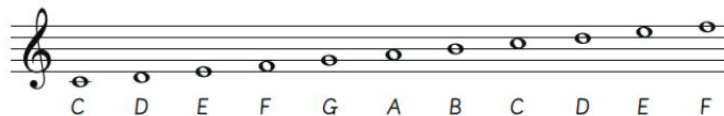


Notation

Staff notation

Quaver		Half	½	
Crotchet		One	1	
Minim		Two	2	
Dotted minim		Three	3	
Semibreve		Four	4	

Letter notation



Vocabulary

Melody	The combination of pitch and rhythm which forms a tune.
Improvising	Making up music as it is played or performed.
Notation	Written symbols used to represent music.
Motif	A short musical phrase that is often repeated.
Call and response	A musical technique that is similar to a conversation. One phrase of music acts as the 'call' and is 'answered' by a different phrase.
Unison	Playing or singing notes at the same pitch at the same time.
Verse	A repeated section of a song that usually features new lyrics on each repetition.
Structure	The overall organisation of a piece of music. Traditional pop music usually follows a verse, chorus, verse structure.
Major	A tonality where the music sounds happy or bright.
Minor	A tonality where the music sounds sad or tense.
Tempo	The speed or pace of the music.
Ensemble	A group of people who perform instrumental or vocal music.

Key knowledge:

- To know that simple pictures can be used to represent the structure (organisation) of music.
- To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.
- To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.

Prior Learning:

- Compose music in a given style using my voice, body, or instruments.
- Improvise music within a given style using an instrument.
- Develop melodies using rhythm, transposition, inversion, and looping.
- Create music with layers and a clear structure.



Topic

Art: Drawing: Depth, emotion and movement

Theme

Children

Year Group

5

Key skills:

- I can develop my own ideas using research and plan how to improve my artwork.
- I can use my sketchbook to record observations, test materials, and develop my work.
- I can work with different materials and techniques, experimenting to create different effects.
- I can research and talk about artists, understanding how their culture, history, and choices affect their work, and think about how my choices affect my viewers.
- I can evaluate and improve my art by discussing what works, what emotions it shows, and trying new ideas to make it better.

Key knowledge:

- Shapes, lines, patterns, and textures can make artwork interesting and guide the viewer's eye.
- Lines and marks can show movement, emotion, and the essence of a subject.
- Shading, blending, and cross-hatching can create tone, depth, and texture.
- Artists are influenced by culture, experiences, and the media they choose.
- Art can express emotions and ideas about identity.

Main subject*

The central theme or object of an artwork.

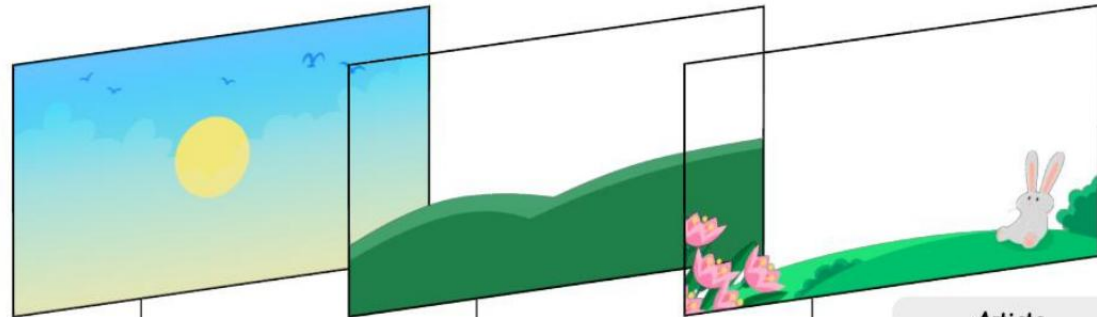


Focal point*

Part of a composition that catches the eye first.



Depth:* The feeling in a picture that some things are closer and others are farther away.



