**History**
Timeline of events in History and WW2, Allies and Axis; World Leaders; The Blitz, Evacuation, Rationing, The Home Front, Life in a Welsh Coal mining town - The Bevin Boys, plus life in Patterdale. Propaganda. Focus on famous people and events eg Damn Busters, Douglas Bader, D Day landings etc. Children’s interest may lead these.

**Science**
Electricity - Water cycle, temperature and changes of state. Links with WWII - Plan & Investigate materials for Black Out

**P.E.**
Swimming / Games - Netball. Tag Rugby and football

**Dance**

**Language and Literacy**
Class novel: Time Train to the Blitz by Sophie Mckenzie
Reading activities related to the novel: diary entries, letters, summaries, character studies, opinions.
Other possible books: When Hitler Stole Pink Rabbit by Judith Kerr
Adolphus Tips by Michael Morpurgo
Recount Writing - Evacuee
Drama - Role play - Evacuee
Hat - Seating
Address
Identity cards
Diary of Anne Frank (GR)

**Art & Design Technology**
War art from WW2 including propaganda posters.
Printing skills - medals
Wax resist Blitz pictures
Focus on rationing in food tech and make some of the wartime recipes following research.

**Mathematics**
Understanding number: ordering, comparing, place value, fractions, decimals, percentages.
Addition, subtraction, multiplication, division and problem solving.
Time and money. Properties of shape

**Geography**
Locate the countries involved in WW2. Identify features on aerial photographs as if you are a pilot.

**Music**
Listen to music from the time - eg dance music.
Focus on woodwind in orchestra.
Composition of blitz sounds and music.
Songs from the time.

**Religious education**
Focus on the Jewish faith and begin to understand about persecution during WW2. Study the diary of Ann Frank. Discussions about how it must have felt and what racism is.

**Science**
Electricity - Water cycle, temperature and changes of state. Links with WWII - Plan & Investigate materials for Black Out

**P.E.**
Swimming / Games - Netball. Tag Rugby and football

**Dance**

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**Religious education**
Focus on the Jewish faith and begin to understand about persecution during WW2. Study the diary of Ann Frank. Discussions about how it must have felt and what racism is.

**French**
Revise numbers, colours, short phrases. Learn school and shopping vocabulary.

**ICT**
Internet Safety, email, blogging and using the internet for cross-curricular work.
Presentation skills using a variety of programmes.
Data bases using war time statistics
## World War Two Medium Term Plan Y3/4/5/6

### Year Group: KS2
- Year: 3/4/5/6

### Year: B - Autumn Term

### Subject: History

#### LT:
- **Activities:**

  - **What do you know and what do you want to find out?**
    - Pupils to sort WW2 vocabulary cards using columns: What I know, Think I know, Need to find out.
    - Discuss with talking partners. NB James may need to work independently for this as his knowledge outstrips everybody.

  - **Use a QuADS grid to identify areas for research**
    - Linking to previous session 'what I want to find out'; identify questions to research and methods of research. Using a range of methods: non-fiction literature, interview and web resources complete answer and detail.
    - *(QuADS: Question, Answer, Detail, Source)*

  - Evaluate research methods on completion.

#### Resources:
- WWII Word Sheet, scissors, glue.
- Thinking Grid
- ICT suite, WW2 literature, books etc. Homework task to interview elderly relatives/neighbours.

#### Skills Framework Curriculum Orders
- Thinking - Activating prior knowledge, asking questions
- Communicating - Wider, oracy,
- HIST Strand A: Knowledge & understanding and awareness of chronology
- HIST Strand B: Understanding characteristic features of past societies and periods
- HIST Strand C: Knowledge of events, people and changes
- HIST Strand G: Evaluating own methods of historical enquiry
- HIST Strand H: Selecting and organising historical information

#### AFL/Assessment Opportunity:
- Questioning - Big questions - What do you know about WW2?
- Self Assessment
- Pupils assess different methods of research used.
<table>
<thead>
<tr>
<th>LT:</th>
<th>Activities:</th>
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</table>
| Demonstrate Chronological awareness | Order Periods of History  
As a class pupils each have a history card and have to sequence events and dates within time - e.g. Romans, Millennium, etc. Discuss together what is AD and BC? Order dates of image cards practically and photograph as evidence. Work as a team. Select some pupils to check the order. Discuss ability to work as a team - what worked/ what didn't?  

