

**Physical Education:** Health related exercise/Gymnastics Hockey/Gymnastics  
**Learning objectives (inc key knowledge):** Continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. . Perform dances using a range of movement patterns. **Activities (inc assessment)** Watch and learn a range of WWII era dances and movements  
 Health Related Fitness: Outside circuits, running, jumping games  
 Dance: WWII related dances - Jitterbug, jive etc. Watching dances, learning moves, creating own dances  
 Hockey: Use of stick, running, dribbling, tackling, hitting, rules, games  
 Gymnastics: - use of large equipment, safety, moving in different ways  
**Assessment: observations throughout, final dances, routines and games**

**RE:** Year group specific Y4 L2.5 Why are festivals important Y5 U2.4 If God is everywhere, why go to a place of worship? Y6 U2.5 Is it better to express your beliefs in arts and architecture of in charity and generosity? Christians, Muslim and non-religious  
**Learning objectives (inc key knowledge):** Y4 • Make connections between stories, symbols and beliefs with what happens in at least **two festivals** (A2). • Ask questions and give ideas about **what matters most to believers in festivals** (e.g. Easter, Eid) (B2). • Identify **similarities and differences** in the way festivals are celebrated within and between religions (A3). • Explore and suggest ideas about what is **worth celebrating** and remembering in religious communities and in their own lives (C1). **Y5** Make connections between **how believers feel** about places of worship in different traditions (A3). **Select and describe the most important functions of a place of worship** for the community (B3). Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). Present ideas about the **importance of people** in a place of worship, rather than the place itself (C1). **Y6** • Describe and make connections between examples of **religious creativity (buildings and art)** (A1). • Show understanding of the **value of sacred buildings and art** (B3). • Suggest **reasons** why some believers see generosity and charity as more important than buildings and art (B2). • Apply ideas about values and from **scriptures** to the question (C2).  
**Activities (inc assessment)** Y4 • personal significant events/people, and why and how remember/celebrate • stories behind key religious festivals • symbols, sounds, actions, story and rituals. • similarities and differences between the way festival are celebrated • key elements of festival: shared values, story, beliefs, hopes and commitments • meaning of the festivals: e.g does light conquer darkness (Diwali)? • Consider questions about the role of festivals in the life of Britain today  
 Y5 • key features of places of worship • Explore the duty of pilgrimage in Hinduism • places where people might say or feel God is somehow more 'present' • definitions: 'synagogue' = 'house of assembly' (a place to get together), also called 'schul' = school (a place to learn). • different ways of worshipping within Christianity • Find out about alternative forms of Christian communities  
 Y6 • examples of religious art and architecture • similarities and differences between Christian and Muslim sacred buildings. • Muslim and Christian ideas - the importance of being generous and charitable • Compare Christian and Muslim ideas about art. • Connect ways in which art and actions can reveal what people believe about God • why some people may be critical/defend of religious art/ architecture • Weigh up which has greater impact – art or charity?  
**Assessment: ongoing observation, recap and revisit quizzes final summary lesson and activity linked to big question**

**Design & Technology:** Structures Shell structures (including computer aided design)  
**Learning objectives (inc key knowledge):** Designing • Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. • Develop ideas through the **analysis of existing products** and use annotated sketches and prototypes to model and communicate ideas. Making • Order the main stages of making. • Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. • Explain their choice of materials according to functional properties and aesthetic qualities. • Use finishing techniques suitable for the product they are creating. Evaluating • **Investigate and evaluate a range of existing shell structures** including the materials, components and techniques that have been used. • Test and evaluate their own products against design criteria and the intended user and purpose. Technical knowledge and understanding • Develop and use knowledge of **how to construct strong, stiff shell structures**. • Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. • Know and use **technical vocabulary** relevant to the project.  
**Activities (inc assessment)** Design, make and evaluate a vehicle for those in England during WWII to support the work on the home front (e.g. rescue vehicle, delivery vehicle)  
 • Investigating packaging and other shell structures (nets) • making 3d shapes from a variety of items including cardboard nets • Use Purple Mash 2 Design and make - explore making vehicles. • investigate life on the home front in WWII and what vehicles would be useful • Use 2 Design and make to create a prototype vehicle. • design and make a WWII vehicle and evaluate

