

## Enrichments

Journey through the World Wars

Re-enactment day of WW2 including an air raid.

# The Liverpool Blitz

## Key texts

Letters from a Lighthouse by Emma Carroll.

The Christmas Truce by Carol Ann Duffy.

## Word of the week

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<u>Spring 1</u>	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>	<u>Week 7</u>	
	mortified	notorious	fragmented	torrent	strive	acrid	idiotic	
<u>Spring 2</u>	biodegradable	venture	scintillating	analytic	transpire	persistent	galvanise	

	What will I know by the end?	How will I learn it?	Vocabulary
<b>History</b>	<p>To understand the causes of WW1 and WW2.</p> <p>To know key dates and events of the World Wars.</p> <p>To analyse the impact of historical events on the local area and describe the changes.</p> <p>To know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history</p>	<p>What are the key dates related to the World Wars and where does this sit in Modern British history?</p> <p>How have the World Wars impacted on the world today and our local area?</p> <p>What was life like for people in Liverpool during WW2 and what was the impact the war on people's lives both during and after the war?</p> <p>What was it like to be evacuated and where did Liverpoolians get evacuated to?</p> <p>What was our local area like during the second world war?</p> <p>What was the purpose and impact of propaganda posters during the war?</p>	<p>propaganda, viewpoint, biased, alliance, air raid, allies, alliance, Armistice, ammunition, treaty, battalion, artillery, bombardment, brigade, casualty, truce, ceasefire, Anderson Shelter, Morrison Shelter, Blitz. Evacuee, Jerry, evacuation, host family, gas mask, identity tag, incendiary bomb, Luftwaffe, enemy, foe, allies</p>

<b>Geography</b>	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<p>How many countries were involved in WW2?</p> <p>Who were the two sides that fought in the war? Can you locate and label them on a map including their capital cities?</p> <p>Why did the German's target certain areas of Britain to bomb?</p>	allies, Luftwaffe, urban, rural, land use, import, export, countryside,
<b>Art</b>	<p>To use digital media to create propaganda posters.</p> <p>To create sketch books to record observation.</p> <p>To be able to paint in the style of an artist.</p>	<p>Can I use identify then use features of LS Lowry to create a painting?</p> <p>How is colour, font and images used create an effective propaganda poster?</p> <p>Can I use historical knowledge to convey a message linked to WW2?</p> <p>What can we learn today from propaganda posters from WW2?</p>	Primary, secondary and tertiary colours, mixing, tints, tones, shades, blending, block colour, texture, modd, direction of light, acrylic, watercolour
<b>DT</b>	<p>To carry out research using web-based resources.</p> <p>Understand what structures are and how to make them stiffer, stronger and more stable.</p> <p>Use measuring, marking out, cutting, joining, shaping and finishing techniques</p> <p>Develop a design specification and step by step plan to make a prototype.</p>	<p>What is the purpose of the structure?</p> <p>What materials will be most suitable?</p> <p>How could it be made strong?</p> <p>What tools and materials should be used?</p> <p>How could the prototype be improved?</p>	structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary. Permanent, design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional

<b>Computing</b>	<p>To pinpoint the worst affected areas of the Merseyside Blitz</p> <p>To create a propaganda poster</p> <p>To identify the heaviest Blitz raids in the UK.</p>	<p>How do online buttons work?</p> <p>How can hyperlinking create experiences for the user?</p> <p>How does font and image choice create emotions within the viewer?</p> <p>How can I make spreadsheets that perform calculations and deliver results and charts?</p>	<p>hyperlink, button, non-linear, presentation, image, font, typeface, spreadsheet, calculation cell</p>
<b>Music</b>	<p>To gain confidence when performing.</p> <p>To further explore notation.</p> <p>Main key: D Major, G Major, G minor</p> <p>Rhythmic patterns: Minims, dotted-crotchets, crotchets, quavers, semi-quavers</p> <p>Improvise in C Major and 2/4, 5/4</p> <p>Key piece: 1812 Overture</p> <p>Glockenspiels and recorders: D E F# G A, GABCD</p> <p>Notation: pitch, dynamics, timbre, tempo texture and silence</p>	<p>What is an overture?</p> <p>When did Tchaikovsky live?</p> <p>What was he showing us with his piece?</p> <p>What effect does 2/4 time signature have on the piece?</p> <p>What effect does 5/4 time signature have on the piece?</p> <p>How is notation and sheet music relevant and what is it?</p> <p>Mazurka Op24 in G minor</p>	<p>Major and minor</p> <p>D Major</p> <p>G Major</p> <p>Minims, dotted-crotchets, crotchets, quavers, semi-quavers</p> <p>Time signature</p> <p>Overture</p> <p>Glockenspiel</p> <p>Recorder</p> <p>pitch, dynamics, timbre, tempo texture and silence</p>
<b>Science</b>	<p>Recognise that light appears to travel in straight lines.</p> <p>Explain how we see things.</p> <p>Explain why shadows have the same shape as the objects that cast them.</p> <p>Label diagrams to show how light travels.</p> <p>Present scientific ideas &amp; thinking about light.</p> <p>Plan an investigation and record data.</p>	<p>Why does light appear to travel in straight lines?</p> <p>How do we see things?</p> <p>What happens to light when it hits an object or surface?</p> <p>How are shadows formed?</p> <p>Does the size of a shadow change in size if a light source is moved closer to an opaque object?</p> <p>What material would be best to create a blackout blind for your house during the Liverpool Blitz?</p>	<p>Opaque, translucent, transparent, reflection, shadow, angle of reflection, angle of incident, light source, object, travels, mirrors, periscope, straight, filters, rainbow, variables, prediction.</p>