What happened during the war?  
What were the key events?  
Each child given an event in World War 2 - the children then order themselves by grouping same years, then months within the year, etc. Requires children to talk to each other so can order events effectively. Children then discuss what is on the cards bringing up anything interesting or new or things they do not know. Photograph as evidence. |
| Resources: | Skills Framework Curriculum Orders | AFL/Assessment Opportunity: |
| Complete on playground (weather permitting) or hall.  
Large coloured Timeline cards from Stone-age to present.  
World War 2 timeline cards (Photocopied in colour and laminated) | Thinking - Determining process or method.  
Communication, Oracy, wider.  
Numeracy - Ordering and using numbers.  
HIST Strand A: Knowledge & understanding and awareness of chronology  
HIST Strand C: Knowledge of events, people and changes  
HIST Strand E: Understanding different interpretations of history  
HIST Strand F: Asking historical questions and evaluating sources  
HIST Strand G: Evaluating own methods of historical enquiry. | Do pupils demonstrate Chron. awareness?  
Can they work as a team?  
Decide upon best strategies. |
## World War Two Medium Term Plan Y3/4/5/6

<table>
<thead>
<tr>
<th>Year Group: KS2 Year 4/5/6</th>
<th>Year: B - Autumn Term</th>
<th>Topic: World War Two Subject: History</th>
</tr>
</thead>
<tbody>
<tr>
<td>LT:</td>
<td>Activities:</td>
<td>Resources:</td>
</tr>
<tr>
<td></td>
<td>Apply historical knowledge &amp; understanding</td>
<td>Old suitcase, gas mask &amp; box, marbles, Boy's Own comic, 1930 Novels - Just William, Skipping rope, and range of present day items (red herrings) - pencil case, trainer etc.</td>
</tr>
<tr>
<td></td>
<td><strong>An evacuee's suitcase</strong></td>
<td>HIST Strand B: Understanding characteristic features of past societies and periods</td>
</tr>
<tr>
<td></td>
<td>A suitcase has been found, the pupils must investigate the contents and decide who it belongs to and from when. They need to identify the authentic items and the red herrings. Discuss authenticity using their prior learning. Record using True false sheet.</td>
<td>HIST Strand C: Knowledge of events, people and changes</td>
</tr>
<tr>
<td></td>
<td><strong>What was the blackout and why was it necessary?</strong></td>
<td>HIST Strand F: Asking historical questions and evaluating sources</td>
</tr>
<tr>
<td></td>
<td>Using National Archive clips as stimulus discuss need for blackout. What problems did this cause? How would we manage today? Discuss role of Home Guard - extract from Dad's Army DVD. Task: Create concept map</td>
<td>Ability to identify authentic items and red herrings.</td>
</tr>
<tr>
<td></td>
<td>Leading to Science Investigation - Testing materials for Black out properties.</td>
<td></td>
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<tr>
<td></td>
<td>Dad'd Army DVD. Propaganda posters relating to blackout. Concept map.</td>
<td>Questioning Instant feedback</td>
</tr>
</tbody>
</table>
### WORLD WAR TWO MEDIUM TERM PLAN Y3/4/5/6