**PSHE:** DG (Dreams and Goals) HM (Healthy Me)  
**Learning objectives (inc key knowledge):** Y4 • Hopes and dreams • Overcoming disappointment • Creating new, realistic dreams • Achieving goals • Working in a group • Celebrating contributions • Resilience • Positive attitudes • Healthier friendships • Group dynamics • Smoking • Alcohol • Assertiveness • Peer pressure • Celebrating inner strength Y5 • Future dreams • The importance of money • Jobs and careers • Dream job and how to get there • Goals in different cultures • Supporting others (charity) • Motivation • Smoking, including vaping • Alcohol • Alcohol and anti-social behaviour • Emergency aid • Body image • Relationships with food • Healthy choices • Motivation and behaviour Y6 • Personal learning goals, in and out of school • Success criteria Emotions in success • Making a difference in the world • Motivation • Recognising achievements • Compliments • Taking personal responsibility • How substances affect the body • Exploitation, including 'county lines' and gang culture • Emotional and mental health • Managing stress

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**Assessment: ongoing observation, recap and revisit quizzes final summary lesson and activity linked to big question**

**Art & Design:**  
**Learning objectives (inc key knowledge):** • To develop skills using charcoal and pastel, smudging and merging to create the desired effect. • Combine charcoal and pastel and collage • **To know who Picasso was and talk about the style of work** create representations of Picasso's work • Create own work in the style of Picasso.  
**Activities (inc assessment)** • Skill development with charcoal and pastel - shading, smudging, • Poppy field picture in charcoal and pastel • Skill development - pastels, creating effects by merging colours • Blitz skyline art - pastel skyline (fire shades) building sollouhettes • Study of Picasso - his life and works • Creating work in the style of Picasso • Class work - The Guernica - including History of the piece  
**Assesmet: recap quizzes on Picasso and The Guernica, assess 2 final pieces - poppies and Guernica**

**Geography:**  
**Learning objectives (inc key knowledge)** Names of countries involved and impacted by WWII and their location in the continent and the world. G1 Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America  
 G4 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  
**Activities (inc assessment)** • Names of the countries involved in WWII and their location and role • Use maps to locate the countries involved in WWII • Locate countries who were involved in the fighting e.g. commonwealth countries  
**Assessment: ongoing observations, quizzes, end of unit quiz** with this HM (Healthy Me) Being and keeping safe and healthy

**Phase 3 Spring Term (Year A) World War II**



**History:**  
**Learning objectives (inc key knowledge):** How life for people in Britain and York was affected during WWII specifically in terms of food availability (rationing), wellbeing (songs), leisure (games), Home front (posters), defence (messaging/morse code), Why we have Armistice Day/DDay H1 Know the dates associated with WWII in comparison to other historical events. H2 Know how WWII impacted Britain, Europe and the wider world H3 Develop the appropriate use of historical terms H4 Ask appropriate questions about WWII to gain inform H5 Use books, and artefacts from WWII to find out about events and life  
**Activities (inc assessment)** • vocabulary • when, where, why, who • timeline • map • War time recipes – make an exmprie eg. Cake or simple meal, try the foods • Rationing – make own ration book and role play shopping, army ration packs • Songs – link to music and singing, music hall – celebration afternoon at end of topic • Dances – link to PE, US and UK wartime dances – history of, purpose, learn dance • Wartime games – hopscotch, four square, marbles, pick-up-sticks, • Home front – motivational posters – Make Do and Made, Keep Calm and Carry On (sources of information) • Morse code – code breaking • Women in the war – the role of women • Ethnic minorities in the war – the role of Afro Caribbean and Black soldiers • Poppy – Armistice day and Dday - 4 colours of Poppy – red (remembrance and hope), purple (animal victims), black black African and Caribbean), white (those who dies and an end to war) • York stories – eg memorial near York Station  
**Assessment: mini recall quizzes and activities at stats of lessons, book art**  
 Viits: York War Museum, Cemetery, Mr Giles

**Computing: IT:** 3D modelling, quizzing Computer science:  
**Learning objectives (inc key knowledge)** to know that a 3D model can be made from a 2D picture created using a computer program to use 2 Design and Make to explore the features involved in making a net for a 3D model. To change a design for a net for a 3D model to create a model of their own design  
 Quizzing Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.  
**Activities (inc assessment)** LOGO To use simple instructions, repeat command to write procedures that draw pictures  
 3D modelling • Explore the features of 2 Design and make on Purple Mash • Use 2 Design and Make to create a pre-designed vehicle • Use 2 Design and Make to create a war time vehicle  
 Quizzing • Use 2 Quiz to create a picture quiz for a younger class which is then shared with the younger children • Use 2 Quiz to explore the different questions you can use in a quiz • Use Google forms to create a quiz linked to a topic within school

