







Computing – Networks: Tim Berners Lee
Online Safety – National Online Safety Day 11th Feb

	<ul style="list-style-type: none"> Understand and can explain in some depth the difference between the internet and the World Wide Web. Children know what a WAN and LAN are and can describe how they access the internet in school.
	<ul style="list-style-type: none"> Demonstrate the safe and respectful use of a range of different technologies and online services. Identify more discreet inappropriate behaviours through developing critical thinking Recognise the value in preserving their privacy when online for their own and other people's safety.
	<ul style="list-style-type: none"> Evaluate their own and others understanding of Online Safety by creating and completing a quiz

• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

History– World War Two – What did they fight for?
Key areas: Battle of Britain, Persecution (Anne Frank), The Blitz, Battle of Britain, Impact on Mersham, Propaganda, Evacuees, Rationing

	<ul style="list-style-type: none"> Order significant events, movements and dates on a timeline. – events of WWII Choose a variety of reliable sources of information to find out about the past
	<ul style="list-style-type: none"> Evaluate evidence and sources to choose the most reliable forms – WWII Propaganda
	<ul style="list-style-type: none"> Plan and present a self-directed project or research about the studied period: choose an area of study to research and present: e.g. Anne Frank, Battle of Britain. Choice of media.

Extended chronological study (All Years)

Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Local History: World War Two: Local and National History – the impact on the people of the UK






RE See folders and big book

What do religions say to us when life gets hard?

Science – Light
Topic Link - The Blackout
See Science Books

DT– Food and Nutrition – WWII Diet and Rationing
Design and produce a meal using WWII ration food

	<ul style="list-style-type: none"> Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.
	<ul style="list-style-type: none"> Know different food and drink contain different substances – nutrients, water and fibre – that are needed for health.
	<ul style="list-style-type: none"> Apply their understanding of nutrition to plan a nutrient rich menu based on WWII rationing availability

DT2/2.1a understand and apply the principles of a healthy and varied diet




DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet

DT2/2.1c become competent in a range of cooking techniques

Terms 3 & 4

Peace and Conflict - What are we fighting for?




Music – Benjamin Britten
Topic Link – Conscientious Objector

	<ul style="list-style-type: none"> The children will recognise style indicators with increasing knowledge and confidence and continue to recognise different instruments. Rhythm and Pitch Copy Back using one, two or three notes.
	<ul style="list-style-type: none"> Within the context of the song being learnt, the children will continue to embed and deepen their growing knowledge and understanding of the foundations of the dimensions of music, pulse, rhythm and pitch Have a greater understanding of melody, words and their importance and how to interpret a song musically.
	<ul style="list-style-type: none"> Develop their understanding of the link between history and music – B. Britten and WWII

Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Art – Artist Focus – Paul Nash
Surrealist, War Artist & the development of Modernism in Britain
Pastels and Charcoal

	<ul style="list-style-type: none"> Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour. Controlling and experimenting particular qualities of tone, shades, hue and mood.
	<ul style="list-style-type: none"> Consider artists use of colour and application of it – focus on Paul Nash and his portrayals of battlefields
	<ul style="list-style-type: none"> Evaluate an artist's work and then compare and contrast with own interpretation

Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas

Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials




Ar2/1.3 learn about great artists, architects and designers in history.



French See folders and big book

This is France

Geography – understand Geography of WWII – where? Impact on local environment

	<ul style="list-style-type: none"> Identify the location of key WWII countries on a map
	<ul style="list-style-type: none"> Look at the impact of the war of human landscapes – e.g. The Blitz
	<ul style="list-style-type: none"> Examine the impact of the war on our local environment – human and natural

Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time