

Red Deer-Upper Key Stage 2—Elveden Goes to War- SUMMER 2021 *Term 1*

Week 1: War Horse
Knowledge build up and
Recount writing planning
2 sessions



Week 2: War Horse Re-
count writing— experi-
ences through the eyes of
Joey.



Week 3: War Horse—
Persuasive letter—Why
should Dad not
sell Joey?



Week 4: War Horse -
Non fiction— Create a
propaganda flyer inviting
people to fight for coun-
try

Week 5 - War Horse—
Write the missing chap-
ter—show story
cohesion.



Week 6: The Best Christ-
mas Present in the World
—Letter writing
about the Truce



Week 7: Beyond the
Lines. Using DAD-
WAVERS to write
alternative view of
story.



History

IMERSION DAY:

- Find out about WW1 (National Theatre)
- The tightrope game (drama)



Session 2: History: LO: I can use a variety of sources critically when learning about a past event in British History.

Discover why the first world war was known as the 'Great War'.

Children working in groups define reliability of sources. Newspapers, photos, posters, propaganda,

Session 3: History: L.O: To continue to develop chronologically secure knowledge and understand of British, local and world history.



Understand key factors that caused the start of WW1 and how events chronologically happened and progressed.

Session 4: History: Women at work!

L.O: Describe social, cultural, religious and ethnic diversity in Britain & the wider world

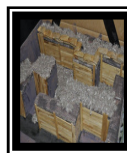
The Great War changed the lives of women in the country, with many cultures coming together.



Session 5: History: Life in the trenches

L.O. To study a significant turning point in British history— WW1.

Children to investigate what trenches were like, daily life in a trench—with virtual 3d tour —ICT.



Session 6: History: Famous battles!

L.O. To study a significant turning point in British history— WW1.

Children to choose a famous WW1 Battle and to create a poster about what happened and the impact it had on the war. Children to then present to the class in small groups.



Session 7: History: L.O. I can use a variety of sources critically when learning about a past event in British History.

Children to visit the graveyard at Elveden church and see the WW1 graves. Also to choose a soldier and research them online.



Session 8: History -WW1—Elveden Power!

L.O. I am learning to perform study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Children to research and learn about Elveden's use during WW1— explosives testing. Said to be the most secret base in the UK!



Geography

Session 1: Geography: For and against!

Geography: L.O. I am learning to locate the world's countries, using maps to focus on Europe (including the location of Russia).



Children to map out and locate all the countries involved in WW1 in Europe. Also those that were neutral countries.

Session 2: Geography - Shifting borders

Geography: L.O. I am learning to locate the world's countries, using maps to focus on Europe (including the location of Russia).

Children to identify countries that were invaded, key battle ground and how country borders changed during the war.

Session 3: Geography: Flanders fields –Leper.

L.O: use maps, atlases, globes and digital/ computer mapping to locate countries and describe features.

Locate Flanders in Belgium. What was so significant about the landscape that bought a battle there

Session 4: Geography— Land recalled!

L.O: to understand human geography, including: types of settlement and land use, economic activity including trade links.

We discover the significance of the Treaty of Versailles—and sudden trade sanctions imposed

Science - Light

Science: Session 1: Sources of light

L.O: To know that objects are seen because they give out or reflect light.

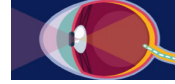
To distinguish between natural, man-made and not a source of light.



Science: Session 2: - Straight all the way!

L.O: to know that light travels in straight lines.

We will look at reflection and how light enters the eye and what happens when light hits our eye lens.



Science: Session 3: Investigation

L.O: To understand that objects are seen because they give out or reflect light into the eye by investigating how we see colours.

Science: Session 4: Light at the end of the tunnel!

L.O: Investigate how scientists have used knowledge of how light travels to create scientific instruments.

Chn to look at telescope, magnifying glass and binoculars to explain how light makes these devices work.



Science 5: Shadow puppet theatre

L.O: to explain why shadows have the same shape as the objects that cast them

To identify scientific evidence that has been used to support or refute ideas or arguments by performing a shadow puppet show about Isaac Newton.

Science: Session 6 : Refraction

L.O: to understand the refraction of light and how it appears to the eye

Chn will do an investigative experiment to explain refraction of light through different media



Music:

(Music and Identify-

Summer 1st and Reflect, rewind and replay- Summer 2nd)



ICT:

Networks. Quizzing and understanding binary.



SMSC:

Cultural days



French

La Sport and On va faire la fete (Units 11 & 12)



R.S.H.E

Relationships and Changing me (Jigsaw)



P.E:

Rounders and Outdoor activities

Young Leaders Award:

— Summer term start
Due to Home Learning



R. E: Eucharist through Christianity and enlightenment through Buddhism.



ART

Session 1 Art: Soldier's wallet

am learning to research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

Market research about wallets and things needed for their functionality.



Session 2:

L.O. I am learning to research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

Children to begin to design their wallets, considering the patterns and materials needed.



Session 3: 1/2 lessons

L.O. I am learning to select from and use a wider range of materials and components according to their functional properties and aesthetic qualities.

Children to make their wallets. (sewing, dying and weaving).



Session 4: Art—2/2 lesson

L.O. I am learning to select from and use a wider range of materials and components according to their functional properties and aesthetic qualities.

