



Medium Term Plan – WW2

Subject	Weeks 1 and 2	Weeks 3 and 4	Weeks 5 and 6	Weeks 7 and 8	Weeks 9 and 10	Weeks 11 and 12	Weeks 13 and 14
English	<u>Goodnight Mister Tom</u> Genre: Historical narrative Text: Goodnight Mister Tom Phase of writing: Reading, speaking and listening, writing. Objectives: -To compare two characters, justifying with evidence. -To describe characters and settings -To build tension -To use adverbial phrases -To use expanded noun phrases and prepositional phrases -To justify opinions with evidence -To define key vocabulary -To make inferences from a text -To empathise with characters from the past	<u>Anne Frank</u> Genre: Recounts (dairy entries) Text: The Diary of Anne Frank Phase of writing: Reading, speaking and listening, writing. Objectives: -To empathise with characters from the past -To compare two characters, justifying with evidence -To select vocabulary and grammatical structures that reflect a wartime diary. -To use passive verbs -To use a range of clause structures -To use punctuation for parenthesis	<u>War Time Stories</u> Genre: Historical narrative Text: Goodnight Mister Tom, Anne Frank and Friend or Foe. Phase of writing: planning, writing, editing, publishing. Objectives: -To plan a narrative using descriptive and figurative language -To describe settings and characters -To use adverbial phrases -To use a range of clause structures - To use a range of punctuation for clarity -To edit and improve writing -To publish writing using joined handwriting	<u>Remembrance Poetry</u> Genre: Poetry (free verse) Text: Range of remembrance poetry e.g. Flanders Field. Phase of writing: reading, speaking and listening, writing, editing, publishing. Objectives: -To use descriptive and figurative language -To use analyse and identify the features of poetry -To comment on the author's choice of language -To edit and improve my writing for punctuation and layout -To publish my writing using joined handwriting	<u>Non-chron Reports: different aspects of WW2</u> Genre: Non-chronological reports Text: Range of non-chron examples Phase of writing: reading, speaking and listening, planning, writing, editing, publishing. Objectives: -To use analyse, identify and discuss the features of non-chronological reports -To use a range of punctuation, including semi colons and colons - To use a range of clause and sentence structures including adverbial phrases -To make notes effectively -To plan a report, considering the layout and structure of my work -To edit and improve my writing -To publish my writing using joined handwriting	<u>Historical narrative (including flashbacks)</u> Genre: Narrative Text: The Piano Man Phase of writing: speaking and listening, planning, writing, editing. Objectives: -To use tenses correctly to show the change in time -To describe settings and characters - To use a range of clause and sentence structures including adverbial phrases -To edit and improve my writing	<u>Newspaper report- The Blitz</u> Genre: Newspaper report Text: Range of non-chron examples Phase of writing: reading, planning, writing, editing and publishing. Objectives: -To use analyse, identify and discuss the features of newspaper reports -To empathise with characters from the past -To use a range of punctuation - To use a range of clause and sentence structures including adverbial phrases -To edit and improve my writing -To publish work, including joined handwriting and an effective structure an layout
Spelling	Spelling Rule: To embed the use of independent spelling strategies for spelling unfamiliar words.	Spelling Rule: To embed the use of independent spelling strategies for spelling unfamiliar words.	Spelling Rule: To embed the use of independent spelling strategies for spelling unfamiliar words.	Spelling Rule: to investigate the meaning and spelling of conjunctions.	Spelling Rule: to investigate the meaning and spelling of conjunctions	Spelling Rule: to investigate the meaning and spelling of conjunctions	Spelling Rule: to investigate the meaning and spelling of conjunctions