| Year Group: KS2 Year 4/5/6 | Year: B - Autumn Term | Topic: World War Two  
Subject: History |
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| To recognise cause and effect | What was rationing & why was it necessary?  
Having watched video discuss with TP the following:  
What was rationing?  
What items were rationed?  
Why was it necessary to ration these items? Link with previous learning with info in folders & Coal House DVD.  
How was Rationing organised? - use of ration books.  
**Cooking Circus Activity:**  
1. cooking - rationing recipes: rock cakes, potato & carrot cakes, lettuce & potato soup, apple dessert  
2. Reading comp - identifying WWII products available today, how packaging has altered & why?  
How product had to change during wartime.  
3. Write up recipe  
4. Create menu for week based on rations available | BBC Iplayer 'Turn Back Time' WWII episode.  
Ration Book  
Propaganda Posters relating to Rationing, make do and mend & dig for victory.  
Recipe Ingredients  
WWII Scrap Book - Robert Opie - Photocopies & Question sheet  
Rationing Info & Worksheet |
| Skills Framework Curriculum Orders | AFL/Assessment Opportunity: | |
| Thinking - Plan - asking questions, gathering information.  
Communication - Reading, writing and oracy.  
Numeracy - Quantities and measures.  
HIST Strand B: Understanding characteristic features of past societies and periods  
HIST Strand C: Knowledge of events, people and changes  
HIST Strand D: Making links between relevant causes and consequences  
DT Strand A - Designing and making  
DT Strand C - Showing detail of designs; sequencing manufacture  
DT Strand D - selecting and using appropriate tools and materials | Questioning  
Instant feedback  
Comprehension of video  
Ability to write set of instructions.  
Ability to work independently  
Read for understanding and information |
### World War Two Medium Term Plan Y3/4/5/6

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<tr>
<td>LT:</td>
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<tr>
<td></td>
<td>Using a range of propaganda posters discuss message being conveyed and how this links with WWII.</td>
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<td></td>
<td>Classify posters regarding message: spy warning, cut waste, raising moral, safety.</td>
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<td>Make links with previous Success Criteria writing for posters - how does this apply?</td>
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<td></td>
<td>Choose favourite poster to express likes and explain message.</td>
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<td></td>
<td>Create own Propaganda poster</td>
<td>SC Books</td>
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<tr>
<td></td>
<td>Using prior learning decide on own message to convey.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use success criteria book to plan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skills Framework Curriculum Orders</td>
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<tr>
<td></td>
<td>Thinking - Plan - determine process and method. Reflect on methods used.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication - Writing and oracy. Knowledge &amp; understanding and awareness of chronology.</td>
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<tr>
<td></td>
<td>HIST Strand B: Understanding characteristic features of past societies and periods.</td>
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<td>HIST Strand C: Knowledge of events, people and changes.</td>
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<td>HIST Strand D: Making links between relevant causes and consequences.</td>
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## WORLD WAR TWO MEDIUM TERM PLAN Y3/4/5/6

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**LT:**

- **Activities:**
  - Monitor progress made
  - What have I learnt?
    - Pupils revisit previous questions set at beginning of topic and assess current knowledge. Colour in questions they now know answers to. Discuss what helped them learn, which activities were effective etc.

**Resources:**

- Question sheet, coloured pencils

**Skills Framework Curriculum Orders**

**AFL/Assessment Opportunity:**

- Thinking: monitor progress.
- Self assessment of topic learning.

