



# Rivington Class (Year 5) St. Joseph's Overview



## World War II – Autumn 2

This half term we will explore the fascinating period of history that led the world into war...again. From code-breaking, rationing, propaganda right through to the Blitz, evacuation and the harrowing stories of those caught up in the many tragedies of war. We'll examine primary and secondary sources, evaluating their use and how reliable they may be in supporting us to draw conclusions about historical events. We'll hear first person accounts from soldiers conscripted into war and those left behind. We'll also look at narratives, such as The Boy in the Striped Pyjamas and The Silver Sword to help us consider the human impact of war.

### Learning Challenge Questions:

- Why did Britain declare war on Germany?
- Who ruled Germany at the time?
- What year did World War I end?
- What are the three types of air raid shelter?
- Who wrote in her diary about hiding from the Nazis?
- How long did World War II last?
- Which countries were Allied, Axis and Neutral?
- What type of code-breaking took place at Bletchley Park?

### Core Subjects

#### READING

We will use a variety of texts during our Guided Read sessions and follow the VIPERS as our skills base.

- Maintaining positive attitudes to reading
- Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves.
- Regularly listen to texts read aloud by the teacher from an increasing range of authors.
- Explore themes within and across texts e.g. loss, heroism, friendship.
- Make comparisons within a text e.g. characters' viewpoints of same event
- Read books and texts that are structured in different ways for a range of purposes.
- Learn a wider range of poems by heart.
- Explain the meaning of words within the context of the text.
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
- Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.

#### WRITING

Writing to entertain this term focuses on the use of descriptive language to engage the reader. Children will use visual media – Germans in the Woods – as a stimulus for writing as well as extracts of the Chronicles of Narnia to consider The Blitz and it's impact.

**Genre: Narrative/Persuasive writing**

**Purpose: entertain**

**Outcome: An advertising brochure for an outdoor adventure.**

#### Planning

- Identify the audience and purpose
- Select the appropriate language and structures
- Use similar writing models
- Draw on reading and research.
- Think how authors develop characters and settings (in books, films and performances).

#### Drafting and Writing

- Select appropriate structure, vocabulary and grammar.

#### COMPUTING

This half term we will be learning to design and create effective Quizzes using Scratch. This project will focus on the skills of computational Thinking and Coding and programming.

Computational Thinking:

- I can solve problems by decomposing them into smaller parts
- I can use selection in algorithms

Coding/programming:

- I can create programs by decomposing them into smaller parts
- I can use a variety of selection commands in programs
- I can work with variables
- I can evaluate my work and identify errors

