

### As readers we will be...

- Developing use of comprehension through a variety of fiction and non-fiction sources.
- Identifying the features of newspaper reports.
- Understanding how to use evidence to back up and argument.

### As authors we will be...

- Applying the features of a newspaper report to write our own examples a newspaper report to write our own examples.
- Identifying the 5w questions and their importance to report writing.

### As geographers we will be...

- Identifying cities relevant to evacuates and the blitz.
- Look at how human geography has changed since the war.

### As mathematicians we will be...

- Using written methods for multiplication and division.
- Identifying different fractions and their equivalents.
- Add fractions with the same denominator.

### As musicians we will be...

- Continuing to develop our singing and performing skills.
- Understanding how music connect us with our past?
- Explaining how music has always helped us tell stories and still does today

### As scientists we will be...

- Identifying the main planets in the solar system.
- Looking at differences between sun moon and planets.

## Year 5 Autumn 2 War, what is it good for?



### As artists we will be...

- Looking at light and shadow.
- Creating art with different mediums to represent the blitz.
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### As athletes we will be...

- Developing our gymnastic skills.
- Applying the skills such as catching, shooting and dribbling to a variety of team/ invasion games.

### As technology users we will be...

- Using the internet to conduct research and identify reliable sources.
- Understanding the importance of E-safety and staying safe online.
- Developing our skills in coding.

### As a theologian we will be...

- Continuing to develop our knowledge and understanding of Judaism.
- Understanding how different religions celebrate.

### As historians we will be...

- Discovering the Battle of Britain.
- How the Blitz affected the country.
- Discovering evacuation and who was affected.

### As citizens we will be...

- Understanding that cultural differences sometimes cause conflict.
- Comparing my life with people in the developing world.

### As linguists we will be...

- Recognising and repeating rhyming words in a song.
- Making sentences about family and belonging.

### Key Word Definitions

<b>Allies</b>	The group of countries that fought alongside Great Britain against the Axis Powers.	<b>Communism</b>	A system of government whereby everyone is considered equal.
<b>Axis</b>	The group of countries that fought alongside Nazi Germany against the Axis Powers.	<b>Holocaust</b>	The act of persecuting the Jewish population in central Europe.
<b>Occupied</b>	When a country has been forcibly taken by another country.	<b>Prejudice</b>	An already existing idea against groups of people or cultures without actual experience.
<b>Anderson Shelter</b>	A shelter designed to protect people during bombing raids.	<b>Class</b>	A system of ordering society by dividing groups of people based on wealth or popularity.
<b>Government</b>	A system by which a country decides on laws and how to enforce them.	<b>Juvenile</b>	A young person above 5 but below 18.
<b>Fascism</b>	A political system designed to be unfair and persecute a particular group.	<b>Detention centre</b>	A building or place to keep young offenders.
<b>Democracy</b>	A system of government whereby the normal civilians have a say in how the country is run.	<b>Testify</b>	To give evidence in court.
<b>Equality</b>	The quality of being fair and impartial.	<b>Society</b>	A large group of people that live together, sharing the same rules, law and traditions.
<b>Anti-semitism</b>	Racism against Jewish people	<b>Community</b>	A small group of people living in the same place or having similar characteristics.