	What will I know by the end?	How will I learn?	Vocabulary
<b>Maths sequences</b>	<p><b><u>Position and direction</u></b></p> <p><b><u>Number - Algebra</u></b></p> <p><b><u>Measurement - Perimeter, area and volume.</u></b></p> <p><b><u>Number - Ratio</u></b></p>	<p>Describe positions on the full coordinate grid (all four quadrants).</p> <p>Draw and translate simple shapes and reflect them in the axis</p> <p>Use a simple formulae.</p> <p>Generate and describe linear number sequences.</p> <p>Expressing missing number problems algebraically.</p> <p>Recognise that shapes with the same area can have different perimeters and vice versa.</p> <p>Recognise when it is possible to use formulae for area and volume of shapes.</p> <p>Calculate the area of parallelogram and triangles.</p> <p>Calculate, estimate and compare volume of cubes and cuboids using standard units.</p> <p>Solve problems involving relative sizes of two quantities.</p> <p>Solve problems involving similar shapes where the scale factor isn't known or can be found.</p>	<p>Axis, quadrant, translation, horizontal, vertical, reflection, formula, area, perimeter, compound shapes, sequence, term, expression, operation, inverse, solution, rule, substitute, height, length, width, estimate, base, cubic centimetre, cubic metre, ratio, proportion, part, whole, scale factor, notation, unit of measure,</p>
<b>English sequences</b>	<p>Use knowledge of morphology and etymology in spelling tricky words.</p> <p>Write legibly, fluently and with increasing speed.</p> <p>The ability to fluently read of complex and abstract texts such as journal articles, novels and research reports.</p> <p>The ability to retrieve, infer, predict, evaluate, explain meaning of a wide variety of vocabulary and summarise when reading a text.</p>	<p>Spelling most of the words from Year 5 and 6 spelling list.</p> <p><b><u>Reading</u></b></p> <p>Immersion in text to start a new text.</p> <p>VIPERS questions - Letters from a Lighthouse (retrieval, inference, prediction, evaluation, vocabulary, summary) Reading strategies to include - echo read, group, whole class read.</p> <p><b><u>Writing</u></b></p> <p>Word of the week to improve and enhance vocabulary (synonyms, antonyms, definitions, word families)</p> <p>Writing to include guided, shared and interactive,</p>	<p>Subordinate clauses, main clauses, active and passive sentences, determiners, contractions, plural, singular, verb tenses, prepositions, nouns (collective, common, abstract), verbs, adverbs, adjectives, pronouns, possessive adjectives, synonymns, antonyms, modal verbs, adverbial phrases,</p>

	<p>Use knowledge of one text form to help interpret another, e.g. literary features in informational texts.          Recognise the effectiveness of language features selected by authors          Develop the ability to find evidence from a text to support three mark questions.          Different word classes          Use a wide variety of punctuation.          To vary sentence structure for effect.          To use paragraphing in writing.          To use a dictionary and thesaurus to improve and uplevel writing  <b>Write for a range of purposes:</b></p> <ul style="list-style-type: none"> <li>• Newspaper report</li> <li>• Use dialogue to advance the action</li> <li>• To produce a descriptive piece of writing linked to a 3D video clip</li> </ul>	<p>independent, language experience.          Analysing examples of high quality texts for features and language choices.          Underlining and highlighting of key words and phrases.          Note taking          Formulating personalised success criterias linked to genres being studied.          Proof reading, editing and publishing writing.            *SAT style questions for reading and grammar</p>	<p>coordinating and subordinating conjunctions, command, exclamations, questions, statements, expanded noun phrases, apostrophes, inverted commas, parenthesis, semi colon, colon, hyphens, prefixes, suffixes, root words, word families</p>
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