### History Skills by strand

- **HIST Strand A:** Knowledge & understanding and awareness of chronology
- **HIST Strand B:** Understanding characteristic features of past societies and periods
- **HIST Strand C:** Knowledge of events, people and changes
- **HIST Strand D:** Making links between relevant causes and consequences
- **HIST Strand E:** Understanding different interpretations of history
- **HIST Strand F:** Asking historical questions and evaluating sources
- **HIST Strand G:** Evaluating own methods of historical enquiry
- **HIST Strand H:** Selecting and organising historical information
<table>
<thead>
<tr>
<th>LT: Use an atlas effectively.</th>
<th>Activities:</th>
<th>Resources:</th>
<th>Skills Framework Curriculum Orders</th>
<th>AFL/Assessment Opportunity:</th>
</tr>
</thead>
</table>
|                                | **Which countries were involved in WWII?**  
Use contents and index effectively. Use keys.  
Locate countries needed in an atlas. Record Allies and Axis on a map of the world. Show the countries that also changed half way through. Use a colour coded key to show information. Discuss reasons why the Allies won World War 2. | **Atlas**  
**Map of the world**  
**Worksheet** | Thinking - Plan, Asking questions, gathering information. Develop - Thinking about cause and effect, Considering evidence, information and ideas. Communication - Oracy, wider.  
**GEOG Strand B Using Maps, atlases and globes.**  
**GEOG Strand D:** Exploring how and why places are different  
**GEOG Strand F:** Investigating by asking questions; collecting, recording & analysing data  
**GEOG Strand G:** Evaluating different opinions  
**GEOG Strand H:** Communicating using correct geographical terminology and techniques. | Can the children use atlas conventions to locate required info?  
Can they record the countries accurately?  
Can they use a key?  
Work with a Talking partner. |
WORLD WAR TWO MEDIUM TERM PLAN Y3/4/5/6

Geography Skills by strand

GEOG Strand A: Knowledge & Understanding of places, environments
GEOG Strand B: Using Maps, atlases and globes.
GEOG Strand C: Understanding Geographical patterns
GEOG Strand D: Exploring how and why places are different
GEOG Strand E: Appreciating impact of people on their environment
GEOG Strand F: Investigating by asking questions; collecting, recording & analysing data
GEOG Strand G: Evaluating different opinions
GEOG Strand H: Communicating using correct geographical terminology and techniques.
### WORLD WAR TWO MEDIUM TERM PLAN Y3/4/5/6

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<th>Topic: World War 2 Subject: Music</th>
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<tbody>
<tr>
<td>LT: <strong>Compose and use notation to record</strong></td>
<td>Activities:</td>
<td>Resources:</td>
</tr>
<tr>
<td><strong>Perform composition</strong></td>
<td>Discuss what was happening during Blitz. What time of day, what sounds, how long it lasted?</td>
<td>Range of instruments Video camera</td>
</tr>
<tr>
<td><strong>Evaluate Performance</strong></td>
<td>Experiment with instruments for different representations.</td>
<td>Music: B: Playing; Music: Composing work with others; evaluating and refining. Music:D Discriminating within musical elements.</td>
</tr>
<tr>
<td></td>
<td>Decide upon a way to record - timeline; choose notation for volume and different instruments/sounds.</td>
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<td></td>
<td>Pupils perform as a class with conductor, count beats and varying volume in line with notation.</td>
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<td></td>
<td>Pupils watch back video to evaluate own &amp; others performance.</td>
<td></td>
</tr>
</tbody>
</table>
**WORLD WAR TWO MEDIUM TERM PLAN Y3/4/5/6**

| Year Group: KS2  
Year 3/4/5/6 | Year: B - Autumn Term | Topic: World War 2  
Subject: Art and Design |
<table>
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<tr>
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<tbody>
<tr>
<td>LT:</td>
<td>Activities:</td>
<td>Resources:</td>
</tr>
</tbody>
</table>
| Year Group: KS2  
Year 3/4/5/6 | Printing techniques | 
To create an effect using paint  
Experiment with printing techniques from different materials and to different materials using various types of paint and ink.  
Use the techniques to create prints of/ for medals. | Sketching paper  
Different materials for creating a print.  
Different types of paper and card for printing on. Different types of paint and printing ink | Thinking- Plan,  
Asking questions.  
Develop, Generating and developing ideas.  
Reflect, Reviewing the process/method.  
Communicating, Oracy  
ART Strand B: Communicating ideas & feelings  
ART Strand C: Collecting & organising visual & other resources  
ART Strand D: Using a range of materials, tools & techniques  
ART Strand E: Reviewing & modifying work |
| Price Framework  
Curriculum Orders | AFL/Assessment Opportunity: | |
| **Can pupils sketch accurately and in perspective?** | **Complete finished product.**  
**Does it look like the pupil?** |
# World War Two Medium Term Plan Y3/4/5/6

**Year Group: KS2**  
Year: 3/4/5/6  
**Year: B - Autumn Term**  
**Subject: Art and Design**

## Topic: World War 2

### Blitz Pictures Sketching

- **Experiment with graphite pencils, different lines and shading.** Select a photograph and plan and create own version - paying attention to foreground, middle & distance. Perspective and varying depth of shading.

