



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	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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)



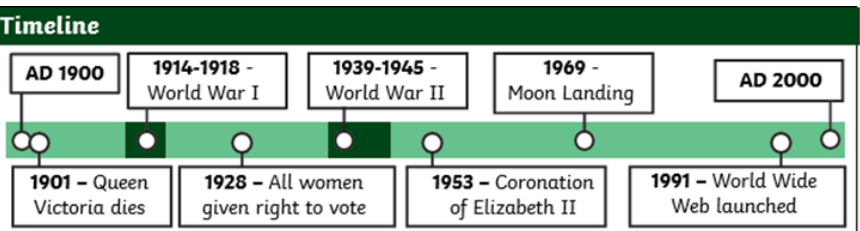
Winston Churchill
 UK Prime Minister, 1940 - 1945 (and again from 1951 - 1955)

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.





Topic

Science - Global Warming and Plastic Pollution

Theme

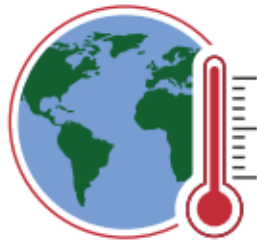
Children

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.





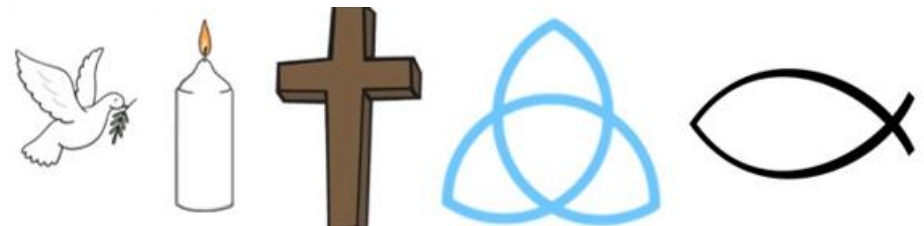
Topic	RE: Christianity	Theme	Children	Year Group	5
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Key Question	What does it mean if Christians believe God is holy and loving?
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What I should already know
<ul style="list-style-type: none"> <input type="checkbox"/> I know that Christians believe in one God. <input type="checkbox"/> I know that Christians show God they love Him through prayers, worship, and saying thank you. <input type="checkbox"/> I know that Christians believe that God is loving, caring, and watches over people. <input type="checkbox"/> I know that the Bible shows God's rules, forgiveness, and justice. <input type="checkbox"/> I know that Christians try to follow God's guidance and understand the difference between right and wrong.

Key Learning
<ul style="list-style-type: none"> <input type="checkbox"/> Christians believe God is omnipotent, omniscient and eternal, and this means God is worth worshipping. <input type="checkbox"/> 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. <input type="checkbox"/> Christians believe getting to know God is like getting to know a person rather than learning information. <input type="checkbox"/> There are many Christian worship songs and hymns that emphasis the belief that God is holy and loving. <input type="checkbox"/> Cathedrals were built by medieval Christians and were dedicated to the glory of God.

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
Psalm: 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 Questions:
<ul style="list-style-type: none"> • 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?



Key Learning

- To begin to simplify code.
- To create a playable game.
- To understand what a simulation is.
- To program a simulation using 2Code.
- To know what decomposition and abstraction are in computer science.
- To take a real-life situation, decompose it and think about the level of abstraction.
- To understand how to use friction in code.
- To begin to understand what a function is and how functions work in code.
- To understand what the different variables types are and how they are used differently.
- To understand how to create a string.
- To understand what concatenation is and how it works.

Key Resources



Tools



2Dos



2Chart



Free code gorilla

Key Vocabulary

Abstraction

A way of de-cluttering and removing unnecessary details to get a program functioning.

Concatenation

The action of linking a mixture of strings, variable values and numbers together in a series.

Efficient

In coding, simplified code runs faster and uses less processing memory, it is said to be more efficient.