<ul style="list-style-type: none"> <li>• Predict what might happen from information stated and implied.</li> <li>• Through close reading of the text, re-read and read ahead to locate clues to support understanding.</li> <li>• Scan for key words and text mark to locate key information.</li> <li>• Summarise main ideas drawn from more than one paragraph and identify key details which support this.</li> </ul>	<ul style="list-style-type: none"> <li>• Blend action, dialogue and description within and across paragraphs.</li> <li>• Use different sentence structures with increasing control.</li> <li>• Use devices to build cohesion.</li> <li>• Use organisation and presentational devices e.g. underlining, bullet points, headings.</li> </ul> <p><b><u>Evaluating and Editing</u></b></p> <ul style="list-style-type: none"> <li>• Assess the effectiveness of own and others' writing in relation to audience and purpose.</li> <li>• Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> <li>• Ensure consistent and correct use of tense throughout a piece of writing.</li> <li>• Ensure consistent subject and verb agreement</li> </ul>	
<p style="text-align: center;"><b>Key Vocabulary:</b></p> <p>VIPERS: Vocabulary, Infer, Predict, Explain, Retrieve, Summarize. Scan and skim read, annotate, comprehension, supporting evidence.</p>	<p style="text-align: center;"><b>Key Vocabulary:</b></p> <p>Main clause, subordinate clause, complex sentence, relative clause, relative pronoun, proof read, modal verb, brackets, parenthesis, extended noun phrase.</p>	<p style="text-align: center;"><b>Key Vocabulary:</b></p> <p>design, animation, program, algorithm, coding, repeat, variable, variable values, app, scratch.</p>
<p style="text-align: center;"><b>Help me at Home by:</b></p> <p>Reading frequently and questioning me on what I have read: every night if possible and sign my reading journal. Sometimes read to someone and sometimes independently. Use the parent help sheet which helps you to use the VIPERS technique that we use in school. Allow me time to take my quiz on accelerated reader after completing a book. Challenging me to use new vocabulary learnt in my speech. Follow up on any subject areas discussed in class that interest me by finding different books and articles about them. Visit the library and take part in any book challenges going on in and out of school.</p>	<p style="text-align: center;"><b>Help me at Home by:</b></p> <p>Encourage me to write for pleasure, completing any homework set, working on my handwriting, practicing and testing me on my weekly spellings and subject vocabulary</p>	<p style="text-align: center;"><b>Help me at Home by:</b></p> <p>Learning any relevant vocabulary, commenting on my work on see-saw. 'Tinker' with existing Scratch projects using the remix tool, Play games like A.L.E.X. and Cargo-Bot on school iPad, Experiment with Keynote on school iPad.</p>
<p style="text-align: center;"><b><u>MATHS</u></b></p> <p><b>Multiplication and Division:</b> This half term, children build on their understanding of formal multiplication and move to both formal short and long multiplication method. Children use their knowledge of exchanging ten ones for one ten in addition and apply this to multiplication, including exchanging multiple groups of tens. They use place value counters to support their understanding.</p>	<p style="text-align: center;"><b><u>SCIENCE</u></b></p> <p>Forces – Identify effects of air resistance and explain how objects fall towards Earth. To discuss water resistance and how being streamlined helps to move through the water. Understand what friction is and how mechanisms allow a small force to have a greater effect.</p> <ul style="list-style-type: none"> <li>■ To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</li> </ul>	<p style="text-align: center;"><b><u>RE</u></b></p> <p><b>Life Choices and Hope:</b> The Church, the Christian family, is made up of smaller Christian families called dioceses. Each diocese is led by a bishop. The bishops continue the work of 'the twelve', the apostles, who continued the work and mission of Jesus. Jesus is the head of these families. He is the head of the Church. There are other Christian families which are not part of the Catholic Church. Children learn that 'Ecumenism' is the word used for promoting</p>

- To identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- To establish whether a number up to 100 is prime and recall prime numbers up to 19
- To multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- To multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000
- To recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- To divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context

**Fractions:** Children look at different representations of fractions to expose any misconceptions. They can then move onto a practical exploration of equivalent fractions by folding paper before comparing fractions with drawings and diagrams in these first recap steps. Year 5 is the first time children explore improper fractions in depth so we have added a recap step from Year 4 where children add fractions to a total greater than one whole.

- To identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- Fractions greater than 1
- To multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- To add and subtract fractions with the same denominator and denominators that are multiples of the same number#
- To recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $> 1$  as a mixed number
- To compare and order fractions less than 1 Compare and order fractions greater than 1 Add and subtract fractions

- To identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object

**Pupils might work scientifically by:**

- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys and tables,
- Constructing 3D shapes to see which has the best water resistance.

**unity among Christian churches.**

- Some children will be able to make links to show how feelings and beliefs affect their own and others' quality of care and commitment towards each other.
- Some children will be able to make links to show how feelings and beliefs affect their own and others' behaviour in relationships.
- To begin to **show and understanding** of how their own and others' decisions in carrying out their mission in communities are informed by beliefs and values.
- To **make links** between how Jesus undertook his mission to share the Good News and how each diocese continues that mission and work today.
- To **give reasons** why people carry out Jesus' mission in different ways through what they say and do.
- To **describe and** begin to **show they understand** how dioceses and different Christian communities continue to carry out the work and mission of Jesus. Some children will be able to **make links** between this and what they have read in scripture.
- To **show they understand** why Christians, because of what they believe, want to share the mission of Jesus and do so in different ways.
- To **engage and respond** to questions of how religious teaching affects life and work within a community and diocese.

**Memorial Sacrifice:** The Eucharist is a memorial sacrifice in the Jewish sense of remembering, that is it makes present a past reality. It is a memorial of Christ's sacrifice on the Cross, through which Christ gives his body and blood for the salvation of all people and provides hope for the future.

- To **compare** their own and others' ideas about what makes a particular memory significant and why words, symbols or actions might evoke it and realise some of these questions are difficult to answer.
- To **make links** to show how feelings and beliefs about memories affect their own behaviour and that of others.
- To **make links** between the Passover in Exodus, the Last Supper and belief in the Eucharist.