- **Graphite pencils**

### Range of Blitz pictures.

### Thinking - Plan, Asking questions.  
Develop, Generating and developing ideas.  
Reflect, Reviewing the process/method.  
Communicating, Oracy  
**ART Strand A:** Making Comparisons  
**ART Strand D:** Using a range of materials, tools & techniques  
**ART Strand E:** Reviewing & modifying work

### Create own Propaganda poster

- **Using prior learning decide on own message to convey.**  
- **Use success criteria book to plan.**  
- **Use font, image and colour effectively.**

### Propaganda Poster samples. Sketch book, coloured pens/pencils

### Thinking - Plan, Asking questions.  
Develop, Generating and developing ideas.  
Reflect, Reviewing the process/method.  
Communicating, Oracy  
**ART Strand B:** Communicating ideas & feelings  
**ART Strand D:** Using a range of materials, tools & techniques  
**ART Strand E:** Reviewing & modifying work

### Can pupils use shading effectively?  
Self and Peer assessment  
Can they create a sense of fire and bombing?

### Can pupils create an effective message?  
Can they create a sense of fire and bombing?

---

**Art & Design Skills by strand**
WORLD WAR TWO MEDIUM TERM PLAN Y3/4/5/6

ART Strand A: Making Comparisons
ART Strand B: Communicating ideas & feelings
ART Strand C: Collecting & organising visual & other resources
ART Strand D: Using a range of materials, tools & techniques
ART Strand E: Reviewing & modifying work
<table>
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<th>Skills Framework Curriculum Orders</th>
<th>AFL/Assessment Opportunity:</th>
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</table>
| To prepare a short role play | **Be an Evacuee**  
As a class we will discuss what makes a good play/performance, what does the audience look for and expect to see. In small groups the children will allocate parts (Parent of an evacuee, an evacuee, Billeting office, teacher, Host family, etc.) They will make up their own play about an evacuee leaving their family and will perform to the rest of the class. The class will review the short plays with two stars and a wish.  
**In the Hot Seat**  
Following on from the role plays, the rest of the class will hot seat some of the characters. They will ask them relevant questions about their life and their experience of the evacuation process. The pupils will answer in the role of that character developing their acting skills. | Various props if the children need - suitcase, gas mask box, clipboard, etc. | Thinking – Plan, Asking questions, Activating prior skills, knowledge and understanding.  
**Communicating – Oracy, Wider skills.**  
**ORACY Strand A – Talk** in a range of contexts - structure, style, register  
**ORACY Strand B – Adapting to audience – expression, vocabulary**  
**ORACY Strand C – Making contributions, listening to others**  
**ORACY Strand D – Expressing opinions**  
**ORACY Strand E – Evaluation**  
**ORACY Strand F – Standard English** | Can children work as a group?  
Get into the role of a character  
Convey emotions through a short play  
Act out a story  
Evaluate performances |
## WORLD WAR TWO MEDIUM TERM PLAN Y3/4/5/6

