



# Medium Term Planning Key Stage 2 Summer Term 1 and 2

## 'World War II'

### English

#### Writing

Children will be writing diary entries for this half term based on the diary of Anne Frank. We will be using this text to deepen our understanding of both the war and the writing genre. We will then move on to persuasive writing based on contrasting points of view, including debates such as was rationing necessary.

#### Spelling

Children are following the Read Write Inc. scheme of spellings and practise in school every day. They are learning the spelling rules specified in the National Curriculum and then applying these in their writing.

#### Reading

Children are put into reading groups based on their decoding and comprehension ability. The focus in guided reading varies from reading fluency to comprehension based on their book bands. They also continue to have a library book of their own choice as a 'reading for pleasure' book. For further details, see our 'Curriculum' pages on the website.

### Maths

#### Year 3 - Fractions

Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.

Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.

Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.

Recognise and show, using diagrams, equivalent fractions with small denominators.

Add and subtract fractions with the same denominator within one whole [for example,  $5/7 + 1/7 = 6/7$ ].

Compare and order unit fractions, and fractions with the same denominators.

Solve problems that involve all of the above.

#### Time

Tell and write the time from an analogue clock, including using Roman numerals from I.

#### Properties of shape

Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.

Recognise angles as a property of shape or a description of a turn.

Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.

Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

#### Mass and capacity

Measure mass (kg/g) and volume/capacity (l/ml)

#### Year 4 - Time

Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks.

Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.

Know the number of seconds in a minute and the number of days in each month, year and leap year.

Compare durations of events [for example to calculate the time taken by particular events or tasks.

Read, write and convert time between analogue and digital 12- and 24-hour clocks.

Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

#### Decimals

Round decimals with one decimal place to the nearest whole number.

Compare numbers with the same number of decimal places up to two decimal places.

Solve simple measure and money problems involving fractions and decimals to two decimal places.

### RE

#### Year 3

##### Easter

This unit explores the story of Easter through the story of 'Emmaus' and the story of 'Breakfast at the Shore'. It is designed to help the children realise how the Apostles became aware of the presence of the Risen Christ in these events.

##### Pentecost

In this unit children learn about the gift of the Holy Spirit and the change it brought to the lives of the Apostles. They will think about the presence of the Holy Spirit in the Sacraments the Church celebrates.

##### The Eucharist is a Thanksgiving to God

In this topic the children are provided with opportunities to deepen their knowledge and understanding of the Liturgy of the Eucharist. They will think about why this is such an important celebration in the life and worship of Catholic Christians.

##### Prayer

This unit involves the children learning something about the prayer life of Jesus. They will examine and reflect on some of the ways in which Catholics pray and the signs and symbols associated with prayer.

#### Year 4

##### Easter

In this unit the children will be introduced to accounts of the Resurrection appearances of Christ in the four Gospels. They will learn about the different reactions of people to the news that Christ was alive. In this unit the children will study the story of the Ascension and will learn about Christian belief in the presence of Christ in the world today.

##### Pentecost

In this unit the children will study the story of Pentecost and identify the effects that it had upon the disciples. They will learn about the missionary activity of the Apostles and some prayers of the Holy Spirit.

##### Sharing in the Life of Christ: The Church as a Community

In this unit the children learn about the Universal Church established on the original teaching of the Apostles. They will reflect upon the Eucharist as the Sacrament which celebrates the Church's Unity. They will also be given opportunities to find out about religious customs from around the world.

##### Special Roles and Responsibilities

In this unit the children will learn about the different tasks and responsibilities given to people in the Church. This will help them to develop their understanding of the Church as the Body of Christ made up of many different people.