Reading	Goodnight Mr Tom By Michelle Magorian Objectives: -to empathise with a character -to compare characters -to understand and define key vocabulary -to justify predictions -to summarise key events of a text -to explain and justify inferences -to support answers with evidence from a text	Goodnight Mr Tom By Michelle Magorian Objectives: -to empathise with a character -to compare characters -to understand and define key vocabulary -to justify predictions -to summarise key events of a text -to explain and justify inferences -to support answers with evidence from a text	Goodnight Mr Tom By Michelle Magorian Objectives: -to empathise with a character -to compare characters -to understand and define key vocabulary -to justify predictions -to summarise key events of a text -to explain and justify inferences -to support answers with evidence from a text	Goodnight Mr Tom By Michelle Magorian Objectives: -to empathise with a character -to compare characters -to understand and define key vocabulary -to justify predictions -to summarise key events of a text -to explain and justify inferences -to support answers with evidence from a text	Goodnight Mr Tom By Michelle Magorian Objectives: -to empathise with a character -to compare characters -to understand and define key vocabulary -to justify predictions -to summarise key events of a text -to explain and justify inferences -to support answers with evidence from a text	Goodnight Mr Tom By Michelle Magorian Objectives: -to empathise with a character -to compare characters -to understand and define key vocabulary -to justify predictions -to summarise key events of a text -to explain and justify inferences -to support answers with evidence from a text	Goodnight Mr Tom By Michelle Magorian Objectives: -to empathise with a character -to compare characters -to understand and define key vocabulary -to justify predictions -to summarise key events of a text -to explain and justify inferences -to support answers with evidence from a text

	-to fully explain answers -to retrieve answers and vocabulary from a text -to skim and scan a text	-to fully explain answers -to retrieve answers and vocabulary from a text -to skim and scan a text	-to fully explain answers -to retrieve answers and vocabulary from a text -to skim and scan a text	-to fully explain answers -to retrieve answers and vocabulary from a text -to skim and scan a text	-to fully explain answers -to retrieve answers and vocabulary from a text -to skim and scan a text	-to fully explain answers -to retrieve answers and vocabulary from a text -to skim and scan a text	-to fully explain answers -to retrieve answers and vocabulary from a text -to skim and scan a text
Maths	Recapping calculation strategies – mental and formal.	Place value: Numbers to ten million Compare and order numbers Round numbers to the nearest 10, 100 and 1, 000 Negative numbers	Addition and subtraction: Formal methods and problem solving Multi-step problems	Multiplication and division: Short multiplication and division Leaving remainders Division using factors	Fractions: Equivalent fractions Simplify fractions Mixed number fractions and improver fractions	Fractions: Compare and order fractions Add and subtract fractions including mixed number fractions	Fractions: Multiply and divide fractions
Science	<u>Living Things and Their Habitats</u> WALT: Classify living things WALT: Explore the kingdoms of life	<u>Living Things and Their Habitats</u> WALT: Describe the work of Carl Linnaeus WALT: Identify different classes of vertebrates	<u>Living Things and Their Habitats</u> WALT: Explore soil habitats	<u>Living Things and Their Habitats</u> WALT: Describe different types of fungi and yeast	<u>Electricity</u> WALT: Explain how objects become charged WALT: Describe the parts of an electric circuit	<u>Electricity</u> WALT: Explain how voltage affects bulb brightness WALT: Compare electrical conductors and insulators	<u>Electricity</u> WALT: Build a set of traffic lights WALT: Explain how variable resistors can work like a switch
Computing Computing systems and networks: Bletchley Park and the history of computers					To understand there are many different types of secret codes. To understand the importance of having a secure password.	To recognise the importance of the history of computers and create a well-researched presentation. To design a computer of the future.	To create an audio advert for a future computer.