		<ul style="list-style-type: none"> <li>To use a developing religious vocabulary to <b>give reasons</b> for religious actions and symbols connected to the Passover and the celebration of the Eucharist.</li> <li>To <b>give reasons</b> for why believers follow the example of Jesus in his life of sacrifice.</li> <li>To <b>describe and show understanding</b> of scripture, symbols, beliefs, ideas, feelings and experiences about the Jewish Passover, the Last Supper and the celebration of Eucharist, making links between them.</li> <li>To <b>show understanding</b> of how belief in the sacrifice of Jesus shapes the lives of Christians.</li> <li>To <b>engage</b> with and <b>respond</b> to questions of life choices in the light of religious teaching about sacrifice.</li> </ul>
<p><b>Key Vocabulary:</b></p> <p>Mixed number, improper fraction, denominator, numerator, equivalent fraction,</p> <p>exchanging, multiply, product, divide, divisible, formal written method, column</p>	<p><b>Key Vocabulary:</b></p> <p>Friction, gravity, up-thrust, water resistance, air resistance, mechanisms, streamlined, buoyancy, mass, newton, gravitational pull</p>	<p><b>Key Vocabulary:</b></p> <p>Mission, bishop, ecumenism, cathedral, diocese, inspirational, Baptism, Christian Unity, Gentile, inspired</p> <p>Memories, significant, memorial sacrifice, Passover, Pesach, host, chalice, liturgy of the Eucharist, Eucharistic Prayer, consecration, adoration, genuflect, acclamation</p>
<p><b>Help me at Home by:</b></p> <p>Continuing on with Times Tables practice on TT Rockstars or similar, completing any relevant homework, testing me on the maths vocabulary, reading around the topics covered.</p>	<p><b>Help me at Home by:</b></p> <p>Reading around the topic, learning the meaning of any important vocabulary from the unit</p>	<p><b>Help me at Home by:</b></p> <p>Reading around the topics covered and also about Judaism, learning the meaning of any important vocabulary from the unit, visiting a synagogue.</p>
<b>Foundation Subjects</b>		
<p><b>History</b></p> <p>Over the course of this half term we will be looking back at a significant part of British history when we look at World War II. We will look chronologically at how World War II started and all the key allies and axis involved in it. How the Blitz occurred and children were evacuated to the countryside. During this half term we will have a WWII day where children will create their own ration books and taste different food and drink that were around during that time. Children will</p> <ul style="list-style-type: none"> <li>Describe people and events in the past</li> <li>Know about changes within and beyond living memory</li> <li>Use historical words and phrases</li> <li>Use dates and chronological language</li> <li>Understand concepts of a nation and its history</li> <li>Establish narratives within and across periods</li> <li>Develop appropriate use of historical terms</li> </ul>	<p><b>D.T.</b></p> <p>In our DT we will be linking our work to World War II and designing our own Anderson Shelters. We will research and develop a design before innovating our model with annotated sketches. Then we will use a wide range of tools to make our prototype before evaluating what we made against our design.</p> <p><b>Design:</b></p> <ul style="list-style-type: none"> <li>To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose</li> </ul> <p><b>Innovate:</b></p> <ul style="list-style-type: none"> <li>To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes.</li> </ul>	<p><b>P.E</b></p> <p>This half term we cover cricket (striking and fielding) and gymnastics.</p> <p><b>Cricket:</b></p> <p>To develop the skill of catching a ball from different angles. To develop the skills of bowling overarm. To strike the ball with the centre of the bat. To know where to stand in the field when the opponent is taking a shot. To throw the ball with speed and accuracy.</p> <p><b>Gymnastics:</b></p> <p>Travel - hands and feet. Balance – partner and group balance (counter balance) Jumping – different ways of jumping and landing with shape.</p>