Event

An occurrence that causes a block of code to be run. The event could be the result of user action such as the user pressing a key (**when Key**) or clicking or swiping the screen (**when Clicked, when Swiped**) or when objects interact (collision). In 2Code, the event commands are used to create blocks of code that are run when events happen.

Nesting

When coding commands are put inside other commands. These commands only run when the outer command runs.

Physical System

In this context, this is any object or situation that can be analysed and modelled. For example modelling the function of a traffic light, modelling friction of cars moving down surfaces or modelling the functions of a home's security system.

Action

The way that objects change when programmed to do so. For example, move or change a property.

Debug\ Debugging Fixing code that has errors so that the code will run the way it was designed.

Flowchart

A diagram that uses specifically shaped, labelled boxes and arrows to represent an algorithm as a diagram.

Algorithm

A precise step by step set of instructions used to solve a problem or achieve an objective.

Decomposition

A method of breaking down a task into manageable components. This makes coding easier as the components can then be coded separately and then brought back together in the program.

Timer

Use this command to run a block of commands after a timed delay or at regular intervals.

Variable

A named area in computer memory. A variable has a **name** and a **value**. The program can change this variable value. Variables are used in programming to keep track of things that can change while a program is running. In 2Code, variables can be **strings, numbers** or **computer-generated** variables to control objects of a type.

Function

A block or sequence of code that you can access when you need it, so you don't have to rewrite the code repeatedly. Instead, you simply **'call'** the function each time you want it.

Object

Items in a program that can be given instructions to move or change in some way (action). In 2Code Gorilla, the **object types** are button number, input, text, shape turtle, character, object, vehicle, animal.

Properties

These determine the look and size of an object. Each object has properties such as the image, scale and position of the object.

Selection

A conditional decision command. When selection is used, a program will choose which bit of code to run depending on a condition. In 2Code selection is accomplished using **'if'** or **'if/else'** statements.

Input

Information going into the computer. This could be the user moving or clicking the mouse, or the user entering characters on the keyboard. On tablets there are other forms such as finger swipes, touch gestures and tilting the device.

Output

Information that comes out of the computer e.g. **sound, prompt, alert** or **print to screen**.

Repeat

This command can be used to make a block of commands run a set number of times, until a condition is met or forever.

Sequence

This is when a computer program runs commands in order.

Simplify

In coding this is used to describe modifying the code to complete the same process with less lines of code.

Key Images



Design

Open design mode in 2Code.



Exit Design

Switch to code mode in 2Code.




My Code

Add a new Tab to your code




change variable

A change variable block.



Example of combining variables and strings to print to the screen



Creating a variable in 2Code



Creating a function in 2Code



Calling a function in 2Code

Prior Learning:

- Code, test, debug process
- IF statements
- Repeat Until and IF/ ELSE Statements
- Number Variables



La fecha

phonics

go

sound in:

- domingo
- agosto



co

sound in:

- miércoles
- cinco

accents

Accents indicate the vowel is stressed. As seen in the words sábado and miércoles.

ñ tilde

This changes the 'n' to a 'ny' sound like in the English word 'onion'. As in the Spanish word cumpleaños.

vocabulary

The 7 days of the week in Spanish.

**lunes martes miércoles jueves
viernes sábado domingo**

The 12 months of the year in Spanish.



Numbers 21-31 in Spanish.

21-22-23-24-25-26-27-28-29-30-31

Key questions and phrases with the date:

¿Qué fecha es hoy?*What is the date today?***¿Cuándo es tu cumpleaños?***When is your birthday?*

grammar

Days of the week and months of the year do not have capital letters unless they are at the start of a sentence in Spanish.

**Hoy es lunes
ocho de julio.**

Today it is Monday eighth July.

No capital letter in the phrase above for the day of the week 'Monday' or the month 'July' in Spanish.

It would help if I already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 & 3.
- Language introduced from Early Language units & numbers 1-31.
- Vocabulary from the Intermediate unit 'Me presento', including how to say your name and age in Spanish.