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<tr>
<th>Year Group: KS2 Year 3/4/5/6</th>
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<th>Topic: World War 2 Subject: English; Language</th>
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<tbody>
<tr>
<td>LT:</td>
<td>Activities:</td>
<td>Resources:</td>
</tr>
<tr>
<td></td>
<td><strong>What is in the Suitcase?</strong>&lt;br&gt;Children will be given a packed original WW2 suitcase. They will examine the evacuee suitcase and will discuss what needs to be included and what needs to be left out and the reasons why. Discuss how the evacuee would feel to be preparing to leave their families and their home and not knowing where they were going or for how long. <strong>Record – Suitcases – Boy / Girl / Both.</strong> Draw clothing needed in suitcases and compare with clothing today. Discuss similarities and differences.</td>
<td><strong>Skills Framework Curriculum Orders</strong>&lt;br&gt;Thinking – Plan, Asking questions, Develop, Considering evidence, information and ideas. Forming opinions and making decisions. <strong>Communicating – Oracy, Wider skills.</strong> <strong>ORACY Strand C –</strong> Making contributions, listening to others <strong>ORACY Strand D –</strong> Expressing opinions <strong>ORACY Strand E –</strong> Evaluation <strong>ORACY Strand F –</strong> Standard English <strong>WRITING – Strand A –</strong> Style of writing in a range of forms – audience and purpose</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Resources:</strong> Packed suitcase containing some items from today – digital camera, etc and some items from WW2. <strong>Recording sheet</strong></td>
</tr>
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# WORLD WAR TWO MEDIUM TERM PLAN Y3/4/5/6

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<tbody>
<tr>
<td><strong>LT:</strong></td>
<td><strong>Activities:</strong></td>
<td><strong>Resources:</strong></td>
</tr>
<tr>
<td>To follow bilingual instructions in Welsh</td>
<td>Follow the Welsh instructions on how to make a gas mask box. Read and speak Welsh. Follow commands, cut, fold, and stick together. Use correct pronunciation. Check finished product and evaluate. Discuss reasons for needing a gas mask and the purpose of the box. Think about how it impacted on the daily life of people.</td>
<td>Thinking - Plan, Asking questions, Activating prior skills, knowledge and understanding. Thinking logically. <strong>Communication</strong> - Oracy, writing, wider <strong>ORACY Strand A</strong> - Talk in a range of contexts - structure, style, register <strong>ORACY Strand C</strong> - Making contributions, listening to others <strong>READING Strand A</strong> - Finding meaning and information in a range of texts <strong>READING - Strand C</strong> - Using information from a range of texts</td>
</tr>
</tbody>
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WORLD WAR TWO MEDIUM TERM PLAN Y3/4/5/6

English Skills by strand

ORACY Strand A - Talk in a range of contexts - structure, style, register
ORACY Strand B - Adapting to audience - expression, vocabulary
ORACY Strand C - Making contributions, listening to others
ORACY Strand D - Expressing opinions
ORACY Strand E - Evaluation
ORACY Strand F - Standard English

READING Strand A - Finding meaning and information in a range of texts
READING - Strand B - Responding to texts, including appreciation of style
READING - Strand C - Using information from a range of texts

WRITING - Strand A - Style of writing in a range of forms - audience and purpose
WRITING - Strand A0 - Opinion writing
WRITING - Strand B - Vocabulary
WRITING - Strand C - Paragraphs, sentences, vocabulary, grammar
WRITING - Strand D - Spelling
WRITING - Strand E - Punctuation
WRITING - Strand F - Handwriting
### WORLD WAR TWO MEDIUM TERM PLAN Y3/4/5/6