**Music**  
**Learning objectives (inc key knowledge)** • to be able to sing a wider repertoire of songs • read a 3-line staff showing notes do, re, mi, so and la. • identify and learn the difference between high and low. • know what a mixed semiquaver and quaver rhythms are • violin play tunes with open strings and 1st and 2nd fingers. • Ukelele play 2-finger chords, learn how to play tremolo, learn fingerpicking patterns. • learn how to use body percussion to accompany music, learn how to create rhythmic routines  
**Activities (inc assessment)** Y4 • Songs with notes do, re, me • introducing and using the 3-line staff • introduce and practice notes on open string and 1st and 2nd fingers down on violin • learn and practice new songs • composer study  
 Y5 • identify high and low sounds • notice differences in sounds • 2-finger chords on ukelele • learn and practice new songs • composer study  
 Y6 • quavers and semiquavers • rhythms of quavers and semiquavers • learn how to use body percussion • accompany songs using body percussion • use drumsticks and percussion instruments • create rhythmic routines using drumsticks and percussion instruments

**French (MFL):** Y4 Celebrations, Portraits Y5 Tell me a story, Our sporting lives Y6 On the way to school, In my wardrobe  
**Learning objectives (inc key knowledge)** to know key vocabulary and how to use it in a sentence, to listen to and respond to sentences and phrases in french  
**Activities (inc assessment)** songs, games, stories, booklet, conversation, echo and response

**Science** Y4 States of Matter and sound Y5 Properties & changes of materials Y6 Evolution  
**Y4 States of Matter** • Group materials based on their state of matter (solid, liquid, gas). • Know how some materials can change state. • Explore how materials change state. • Measure the temperature at which materials change state. • Know about the water cycle. • Know the part played by evaporation and condensation in the water cycle. **Sound** • Know how sound is made. • Know how sound travels from a source to our ears • Know how sounds are made, associating some of them with vibrating. • Know the correlation between pitch and the object producing a sound. • Know the correlation between the volume of a sound and the strength of the vibrations that produced it. • Know what happens to a sound as it travels away from its source. **Y5** • Compare and group materials based on properties (e.g. hardness, solubility, transparency, conductivity). • Know how a material dissolves to form a solution; explaining the process of dissolving. • Know and show how to recover a substance from a solution. • Know how some materials can be separated (filtering, sieving, evaporating). • Know and can demonstrate that some changes are reversible and irreversible. • Give evidenced reasons why materials should be used for specific purposes.  
**Y6** • Know how the Earth and living things have changed over time. • Know how fossils can be used to find out about the past. • Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents). • Know how animals and plants are adapted to suit their environment. • Link adaptation over time to evolution. Know about evolution and can explain what it is.  
**Activities (inc assessment)** Y4 • Identifying and describing solids, liquids and gases • investigating gases in fizzy drinks • experiment – heating and cooling temperature of chocolate • investigating the states of water • evaporation experiment • the water cycle • finding sound sources • rice on a drum – vibrations • exploring pitched instruments – high and low • make straw blower instruments • string telephones • so9undproofing • making musical instruments **Y5** • sorting materials and exploring properties • investigating therma; indictors and insulators • investigating electrical condutors • investigate dissolving • exploring how to separate mixtures • investigating irreversible changes **Y6** • inheritance • adaftion • theory of evolution • evidence of evolution • evidence for human evolution • evolution to adapt  
**Assessment: mini recall quizzes and activities at stats of lessons, science jotters, end of unit experiment/investigation in learning journal**

**Key vocabulary:** invade, occupy, Nazi, Adolf Hitler, Neville Chamberlain, Munich agreement, evacuation, billeting officer, gas mask, Lord Woolton, rationing, ration book, Dig for Victory, munitions factory, antisemitism, Battle of Britain, The Blitz, DDay, Winston Churchill, Europe, Britain, Poland, Germany, France, USA, Japan

Big Concepts

**Time** -Key events, WWII in History **Impact:** during and after, **Conflict:** causes and resolution  
**Monarchy:** who **Rule of Law:** governments  
**Place:** position of countries, changing borders

Reading across the Curriculum

Arctic Star - Tom Palmer  
 The Midnight Guardians - Ross Montgomery  
 Rise Blanche - Ian McEwen  
 Skyward: The Story of Female Pilots in WW2 - Sally Deng

Writing across the Curriculum

Big writes – poetry, Recount - link to History Narrative – link to Arctic Star (end of chapter 1 – The Rescue)  
 Posters - motivational phrases  
 Book Art book (history/geography)

Enrichment Opportunities

York Army Museum Visit  
 Visitors in to school - Mr Giles  
 Cemetery visit – factory graves  
 Heslington Church graves