Children to make their wallets. (sewing, dying and weaving).

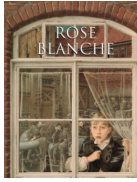
Session 5: Art—Evaluation

L.O. I am learning to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

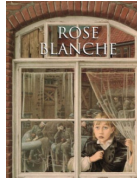


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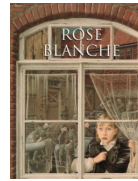
Week 1: Narrative ->
character
motivation &
thought



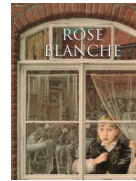
Week 2: - Play scripts



Week 3—Play Scripts/
performance
drama

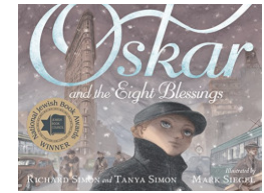


Week 4: Poetry



Week 5 -
Activities Week

Week 6:
RE/Literacy week
Oskar and the eight
Blessings



History

Session 1 WW2: L.O. I am learning to perform a study of an aspect of history that is significant in the locality.

Children to understand the events that triggered the beginning of WW2, including the significance WW1 had in leading up to the 2nd World War - and chronological dates.



Session 2: L.O. I can use a variety of sources critically when learning about a past event in British History.

Children to analyse sources, identifying the impact on the home front during WW2: bombing, evacuation, movement of people etc.



Session 3: L.O: To find out about the experiences of children who were evacuated during WW2 .

The children are going to investigate what evacuation was like for children during WW2. Chn to watch 'Run Rabbit Run' excerpts and 'walk in the shoes.'



Session 4: LO: To study a significant turning point in British history—the Blitz.

Watch 'Blitz Street - Incendiary. Discuss – the blackout was one way of protecting the citizens of Britain. What might have been another?



Session 5: : L.O: To understand a major change for the people of Britain during WW2. — Rationing.

Ask the children to compare what they had last week to what they would have been able to have during the war.

Design a weekly ration program for a family of 4.



Session 6: . LO: To understand that the past has been represented in different ways and give possible reasons for this.

Who knows what the word PROPAGANDA means? Look at different posters used by the British and German government during the war.



Session 7: L.O. I am learning to explore the changing powers of leaders and the impact they can have. The final assault.

Children to learn about the holocaust using drama activities and hot seating. Children to understand the impact of the holocaust and why it still affects people throughout the world today.



DT - Celebrating culture and seasonality.

Session 1: L.O: to discover the cultural differences and similarities in food.

Children use first hand and secondary sources to carry out relevant research into existing products to include personal/cultural preferences.



Session 2: L.O: to understand where food comes from and how it is processed.

What ingredients are sourced locally/in the UK/from overseas? What are the key ingredients needed to make a particular product? How have ingredients been processed?



Session 2: L.O: to explore the needs of a healthy diet.

Understand the fundamentals by designing a healthy plate.

To research key chefs and how they have promoted seasonality, local produce and healthy eating.



Session 4: to understand how to use appropriate utensils and equipment safely and hygienically.

Children to wash and prepare vegetables using the correct utensils for a soup.



Session 5: to carry out a sensory evaluation of a food product to ensure we can evaluate the quality of it.

We will explore food packaging, the nutritional information on it and what that means. We will look at creating our own food label for our soup.



Session 6: to design a dish to reflect a selected culture or celebration of your choice.

You will design and make your dish to reflect the Eatwell plate and you will create your own method sheet of instructions.



SCIENCE - Electricity

Session 1: L.O: To revise the children's current understanding of circuits & electrical concepts.

Construct circuits, incorporating a battery & range of switches to make devices work.



Session 2: L.O. To identify and use the correct symbols for electrical components within circuit diagrams.

Understand how to represent series circuits by drawings & conventional symbols, and construct series circuits on the basis of drawings & diagrams using conventional symbols.

Session 3: L.O: To identify faults in electrical circuits and circuit diagrams before suggesting how to fix the problem.

Construct simple circuits, incorporating a battery, range of switches to make electrical devices work.



Session 4: L.O: To investigate whether the thickness or length of wire changes the brightness of a bulb.

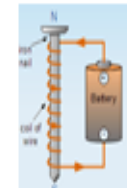
Understand how changing the number or type of components in a series circuit can make bulbs brighter or dimmer.

Session 5: L.O: To understand the differences between series and parallel circuits.

Investigate the uses of 2 types of circuit - create a circuit with a short circuit.

Session 6: L.O: apply understanding of electrical circuits in real life situations.

Make a World War 2 Electromagnet.



MUSIC

We will be performing a range of music. We will be composing our own music.

(Music and Identify-

Summer 1st and Reflect, rewind and replay- Summer 2nd)

COMPUTING

Networks (Unit 6.6), Quizzing (Unit 6.7) and Understanding Binary

(Unit 6.8)

PE

Games (Striking & fielding)

OAA

Athletics



FRENCH

In French we will be learning about going to sports and parties. (11 & 12)



RE

We will be learning about Eucharist through Christianity and enlightenment through Buddhism.

R.S.H.E

Relationships

Changing Me (Y5 and 6)



Young Leaders Award:
Sessions 5 & 6: Leadership Skills

SMSC

Cultural Day