<ul style="list-style-type: none"> <li>•Regularly address and devise historically valid questions</li> <li>•Construct informed responses that involve selection and organisation of relevant information</li> <li>•Analyse trends</li> <li>•Understand continuity/change and similarity/difference/significance</li> <li>•Use artefacts, pictures, stories, online sources and databases</li> <li>•Understand different representations of the past</li> <li>•Understand how knowledge of the past is constructed from a range of sources</li> <li>•Understand how evidence is used rigorously to make historical claims</li> <li>•Understand how/why contrasting arguments and interpretations of the past exist</li> </ul>	<p><b>Make:</b></p> <ul style="list-style-type: none"> <li>• According to their functional properties and aesthetic qualities, select from and use a wide range of tools, equipment, materials and components accurately to make high quality prototypes.</li> <li>• To apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul> <p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>• Generate own design criteria and evaluate ideas and products against their own.</li> </ul>	<p>Rolling – basic rolls (forward, teddy role) Apparatus – use vault, balance beam.</p>
<p style="text-align: center;"><b>Key Vocabulary:</b></p> <p>similarity, difference, significance, influence, contrast, BC/AD, impact, empire, nation, chronology, democracy, consequence, society, artefact, culture, economy, military, political, religious, social</p>	<p style="text-align: center;"><b>Key Vocabulary:</b></p> <p>Appearance, appealing, purposeful, process, criteria, appropriate</p>	<p style="text-align: center;"><b>Key Vocabulary:</b></p> <p>Throw, catch, strike, overarm, wickets, stump, field, counter balance, teddy role, tension, landing, posture.</p>
<p style="text-align: center;"><b>Help me at Home by:</b></p> <p>Taking me to a museum or gallery, visiting an elderly relative to ask them what they remember from life at the time, visiting the war memorial in Astley Park, researching our family history to see how my ancestors were affected by war.</p>	<p style="text-align: center;"><b>Help me at Home by:</b></p> <p>Discuss and research Anderson Shelters. Help me build my own ‘shelter’ at home.</p>	<p style="text-align: center;"><b>Help me at Home by:</b></p> <p>Practice/play at home with me, sign me up to a local team or go to lessons, watch games with me and discuss the play.</p>
<p style="text-align: center;"><b>MUSIC</b></p> <p>This half term we will be focusing on the skills of singing and performance.</p> <ul style="list-style-type: none"> <li>•Sing clearly and with confidence.</li> <li>•Sing with an awareness of being ‘in tune’.</li> <li>•Develop a strong internal pulse.</li> <li>•Sing in unison as part of a choir.</li> <li>•Know and explain the importance of warming up the voice before a performance.</li> <li>•Demonstrate a good singing posture.</li> <li>•Follow the choir leader.</li> </ul>	<p style="text-align: center;"><b>Art</b></p> <p>Draw lines of different lengths and thickness; colour work neatly; show pattern using dots and lines; use a range of pencils (with varying levels of hardness) to create different effects; sketch lightly; use shading to show light and shadow; use hatching to show tone and texture; use a range of techniques to show effect, movement, perspective and reflection; develop a personal style, drawing upon work of other artists for inspiration.</p> <ul style="list-style-type: none"> <li>• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>• Improve mastery of art and design techniques with a wide range of materials (eg pencil, charcoal, paint and clay)</li> </ul>	<p style="text-align: center;"><b>MFL</b></p> <p>This half term we will be looking at more ways to share personal information about ourselves such as our age and nationality.</p> <ul style="list-style-type: none"> <li>• Read, write and pronounce accurately numbers 1-31.</li> <li>• Ask and answer the question ‘How old are you?’</li> <li>• Ask and answer the question ‘Where do you live?’</li> <li>• Say own nationality in French.</li> <li>• Use the correct adjectival agreements for nationality.</li> </ul>
<p style="text-align: center;"><b>Key Vocabulary:</b></p> <p>Performance, posture, unison, warm up, audience, choir, pulse, dynamics, conductor, ‘in tune’</p>	<p style="text-align: center;"><b>Key Vocabulary:</b></p> <p>primary colour, secondary colour, tone, tint, shade, pattern, print, texture, line, shape, space, sketch, light, dark and shadow</p>	<p style="text-align: center;"><b>Key Vocabulary:</b></p> <p>Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-</p>

		<p>cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et-un, quel âge as-tu? J'ai ..... ans, où habite-tu? J'habite à ....., je suis..... anglais/e, indien/ne, espagnol/e, polonais/e</p>
<p><a href="#">Help me at Home by:</a></p> <p>Listening to music, discussing the instruments you can hear, accessing my learning area on YUMU website.</p>	<p><a href="#">Help me at Home by:</a></p> <p>Taking me to see different types of art in a gallery.</p>	<p><a href="#">Help me at Home by:</a></p> <p>Practise introducing myself at home. Play the games allocated to me on Little Angels website.</p>
<p><a href="#">Visitors, Visits and Outdoor Learning within the theme:</a></p>		