



Home links

Watch the film Goodnight Mister Tom (or read the book together) for an insight into what it would have been like to have been evacuated during WWII.

Visit Bletchley Park to see how the work of Alan Turing and the codebreakers helped Great Britain's success in WWII.

Each Friday all children have a Jigsaw lesson focusing on personal, social and health education. We will be looking at our dreams, goals and ambitions.

We will be exploring our natural environment around the school to support our mental well-being and appreciation of our world.



Falconhurst School Spring 2 2022

Year Group: 5 and 6 Pathway: Can I be an Inventor?



Our learning during this half term will be based on the World War II. We will building on our understanding of main events, conflict, location and society. In English we will be reading *Manfish*, a story of Jacques Cousteau by Jennifer Berne. *Once upon a time in France, a baby was born under the summer sun. His parents named him Jacques. As he grew, Jacques fell in love with the sea. He dreamed of breathing beneath the waves and swimming as gracefully as a fish. In fact, he longed to become a manfish. Jacques Cousteau grew up to become a champion of the seas and one of the best-known oceanographers in the world.* We will explore a range of text types through literacy ending with a final piece, a biography. In art, we will be studying sculpture which will be supported by our visit to Campbell Park where we will be exploring the sculptures there and learning about their creation.

Our Drivers for Learning and Success are:

Possibilities

To help us build aspiration for our futures through enquiry, enterprise and an appreciation of diversity we will:

Learn about the history of the British monarchy and modern architecture and their lasting impact. Understand that there are a range of careers and opportunities available in the 21st century due to the influence and innovation of the Victorians, especially authors and inventors.

Knowledge of the World




To develop a sense of cultural capital which helps us to recognise, understand, value and learn from the world around us so that we are ambitious for our future, we will:

Learn about the wider world and its impact. We will learn about how World War II impacted life both during and in the years after the war. We will focus on rationing, life during the Blitz and the founding of the NHS

Well-Being

To embed our healthy physical, emotional and mental wellbeing which builds our resilience and keeps us safe, we will:

Children will be taking part in PSHE lesson each week, which will focus on personal, social and health education. Children will think about how being an explorer would take dedication, determination and resilience to achieve personal goals.

	o New Knowledge and Skills	Build on our Prior Knowledge and Skills	Vocabulary	Home Links
<p>As Scientists we will</p> 	<p>Magnets</p> <ul style="list-style-type: none"> Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. <p>Forces</p> <ul style="list-style-type: none"> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect 	<p>During Year 3 and 4 children would have learnt:</p> <ul style="list-style-type: none"> Compare how things move on different surfaces Explore how magnetic forces work Identify magnetic materials Investigate uses for magnets 	<p>Magnetic Friction Water resistance Air resistance Pulleys Levers Gravity Force Fair test Drag force Mechanism</p>	<p>- https://www.bbc.co.uk/bitesize/topics/znm39 https://www.bbc.co.uk/bitesize/clips/zch4wxs https://kidsadl.com/articles/what-is-a-force-ks2 http://www.firstschoolyears.com/science/forces/forces.htm https://www.grc.nasa.gov/www/k-12/VirtualAero/BottleRocket/airplane/dragl.html</p>
<p>As Historians we will</p> 	<ul style="list-style-type: none"> Children will look at the main events of WWII and use their understanding of chronology to place them on a timeline Children will also focus on important events that happened after the war We will understand how the war began We will learn about The Blitz and understand the consequences of using atomic weapons We will learn about location by describing where the major battles of WWII took place We will use a map to identify low countries We will list some of the founding nations of the UN We will look at society through looking at rationing and the creation of the NHS 	<p>During Year 3 and 4 children would have learnt:</p> <ul style="list-style-type: none"> The term chronology How to identify main events of a time period How to place events in chronological order using a timeline We will build on our knowledge of conflict when learning about the Romans We will build on our understanding of culture when studying the Romans. 		<p>http://www.primaryhomeworkhelp.co.uk/victorians/victoria.htm https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zfakbkb https://www.ducksters.com/biography/women_leaders/queen_victoria.php https://www.natgeokids.com/uk/discover/history/general-history/victorian-facts/ https://www.english-heritage.org.uk/members-area/kids/guide-to-victorians/</p>
<p>As Artists we will</p> 	<ul style="list-style-type: none"> Children will explore the work of Hadid who is regarded as one of the most important architects of the early 21st century. Develop an understanding of why Hadid's style influenced later architects Know how Hadid's designs lead to buildings that are considered dynamic and dramatic Understand why Hadid was referred to as a 'starchitect' recognise the technique that Hadid used to design and develop her buildings. replicate ideas to develop own designs and drawings 	<p>During Year 3 and 4 children would have learnt:</p> <ul style="list-style-type: none"> During Key Stage Two, the children will have developed their ideas in a sketch book, designing their 3D sculptures. 	<p>Posthumously Futuristic, compromise, angular, enhance,, generation, persistent, venture, architecture, design, technique</p>	<p>https://www.zaha-hadid.com/ https://kids.kiddle.co/Zaha_Hadid#:~:text=Dame%20Zaha%20Mohammad%20Hadid%2C%20DBE.She%20was%20born%20in%20Baghdad.&text=On%2031%20March%202016%2C%20Hadid.treated%20for%20bronchitis%2C%20aged%2065 https://www.arch2o.com/14-architecture-games-unleash-creative-mind/</p>