What I will learn:

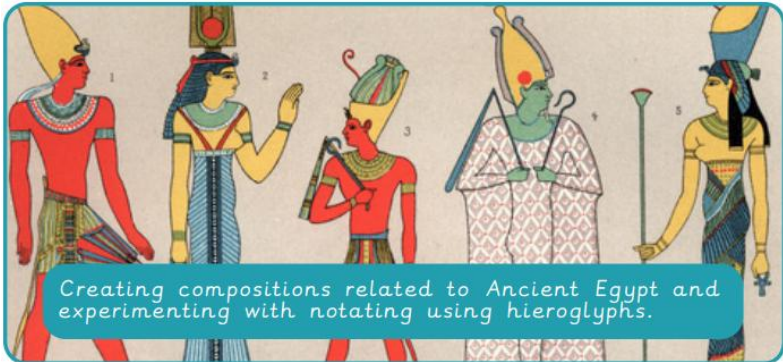
- Objective 1: I will learn to recognise and recall the 7 days of the week in Spanish.
- Objective 2: I will learn to recognise and recall the 12 months of the year in Spanish.
- Objective 3: I will learn to recognise and recall numbers 1-31 in Spanish.
- Objective 4: I will learn how to ask and answer the question *¿Qué fecha es hoy?* (*What is the date today?*) in Spanish.
- Objective 5: I will learn how to ask and answer the question *¿Cuándo es tu cumpleaños?* (*When is your birthday?*) in Spanish.





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

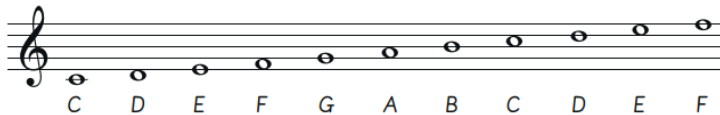


Notation

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*

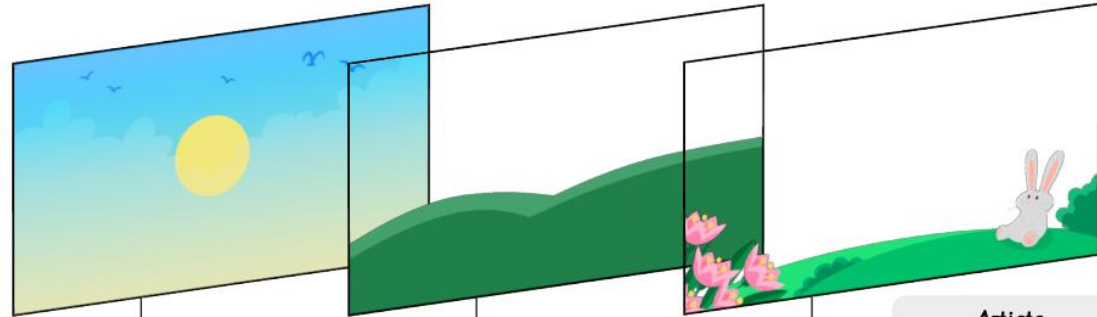
The central theme or object of an artwork.



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:

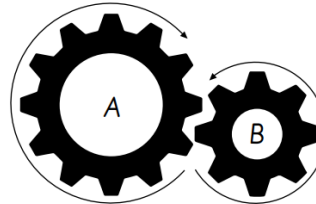
- I can research problems and user needs in the community to plan my designs.
- I can create detailed design ideas using sketches, diagrams, and prototypes, thinking about materials, cost, and environmental impact.
- I can make my designs safely using tools like scissors, PVA glue, and hot glue appropriately.
- 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.

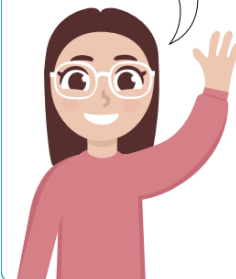
The teeth of gear A and gear B mesh together. If gear A is turned, it causes gear B to turn.

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.



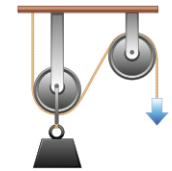
Pulleys

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

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.