

<p>Learning objectives</p> <p>EYFS Reading Uses vocabulary and forms of speech that are increasingly influenced by their experience of books. Enjoys reading a range of books.</p> <p>Year 1 Reading</p> <ul style="list-style-type: none"> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences drawing on what they already know or on background information and vocabulary provided by the teacher participate in discussion about what is read to them, taking turns and listening to what others say <p>Year 2 Reading</p> <ul style="list-style-type: none"> being introduced to non-fiction books that are structured in different ways discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases drawing on what they already know or on background information and vocabulary provided by the teacher making inferences on the basis of what is being said and done answering and asking questions participate in discussion about books, poems and other works that are read to them and 		<p>EYFS Writing Write own name and other things, such as labels and captions. Attempts to write short sentences in meaningful contexts.</p> <p>Year 1 Writing</p> <ul style="list-style-type: none"> apply simple spelling rules and guidance add prefixes and suffixes (adding ed for past tense) discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' <p>Year 2 Writing</p> <ul style="list-style-type: none"> Writing narratives about personal experiences [recount/evacuee letter] [NC obj] Writing about real event [evacuee letter/recount] [NC obj] Writing for different purposes [information leaflet/invitation] planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary learning how to use both familiar and new punctuation correctly including full stops, capital letters, apply spelling rules and guidance 		<p>EYFS Communication and language</p> <p>Understanding</p> <ul style="list-style-type: none"> Understand humour e.g. nonsense rhymes and jokes. Able to follow a story without pictures or props. <p>Speaking</p> <ul style="list-style-type: none"> Extends vocabulary, especially by grouping and naming, exploring the meaning of new words Continues a rhyming string. <p>Listening and attention</p> <ul style="list-style-type: none"> Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for a short span <p>KS1 Spoken language</p> <ul style="list-style-type: none"> ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings participate in discussions, presentations, performances, role play, improvisations and debate 		<p>EYFS Maths</p> <ul style="list-style-type: none"> Beginning to use everyday language related to money Orders and sequences familiar events. Uses everyday language related to time. Measures short periods of time in simple ways. Use familiar objects and common shapes to create and recreate patterns and build models. Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer <p>Year 1 Maths</p> <ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (counting ration book tokens) given a number, identify one more and one less (counting ration book tokens) compare, describe and solve practical problems for mass/weight] (rationing) measure and begin to record mass/weight (rationing maths area) recognise and name common 2-D and 3-D shapes (artefacts & Anderson shelters) <p>Year 2 Maths</p> <ul style="list-style-type: none"> Identify & describe properties of 3d shapes, inc no. of edges, vertices & faces [NC] To read scales in increments of 2,5,10 [TAFs] Find different combinations of coins that equal the same amounts o money [NC] Tell and write the time to the quarter of an hour [1/4 past & ¼ to] [Nc obj] Position & direction language quarter turn, half turn, clockwise anti clockwise [NC] 	
<p>Music KK write unit</p> <p>EYFS</p> <ul style="list-style-type: none"> Begins to build a repertoire of songs and dances Explores the different sounds of instruments <p>KS1</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music <p>Y2 play Treachery At Traitors' Quay A Top Secret Spy Musical, Whole school listen to war songs/Vera Lynn. Create own piece for VE party/parents.</p>		<p>EYFS Understanding the World</p> <p>The World Looks closely at similarities, differences, patterns and change. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Year 1 Science</p> <p>Plants</p> <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees summer 2 – rationing and dig for victory/plant own food identify and describe the basic structure of a variety of common flowering plants, including trees. summer 2 – rationing and dig for victory/plant own food <p>Animals including humans</p> <ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense healthy week <p>Year 2 science</p> <p>Plants</p> <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Animals including humans</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults healthy week/leavers assembly find out about and describe the basic needs of animals, including humans, for survival (water, food and air) rationing and healthy week describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene healthy week 		<p>Working scientifically (Key Stage one)</p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions <p>science investigation linked to plants summer 2</p> <p>PE (see overview) Cambridgeshire County Council syllabus See overview for more detail.</p> <p>RE (see updated overview) EYFS: What happens at a wedding or when a baby is born? Year 1: Places in Christianity (Churches) and Stories & Symbols (all faiths) Year 2: Self & Community and What is Faith?</p>			