Background*

The area of a picture that looks farthest away, often behind the main subject.

Middle ground*

Part of an artwork positioned between the foreground and background.

Foreground*

The part of a picture that looks closest to the viewer, usually where the main subject is.

Artists

- Jean-Michel.
- Charlie Mackesy.
- Elizabeth Catlett.
- John Muafangejo.

*key vocabulary

Prior Learning:

- Generating ideas from a range of stimuli, using research and evaluation of techniques to develop ideas and plan more purposefully for an outcome.
- Use of sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.
- Using subject vocabulary confidently to describe and compare creative works.

**Key skills:**

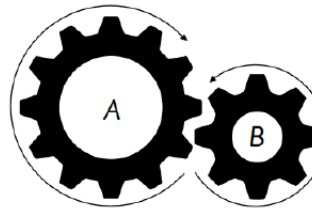
- I can research problems and user needs in the community to plan my designs.
- I can create detailed design ideas using sketches, diagrams, and prototypes, thinking about materials, cost, and environmental impact.
- I can make my designs safely using tools like scissors, PVA glue, and hot glue appropriately.
- I can evaluate my work by considering how well it works, looks, and meets user needs, including sustainability and innovation.
- I can use feedback from others to improve my designs and explain the changes I make.

Key knowledge:

- Gears and pulleys transfer movement and force in mechanical systems, and gears can increase the output of a mechanism.
- Mechanical systems using gears can be found in everyday objects, such as bicycles and clocks.
- Market research helps collect information about problems or user needs, and constraints are things that might stop ideas from working.
- Original and innovative ideas are different from what has been made before, and annotations are detailed labels on diagrams.
- Sustainability means thinking about materials and how products are made.
- Evaluating designs with feedback helps understand what works well, what could be improved, and how to make better products in the future.

Gears

- A **gear** is a wheel with teeth.
- A gear system is multiple gears working together to **transfer** force and motion from one part of a **mechanical system** to another.
- Gears are used to change the speed, direction or force of movement.



An **input** like pedalling a bike causes gear A to rotate.

The teeth of gear A and gear B mesh together. If gear A is turned, it causes gear B to turn.

Gear B causes an **output** like the wheels on a bike spinning.

- **Speed:** larger gears (A) turn more slowly than smaller gears (B).
- **Direction:** gears (A and B) turn in opposite directions.
- **Force:** a larger gear (A) turning a smaller gear (B) requires less force while a smaller gear (B) turning a larger gear (A) increases the force output.

A **problem statement** describes a problem in detail, including who is affected and why it is important to solve it.

The class wants to make smoothies without using **electricity**, which will **save energy**, promote **physical activity** and increase awareness of **sustainable** practices.



Market research gathers relevant data from potential users of the **product** to inform decision making during the **design** process.

Questions should be designed to find out about user likes, dislikes and needs.

Competitor research on the usability, aesthetics, innovation, cost and sustainability of existing products helps to differentiate the new product.

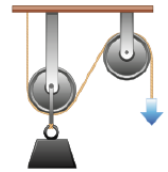
**Pulleys**

A **pulley** is a wheel with a groove and a rope or belt that fits into the groove.

A single pulley changes the direction of the input force, making lifting easier.



Multiple pulleys distribute effort over a longer distance, reducing the input force needed.

**Examples**

- Escalators.
- Conveyor belts.
- Treadmills.
- Theatre curtain systems.
- Sailboat rigging.
- Cranes.
- Blinds.

Prior Learning:

- Mechanical systems make moving things easier, often using more than one mechanism, and can be hidden inside products.
- Exploded diagrams and prototypes show how products are put together and how they will work.
- Extra information on drawings and diagrams helps users understand a design or idea.
- Target audiences are groups of people who might like a product or idea.
- Tools and equipment have different risks, and choices of materials and tools affect the final product.
- Feedback gives suggestions to improve work and using it can make products more successful.