

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

Session 4: History: Women at work!

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

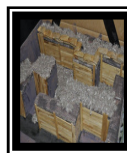
The Great War changed the lives of women in the country, with many cultures coming together.



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. t.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



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.

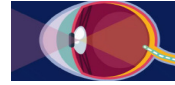
To distinguish between natural, man-made and not a source of light.



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 the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

Children to set up their own investigation to test this.

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: Session 5 : 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.



Science: Session 6: How we see colour

L.O: explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes

How we see colour and how some objects diffuse light that reaches our eyes.

Designing a tool to prove this.

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.

