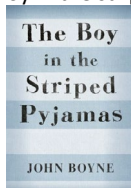


Medium Term Planning		Learning Journey Map		Term: Autumn 2	Weeks: 7
Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture					
Curriculum Principles					
Equality of Opportunity Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience	Enquiry Based Learning Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills	Inspire awe and wonder Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc.	Sustainability Emotional Intelligence; Love for learning and collaboration; Care for the environment and community; Fostering tolerance, understanding and empathy		
<ul style="list-style-type: none">English – exposure to rich and quality texts.Evacuee lesson – links to current environment.Selling stall: D&T refurbished products	<ul style="list-style-type: none">Class time line – KWL sheetEvacuee investigation using images and artefacts to investigate the past.Selling stall: D&T refurbished products.Children to take part in a persuasive debate on whether they should be evacuated or not. Argument to be used as ‘outbreak of WW3’ is about to begin – why should/shouldn’t they be evacuated?	<ul style="list-style-type: none">Big bang: Bomb scare at CH/WHArtefact study in History - evacueeD & T: creation of their product.Selling stall: D&T refurbished products.Chn to take part in a persuasive debate on whether they should be evacuated or not. Argument to be used as ‘outbreak of WW3’ is about to begin – why should/shouldn’t they be evacuated?	<ul style="list-style-type: none">Make-do and mend creating WW2 themed products (refurbishing)Studying of rationing – effect on society and modern links to food banks.		
YEAR 6 Title: World War II	Key Curriculum Areas: History, ART and DT		English Poetry focus: Children to study a range of WW2 poetry – choosing a style and writing their own, taking inspiration from others. Narrative Focus - ‘Rose Blanche’ -Sequence and re-tell the story of Rose Blanche in diary entry form. Children will be using cohesive devices and a range of punctuation to good effect. -Write character and setting descriptions based on Rose Blanche. Non-fiction – Writing an argument for or against evacuation during times of war. Spelling- ‘cious’ and ‘tious’ words; Revise adding suffixes beginning with vowel letters to words of more than one syllable; To spell words using the string ‘-ough’. Revision of homophones. Handwriting: children to be practising fully cursive handwriting in weekly sessions. Reading: Focus on the skills of retrieval, word meaning and inference. Children will be looking at repairing ‘breakdowns’ in word meaning and strategies to support with being an active reader.		
Big Bang: Evacuees experience (air raid siren)	History: -Identify key events in WW2 -Recognise the impact of significant leaders during the second World War -To use primary and secondary sources to learn about the Holocaust and evacuation, looking closely at the impact this had on men, women and children. Writing opportunities: -Recount of the persecution experienced by a Jewish child during World War 2 -UN charter/communications between armies.		Maths Fractions, Decimals & Percentages: - Simplify, compare and order fractions, decimals and percentages -Add and subtract fractions -Convert fractions from improper to mixed numbers -Solve contextual problems involving Fractions, Decimals & Percentages -Recall equivalence between fractions, decimals and percentages Shape & Space: - Draw and measure 2D shapes -Organise shape through identification of properties -Compare and classify 3D shapes -Build 3D shapes by making nets Times tables: Practise weekly in class.		
School Trip/Special Events -selling refurbished products (linking to D&T projects).	Computing – DBPrimary – Children to explore variables within coding to effect the output. Linking to the design and playing of a racing game.		PSHE: Children to identify goals and dreams for the coming years. They will be identifying good/bad behaviours and understand rewards/consequences for these. Children will be exploring the terms: disability and bullying. They will be looking closely as the social ‘norms’ and what defines them in society and will be reflecting on strategies to be used to be inclusive to people around them.		
Celebration Children to set up a stall in playground/assembly hall to sell their refurbished products made in D&T.	Art: -Use watercolours and pastels to create a Propaganda poster		Spanish To say how they feel; Be able to greet each other fluently; Counting numbers.		
PE – Hockey: To understand how physical activity can contribute to a healthy lifestyle. To learn to control and manoeuvre with a ball. To mark opponent and develop working as a team. To apply basic principles suitable for attacking and defending and to choose different formations to suit the needs of the game	D&T: -Children to evaluate existing products of refurbished goods on the market. Using this information they will design, plan and make a product to be sold to the public with particular analysis of the needs, wants and usability of a product to a key market.		Class book: ‘Boy in the striped Pyjamas’  By John Boyne		
Music To perform rhythms in an ensemble (djembe). To explore the features of a musical genre. To understand how history and geography influence music. To perform rhythms in an ensemble (samba). To explore how music can represent events in history.					