<p>History</p> <p>EYFS People and communities Joins in with family customs and routines. Children talk about the past and present events in their own lives and in the lives of family members. Pupils should be taught about:</p> <ul style="list-style-type: none"> children should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Roald Dahl/Michael Morpugo through GR sessions (spy and fighter pilot/author). changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. WW2 events beyond living memory that are significant nationally or globally. WW2 and link to WW1 		<p><i>Looking back over my shoulder</i></p> <p>History focus Inspirational people from the past Theme/Focus question Summer 1: what was life like for children in wartime? Summer 2:</p> <p>Anticipated timescale: 5 weeks + 6 weeks & Healthy week (1 week)</p>		<p>Geography Place knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans summer 2 link to plants identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles summer 2 link to plants use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage summer 2 link to plants <p>PSHE EYFS: Initiates conversations, attends to and takes account of what others say.</p>			

<p>EYFS Technology</p> <ul style="list-style-type: none"> Completes a simple programme on the computer. Uses ICT hardware to engage with age appropriate computer software. Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes <p>KS1 Computing – Beebots and programming - link to London maps of the underground/evacuees</p> <ul style="list-style-type: none"> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. use technology purposefully to create, organise, store, manipulate and retrieve digital content understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs, use logical reasoning to predict the behaviour of simple programs 		<p>Explains own knowledge and asks appropriate questions of others. Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Myself and my relationships 3</p> <p>KS1: Transition Week: Myself & My Relationships 8 Managing change</p> <p>Y1 Section A1.1, 1.2, 2.2 & 2.3 B3.3 4.1 C5. 1-3</p> <p>Y2 section A 1.3, 2.1 B3.1 & 3.2 4.2 C5. 1-3</p> <p>Y 1 & 2 4.3 & 4.4 books to be used if needed (death and divorce)</p> <p>Y1: Citizenship 3 Working Together and Healthy & Safer Lifestyles 10 Sex & Relationships Education</p> <p>Y2: Citizenship 4 Diversity & Communities and Healthy & Safer Lifestyles 7 Healthy Lifestyles</p>	
<p>EYFS Expressive arts and design</p> <p>Exploring and using materials</p> <ul style="list-style-type: none"> Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. <p>KS1 Art and Design:</p> <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>Year 1 7 Year 2, colouring mixing, blitz pictures and Kandinsky</p> <p>Year 1 and year 2 - propaganda posters/observation drawing. Year 1 to use sketching pencils and charcoal.</p> <p>Year 2 – the thinking soldier sculpture/cannon in Huntingdon. Year 2 use sketching pencils only</p>	<p>EYFS Being imaginative</p> <ul style="list-style-type: none"> Plays cooperatively as part of a group to develop and act out a narrative. Represent their own ideas, thoughts and feelings through role play and stories. Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. <p>KS1 Design technology: summer 2 – food for picnic/soldiers, VE day street party, link to rationing and dig for victory (plants), sewing (textiles)</p> <p>Design</p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria 		
<p>Year 1 Daily Routine</p> <ul style="list-style-type: none"> sequence events in chronological order using language recognise and use language relating to dates, including days of the week, weeks, months and years [T led in Cool time/Enquiry post its] tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. [T led in Cool time/Enquiry post its] observe changes across the four seasons [T led in Cool time/Enquiry post its] observe and describe weather associated with the seasons and how day length varies. name and locate the world's seven continents and five oceans compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than] [TA led in Cool time/Enquiry post its] measure and begin to record mass/weight [TA led in Cool time/Enquiry post its] 	<p>Year 2 Daily Routine</p> <ul style="list-style-type: none"> compare and sequence intervals of time tell and write the time to five minutes, including quarter past/to the hour [TA led in Cool time/Enquiry post its] know the number of minutes in an hour and the number of hours in a day. interpret and construct simple pictograms, tally charts, block diagrams and simple tables [TA led in Cool time/Enquiry post its] name and locate the world's seven continents and five oceans collect evidence of reading a scale- weighing food [TA led in Cool time/Enquiry post its] collect evidence of chn describing 3 d shapes – packages in brown paper [TA led in Cool time/Enquiry post its] collect evidence for money – paying for artefacts/parcels [2nd half] 	<p>EYFS Daily Routine</p> <ul style="list-style-type: none"> Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. They know about similarities and differences between themselves and others, and among families, communities and traditions. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. 	
