



**History**

NC – Know how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world

Children will find out about the reasons behind the Battle of Britain. They will find out about the effects on people and how their lives were changed - the Blitz, evacuation and rationing.

**PSHE, RE and British Values**

Judaism – find out about the key features of Jewish worship, the importance of prayer, Jewish rituals and the importance of community.  
Working together as a team and showing friendship.  
Focus on the values of resilience and positivity.

**Art & Design**

NC –Design - use 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  
Make - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.

Design and build an Anderson shelter using a range of materials and processes.  
Children will think critically about their design choices and evaluate what they have done.

**Topic and key questions**



**The Battle of Britain**

(A significant turning point in British History)

- Where did it take place?
- Who fought in the Battle of Britain?
- What were the effects of the Battle of Britain?

**Final Outcomes**  
**World War 2 Day!**

Children dress up as someone who lived through the Second World War.  
Date TBC

**Communication & Home learning**

Children to use the Project Passport activities to extend their learning about the topic of the Battle of Britain.

**SMSC**

Working together as a team and showing friendship.  
Focus on the values of resilience, positivity and teamwork.

**English**

**Talk for writing**

During English we will be focusing on ‘Talk for Writing’ as well as developing the children’s skills for writing. Children will be writing stories and a variety of non – fiction texts. Many of these tasks will be linked to the PBL topic. While learning these texts, children will partake in lots of verbal responses to the text, drama and role plays before writing their independent piece and adapting parts. Handwriting will also be a focus.

**Maths**

Children will continue to follow the national curriculum to help prepare them for the SATs. The children will focus on applying key concepts taught in KS2.

**Science**

NC - recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eye. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

**Light and sight**

Light sources and how light travels.  
Reflection and refraction – which surfaces reflect light best?  
Find out about the structure of the eye and how it enables us to see.