	<p><b>Shape and Geometry</b> Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres, including the area of rectilinear shapes by counting squares.</p>	
<p><b>Science</b></p> <p><b>Scientific enquiry</b> Set up a simple fair test to make comparisons. Plan a fair test and isolate variables and explain why it was fair and explain which variables have been isolated. Classify results and present the data, in a suitable way. Begin to record results in a report using diagrams. Begin to use test results to make further predictions and set up further comparative tests. Evaluate the experiment and discuss how it could be improved.</p> <p><b>Plants</b> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p><b>Computing</b></p> <p><b>E-Safety:</b> Children will use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour, identify ways to report concerns about content and contact.</p> <p><b>Video Editing:</b> Children will use sequence, selection and repetition in programs; work with variables and various forms of input and output. They will use iPads to record video and then use iMovie to create a finished video, adding in audio and transitions.</p> <p><b>Coding:</b> Children will design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p>	<p><b>Humanities - World War II</b></p> <p><b>Chronological understanding</b> will be developed by using a timeline to identify where this time fits into whole world history and to create an understanding of defining events that started and ended the war including the invasion of Poland, America joining the war, D. Day, etc. Develop appropriate use of historical terms for the passing of time.</p> <p><b>Knowledge and understanding</b> Identify connections, contrasts and trends between then and today, looking at how people in WWII lived, communicated and lived their lives. Look at why WWII started and the part that Churchill had in it, The Blitz, rationing and evacuation. Identify and give reasons for historical events such as D. Day.</p> <p><b>Historical enquiry</b> Select and organise relevant historical information. Discuss and investigate enquiry questions based on the use of sources including artefacts, newspaper, footage, photos and trips. Understand the difference between primary and secondary sources and use them to answer questions. Why did we go to war? Why were the children evacuated? What impact did the war have on Redditch?</p> <p><b>Historical interpretations</b> Understand that different versions of the past may exist; giving some reasons for this and begin to understand the impact the war had on life and relationships today and what we can learn from it. To understand the impact of racism and hatred and the abuse of power through the diaries of Anne Frank, soldiers' diaries, newspaper reports, photographs and artists' work. Guest speaker from the forces who has served in conflict or someone who lived or fought in the war to give a different perspective.</p> <p><b>Geography</b> The children will look at maps and globes to march out the invasion and the physical and human geography that impacted on the war e.g. movement of troops, bombing targets.</p>
<p><b>Art and Design/Design and Technology</b></p> <p><b>Anderson Shelters</b> Design and build a shelter strong enough to withstand a 'bomb' and be waterproof. <b>Children will be taught to:</b> <b>Design</b> an Anderson shelter to meet set criteria - it must accommodate a family of 4 Lego people. (It needs a door for them to get in an out.) It must:  <ul style="list-style-type: none"> <li>be bomb proof (survive a 500g weight being dropped from a height of 30cm)</li> <li>be waterproof (survive 100ml of water being poured over it)</li> <li>look like an Anderson Shelter.</li> </ul> <b>Make</b> an Anderson Shelter according to their design. <b>Evaluate</b> Test the Anderson shelters against each of the design criteria. Did their design meet the criteria? If not, why not?</p>	<p><b>PE</b></p> <p><b>Tag Rugby</b> Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Communicate, collaborate and compete with each other.</p> <p><b>Athletics</b> Develop flexibility, strength, technique, control and balance.</p> <p><b>Swimming (St Martin's)</b> Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively. Perform safe self-rescue in different water-based situations.</p>	<p><b>Music</b></p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>

<p><b>Charcoal soldier pictures</b>          Look at the work of Hans Liska (a German artist in the war). Create charcoal soldier pictures (sketching).          Small amount of colour using pastel.  <b>Children will be taught to:</b></p> <ul style="list-style-type: none"> <li>• Explore the work of German war artist Hans Liska.</li> <li>• Experiment with different sketching techniques – particularly shading and cross-hatching.</li> <li>• Work with charcoal and chalk pastels.</li> </ul>		
<p><b>PSHEC including Prevent and British Values Relationships and Sex Education</b></p> <p>Through our history topic we will cover:          How Winston Churchill became a reluctant Prime Minister as his country needed him and his impact. The children will link this to their own talents and calling from God to work for the benefit others.</p> <p><b>Relationships and Sex Education –</b>  <b>Theme 1 – Created and loved by God;</b> 2.1.4.4 To recognise how images in the media do not always reflect reality and can affect how people feel about themselves (and others), War propaganda and current social media and how it influences their views.          2.1.4.5 That some behaviour is unacceptable, unhealthy or risky (e.g. racism). How hatred and racism can lead to violence and war.          2.1.4.6 Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources.</p> <p><b>Theme 2 – Created to love others</b> 2.2.4.6 How to report and get help if they encounter inappropriate materials or messages. (PREVENT) Importance of speaking up and reporting incidents – Discuss how to do nothing is to condone.</p> <p><b>Theme 3 – Created to live in community</b> – 2.3.3.4 About the range of national, regional, religious and ethnic identities in the UK and beyond and the importance of living in right relationship with one another. Year 3 Multi-faith week to develop understanding of other religions in and around Redditch, including Islam, Sikhism and Hinduism.</p> <p><b>Year 3</b> - Water safety – at the swimming pool and around open water.  <b>Year 4</b> - Residential Trip to develop confidence and team building. Also, the importance of following instructions to keep safe on a range of activities such as rock climbing, zip wire, canoeing etc.</p>		<p><b>Homework</b>          Reading books to be brought in daily.</p> <p>Please continue to practise times tables through Times Tables Rock Stars daily.</p> <p>A knowledge organiser will be sent home for the children to learn facts about World War II and plants. Children will be expected to memorise as many facts as possible from these as this will help with their learning around the topics. Please test your children on these at home as they will have mini-tests in school to see how much they can remember. These tests are just a tool to help and encourage the children with their learning.</p>