


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					
<b>Equality of Opportunity</b> Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience		<b>Enquiry Based Learning</b> Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills		<b>Inspire awe and wonder</b> Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc.	<b>Sustainability</b> Emotional Intelligence; Love for learning and collaboration; Care for the environment and community; Fostering tolerance, understanding and empathy
<ul style="list-style-type: none"> <li>English – exposure to rich and quality texts.</li> <li>Evacuee lesson – links to current environment.</li> <li>Selling stall: D&amp;T refurbished products</li> </ul>		<ul style="list-style-type: none"> <li>Class time line – KWL sheet</li> <li>Evacuee investigation using images and artefacts to investigate the past.</li> <li>Selling stall: D&amp;T upcycled products.</li> <li>Children to take part in being news reporters produce a newspaper report on the Blitz. What is the Blitz? What Happened? Why? How?</li> </ul>		<ul style="list-style-type: none"> <li>Big bang: Bomb scare at CH/WH</li> <li>Artefact study in History - evacuee</li> <li>D &amp; T: creation of their product.</li> <li>Selling stall: D&amp;T upcycled products.</li> <li>Children to take part in being news reporters produce a newspaper report on the Blitz.</li> </ul>	<ul style="list-style-type: none"> <li>Make-do and mend creating WW2 themed products (upcycled)</li> <li>Studying of rationing – effect on society and modern links to food banks.</li> </ul>

<div> <div>YEAR 6</div> <div>Title: World War II</div> </div>		<div> <div>Key Curriculum Areas:</div> <div>History, ART and DT</div> </div>		<div> <div>Maths</div> <div>Factors, multiples and prime numbers</div> <div>Fractions, Decimals &amp; Percentages:</div> <div>- Simplify, compare and order fractions, decimals and percentages</div> <div>-Add and subtract fractions</div> <div>-Convert fractions from improper to mixed numbers</div> <div>-Solve contextual problems involving Fractions, Decimals &amp; Percentages</div> <div>-Recall equivalence between fractions, decimals and percentages</div> <div>Shape &amp; Space:</div> <div>- Draw and measure 2D shapes</div> <div>-Organise shape through identification of properties</div> <div>-Compare and classify 3D shapes</div> <div>-Build 3D shapes by making nets</div> <div>.</div> </div>		<div> <div>English</div> <div>Poetry focus: Children to study a range of WW2 poetry – choosing a style and writing their own, taking inspiration from others.</div> <div>Narrative Focus - 'Rose Blanche'</div> <div>-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.</div> <div>-Write character and setting descriptions based on Rose Blanche.</div> <div>Non-fiction – Writing a newspaper report on the Blitz.</div> <div>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.</div> <div>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.</div> </div>	
<div> <div>Big Bang:</div> <div>Air raid siren</div> </div>		<div> <div>History:</div> <div>-Identify key events in WW2</div> <div>-Recognise the impact of significant leaders during the second World War</div> <div>-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.</div> <div>Writing opportunities:</div> <div>- Diary entry of an evacuee/Newspaper report on the Blitz</div> <div>-UN charter/communications between armies.</div> </div>		<div> <div>PSHE:</div> <div>Celebrating differences.</div> <div>Discussions, role play and exploring different scenarios about our differences and uniqueness.</div> <div>Children learn to accept that everyone is different and how to Include others when working and playing. Children will know how to help if someone is being bullied, solve problems and showing kindness to each other and everyone</div> </div>		<div> <div>Class book: 'Rose Blanche'</div> <div>  <div>By Roberto Innocenti. Ian McEwan</div> </div> </div>	
<div> <div>School Trip/Special Events fund raising</div> <div>- Bletchley park/ selling upcycled products (linking to D&amp;T projects).</div> </div>		<div> <div>Computing –</div> <div>DB Primary – Children to explore variables within coding to effect the output. Linking to the design and playing of a racing game.</div> </div>		<div> <div>Spanish</div> <div>To identify items of clothing and verbally describe clothing.</div> <div>To recap colours and numbers.</div> </div>			
<div> <div>Celebration</div> <div>Children to set up a stall in playground/assembly hall to sell their upcycled products made in D&amp;T.</div> </div>		<div> <div>Art:</div> <div>-Use painting to create a Propaganda poster</div> </div>					
<div> <div>PE – Hockey: To understand how physical activity can contribute to a healthy lifestyle.</div> <div>To learn to control and manoeuvre with a ball.</div> <div>To mark opponent and develop working as a team.</div> <div>To apply basic principles suitable for attacking and defending and to choose different formations to suit the needs of the game</div> </div>		<div> <div>D&amp;T:</div> <div>-Children to evaluate existing products of upcycled 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 linked to WW2 'Make do and mend'.</div> </div>					
<div> <div>Music</div> <div>To explore the features of a musical genre. To understand how history and geography influence music. To sing a song in a different language To explore how music can represent events in history.</div> </div>							