History	To know where the second world war took place. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Make confident use of a variety of sources for independent research Understand how our knowledge of the past is constructed from a range of sources Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066	To examine historical sources to compare the lives of children during WW2. Remembrance Day Make confident use of a variety of sources for independent research Understand how our knowledge of the past is constructed from a range of sources Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066	To primary historical sources to locate and compare historical information. Make confident use of a variety of sources for independent research Understand how our knowledge of the past is constructed from a range of sources Construct informed responses that involve thoughtful selection and organisation of relevant historical information Use evidence to support arguments Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066	To primary historical sources to locate and compare historical information. Make confident use of a variety of sources for independent research Understand how our knowledge of the past is constructed from a range of sources Construct informed responses that involve thoughtful selection and organisation of relevant historical information Use evidence to support arguments Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066	To analyse secondary historical sources to locate and infer historical information. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information Use evidence to support arguments Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066	To use role play to experience what life as a child in WW2 was like. Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies Note connections, contrasts and trends over time and show developing appropriate use of historical terms Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066	To use timelines to make inferences on how historical events effected people's lives. Use dates to order and place events on a timeline Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information Note connections, contrasts and trends over time and show developing appropriate use of historical terms Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066
Art	Sketching and shading in the style of Henry Moore	Sketching and shading in the style of Henry Moore	Sketching and shading in the style of Henry Moore	Sketching and shading in the style of Henry Moore	Painting in the style of Picasso's Guernica	Painting in the style of Picasso's Guernica	Painting in the style of Picasso's Guernica

Religious Education Essex SACRE (taught in Autumn 1)	How and why does religion bring peace and conflict? (Jewish and others)	How and why does religion bring peace and conflict? (Jewish and others)	How do Buddhists explain suffering in the world? (Buddhism)	How do Buddhists explain suffering in the world? (Buddhism)			
P.E	<u>Tag Rugby</u> <u>Football</u>	<u>Tag Rugby</u> <u>Football</u>	<u>Tag Rugby</u> <u>Football</u>		<u>Sports Hall Athletics</u> <u>Netball</u>	<u>Sports Hall Athletics</u> <u>Netball</u>	<u>Sports Hall Athletics</u> <u>Netball</u>
PHSE Jigsaw Scheme	<u>Being Me in the world</u> -To identify my goals for this year, understand my fears and worries about the future and know how to express them -To feel welcome and valued and know how to make others feel the same <u>Being Me in the world</u> -To know that there are universal rights for all children but for many children these rights are not met -To understand my own wants and needs and can compare these with children in different communities	<u>Being Me in the world</u> -To understand that my actions affect other people locally and globally -To understand my own wants and needs and can compare these with children in different communities <u>Being Me in the world</u> -To make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities -To understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them	<u>Being Me in the world</u> -To understand how an individual's behaviour can impact on a group -To contribute to a group and understand how we can function best as a whole <u>Being Me in the world</u> -To understand how democracy and having a voice benefits the school community -To understand why our school community benefits from a Learning Charter and how we can help others to follow it by modelling it ourselves.		<u>Celebrating Difference</u> -To understand there are different perceptions about what normal mean -To empathise with people who are different <u>Celebrating Difference</u> -To understand how being different could affect someone's life -To be aware of my attitude towards people who are different	<u>Celebrating Difference</u> -To explain some of the ways in which one person or a group can have power over another To know how it can feel to be excluded or treated badly by being different in some way <u>Celebrating Difference</u> To know some of the reasons why people use bullying behaviours To use a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one	<u>Celebrating Difference</u> To give examples of people with disabilities who lead amazing lives To appreciate people for who they are <u>Celebrating Difference</u> To explain ways in which difference can be a source of conflict and a cause for celebration To show empathy with people in either situation
Music					Kapow – Songs of WW2 To use musical vocabulary to identify features of different eras of music To improve accuracy in pitch and control, singing with expression and dynamics To identify pitches within an octave when singing To use knowledge of pitch to develop confidence when singing in parts To be able to notate a melody using pitches up to an octave		
MFL – Spanish	Taught from Language Angels						
Other Details e.g. visits	First day with children – 3/9/25		Target sharing day – 24/10/25			INSET days – 21/11/25 & 24/11/25	