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<td>Year: 3/4/5/6</td>
<td>Subject: ICT</td>
<td>LT:</td>
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<tr>
<th>LT:</th>
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<th>Opportunity:</th>
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<tbody>
<tr>
<td>Organise</td>
<td>ICT Strand G:</td>
<td>Ability to locate</td>
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<tr>
<td>files into</td>
<td>Awareness of functions</td>
<td>and create</td>
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<tr>
<td>folders</td>
<td>of hardware &amp; software</td>
<td>folders</td>
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<td>To use</td>
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<td>Can pupils</td>
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<td>internet</td>
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<td>search the</td>
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<td>search</td>
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<td>internet</td>
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<td>engines and</td>
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<td>effectively to</td>
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<td>sites effectively</td>
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<td>locate relevant</td>
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<td>information?</td>
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<td>Use skill of</td>
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<td></td>
<td></td>
<td>skimming and</td>
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<td></td>
<td></td>
<td>scanning.</td>
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<tr>
<td>On-going tasks</td>
<td></td>
<td>Evaluate research</td>
</tr>
<tr>
<td></td>
<td></td>
<td>methods</td>
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<td></td>
<td>ICT Suite</td>
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<tr>
<td>Use a QuADS grid to identify areas for research</td>
<td>Thinking – Plan, Asking questions, Activating prior skills, knowledge and understanding. ICT – Finding and developing information and ideas</td>
<td></td>
</tr>
<tr>
<td>Linking to previous session 'what I want to find out'; identify questions to research and methods of research. Using a range of methods: non-fiction literature, interview and web resources complete answer and detail. (QuADS: Question, Answer, Detail, Source)</td>
<td>ICT Strand A: Creating &amp; developing ideas, with a sense of purpose &amp; audience</td>
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<tr>
<td>Evaluate research methods on completion.</td>
<td>ICT Strand B: Selecting, synthesizing and evaluating information</td>
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<tr>
<td>To carry out research for Project and various Tasks</td>
<td>ICT Strand F: Awareness of safety issues/misuse of internet etc.</td>
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<tr>
<td>Follow procedure for searching for information</td>
<td>Evaluate research method</td>
<td></td>
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<tr>
<td>Use Word/Publisher to Communicate Information</td>
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</tbody>
</table>
WORLD WAR TWO MEDIUM TERM PLAN Y3/4/5/6

ICT Skills by strand

ICT Strand A: Creating & developing ideas, with a sense of purpose & audience
ICT Strand B: Selecting, synthesizing and evaluating information
ICT Strand C: Managing databases
ICT Strand D: Managing modules & simulations
ICT Strand E: Sending & receiving information
ICT Strand F: Awareness of safety issues/misuse of internet etc.
ICT Strand G: Awareness of functions of hardware & software
<table>
<thead>
<tr>
<th>Year Group: KS2</th>
<th>Year: B - Autumn Term</th>
<th>Topic: World War 2</th>
<th>Subject: Design and Technology:</th>
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</thead>
<tbody>
<tr>
<td>Year 4/5/6</td>
<td></td>
<td>Keep Safe Project</td>
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</tbody>
</table>

**Activities:**

**To produce rationing recipes**

- **Cooking Circus Activity:**
  1. cooking - rationing recipes: rock cakes, potato & carrot cakes, lettuce & potato soup, apple dessert
  2. Reading comp - identifying WWII products available today, how packaging has altered & why? How product had to change during wartime.
  3. Write up recipe
  4. Create menu for week based on rations available

**To follow bilingual instructions in Welsh**

- **Make a gas mask box**
  - Follow the Welsh instructions on how to make a gas mask box. Read and speak welsh. Follow commands, cut, fold, and stick together. Use correct pronunciation. Check finished product and evaluate. Discuss reasons for needing a gas mask and the purpose of the box. Think about how it impacted on the daily life of people.

**Resources:**

- Recipe Ingredients
- WWII Scrap Book - Robert Opie
- Photocopies & Question sheet
- Rationing Info & Worksheet

**Skills Framework Curriculum Orders**

- DT Strand A - Designing and making
- DT Strand C - Showing detail of designs; sequencing manufacture
- DT Strand D - selecting and using appropriate tools and materials
- DT Strand E - Evaluating work as it develops

**AFL/Assessment Opportunity:**

- Ability to follow instructions.
- Use tools carefully & appropriately.
- Awareness for need for hygiene.

**Materials Needed:**

- Gasmask net
- Glue
- String

**Activities:**

- DT Strand A - Designing and making
- DT Strand D - selecting and using appropriate tools and materials
- DT Strand E - Evaluating work as it develops

**Materials Needed:**

- DT Strand A - Designing and making
- DT Strand D - selecting and using appropriate tools and materials
- DT Strand E - Evaluating work as it develops

**Materials Needed:**

- DT Strand A - Designing and making
- DT Strand D - selecting and using appropriate tools and materials
- DT Strand E - Evaluating work as it develops

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**Materials Needed:**

- DT Strand A - Designing and making
- DT Strand D - selecting and using appropriate tools and materials
- DT Strand E - Evaluating work as it develops
WORLD WAR TWO MEDIUM TERM PLAN Y3/4/5/6

Design & technology Skills by strand

**DT Strand A** - Designing and making
**DT Strand B** - Developing ideas; sustainability
**DT Strand C** - Showing detail of designs; sequencing manufacture
**DT Strand D** - selecting and using appropriate tools and materials
**DT Strand E** - Evaluating work as it develops
# World War Two Medium Term Plan Y3/4/5/6

<table>
<thead>
<tr>
<th>Year Group: KS2</th>
<th>Year: B - Autumn Term</th>
<th>Topic: World War 2</th>
<th>Subject: Religious Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3/4/5/6</td>
<td>LT: Activities:</td>
<td>Resources:</td>
<td>Skills</td>
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<tr>
<td></td>
<td>To understand Judaism and understand how the Jews were persecuted during World War 2.</td>
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<td>AFL/Assessment Opportunity:</td>
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<td></td>
<td><strong>Week 1/2</strong> Begin by asking what children already know about Judaism (it will be very little, if anything?). Get out the class bibles and in pairs look for the Old Testament and the New Testament divisions. Talk about the Jewish Holy book (Torah) being the Old Testament (plus some other books that we don’t have in our bible). Summary of the story of Moses- could make a colourful storyboard in pairs. Not too much detail. Drop in that Jesus was a Jew at some point.</td>
<td>Class bibles Story of Moses-short version BBC website Espresso (ask Nicola!) Poss cooking resources or food items purchased.</td>
<td>Thinking - Plan, Asking questions. Develop, Thinking about cause and effect and making inferences. Communicating - Oracy, Reading, Wider R.E Strand A - describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others R.E Strand C - identify and begin to describe the similarities and differences within and between religions R.E Strand D - investigate the significance of religion in the local, national and global communities</td>
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<td><strong>Week 3/4/5</strong> Start to look at some of the Jewish traditions such as Shabbat, Passover etc. Possibly share some traditional Jewish foods. The BBC website has some good activities. What is it like for a Jewish child today?</td>
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</table>
### WORLD WAR TWO MEDIUM TERM PLAN Y3/4/5/6

<table>
<thead>
<tr>
<th>Week 6, 7, 8, 9</th>
<th>Story of Anne Frank (book in classroom)</th>
<th>Can children follow the meaning of the story?</th>
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<tbody>
<tr>
<td></td>
<td>Read abridged version of Anne Frank. Predict as the story progresses and discuss the characters and the setting. Discuss why Concentration Camps were used by the Nazis and why the Jews were targeted. Empathise with characters feelings and emotions. Discuss the religion Judaism and how they worshipped. Give opinion at the end of the story and how life would have been as a child in Germany during WW2. Don’t mind if you spend quite a bit of time discussing. Children could try and write their own diary entry as if they were Anne Frank - probably when in hiding in the house. After each reading children could build up a bank of adjectives to describe the emotions of the different characters.</td>
<td>Use prediction skills</td>
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<td>Show empathy towards Rose</td>
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<td>Show understanding to the Jewish people</td>
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<td>Give opinion with reasons</td>
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### Religious Education skills by strand

**R.E Strand A** - describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others
WORLD WAR TWO MEDIUM TERM PLAN Y3/4/5/6

R.E Strand B - describes the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings

R.E Strand C - identify and begin to describe the similarities and differences within and between religions

R.E Strand D - investigate the significance of religion in the local, national and global communities

R.E. Strand E - consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them

R.E. Strand F - describe and begin to understand religious and other responses to ultimate and ethical questions

R.E Strand G - use specialist vocabulary in communicating their knowledge and understanding

R.E Strand H - use and interpret information about religions from a range of sources.