<p>Experiences and activities</p>			
<p>Key texts:</p> <p>EYFS: Peepo</p> <p>Year 1: Evacuee suitcase Children of WW2 PowerPoint DK findout website (ww2) Children and WW2 (History snapshots) https://www.bbc.co.uk/programmes/p05b8g30</p> <p>Year 2: Traction Man,</p>	<p>Other texts that may be useful:</p> <ul style="list-style-type: none"> Friend or Foe, Michael Morpurgo iPlayer (Year 1 guided reading) Peepo (Year 1 guided reading) The Lion and the unicorn Tail-end Charlie Taf or waaf Roald Dahl (spy and fighter pilot) The Queen (vehicle mechanic) 	<p>Pedagogical approaches:</p> <p>Self-initiated learning:</p> <ul style="list-style-type: none"> Then and now sorting Rationing in maths area Evacuee artefacts in artists studio Construction Anderson shelters <p>Focused enquiry:</p> <ul style="list-style-type: none"> What was it like for children in WW2? Fact finding – rationing, aid raid shelters, at home, evacuees. Then and now comparison What would it be like to board a train as evacuee? Train ride. Planes/rationing/home/food/shelters? 	<p>Directed activity:</p> <ul style="list-style-type: none"> Use of iPads to research Build an air raid shelter Colour mixing (Blitz picture) Sewing (bunting for VE celebrations) Food technology – prep for VE celebrations <p>Direct instruction:</p> <ul style="list-style-type: none"> Asking a scientific question, planning, carrying out and evaluating an investigation. Timeline Beebots – explore programming and London underground Use of laptops to present

Enhancements		
<p><u>Enhanced provision:</u></p> <ul style="list-style-type: none"> • Role play: WW2/1940s house (year 1) fire place, table cloth, country scene, cover microwave, washing line/clothes, hats, newspapers, • Construction: Anderson shelters, wooden families and farm/home animals, card and tape, nets for shelters, cardboard tubes etc • Reading corner: books about WW2, airplane texts etc. • Story shelves: Traction Man • Writing area: postcards, letter templates, identify labels, non fiction books to create, diary entries(evacuees), plane writing frames, empty suitcase template etc • Maths zone: scales, rationing parcels/labels (add weights, sheets etc) • Artists studio: summer 1 - observational drawing/ artist pencils using WW2 artefacts and propaganda posters (sketching pencils) and summer 2 and colour mixing (paper shades and paints) and Blitz scene (year 1), 	<p><u>Possible assembly visitors</u></p> <ul style="list-style-type: none"> • CCC grounds team • Anglian water (14th May) • Grandparents – child in the war • Recordings of grandparents/family – being child during war • Mr Davis/Mr Juke • Forces men/women known to school • Ramsey museum • British legion 	<p><u>Key experiences or events:</u></p> <ul style="list-style-type: none"> • Grandparents afternoon (year 1) • Shuttleworth (whole school) • Evacuee day (whole school) • Day in life on an evacuee - Train journey to Peterborough (year 1) • Thinking soldier, allotments and library (year 2) • Garden centre summer 2 link to plants? • VE day street party celebrations (DT sewing bunting & make food) • Year 2 play Treachery At Traitors' Quay A Top Secret Spy Musical

Plotting the learning journey				
Week 1: 22 nd April (3 days)	Week 2: 29 th April	Week 3: 6 th May (4 day week)	Week 4: 13 th May	Week 5: 20 th May
<p><u>Phase 1</u> <u>Starting stimulus:</u></p> <p>Sparky start – evacuee dressing up day and Shuttleworth trip</p> <p>Model provision in classroom and set high expectations</p> <p>Timeline and WW2 intro</p> <p>See timetable</p>	<p><u>Phase 1/2</u></p> <p><u>Session 1:</u></p> <p><u>Session 2:</u></p>	<p><u>Phase 2/3</u></p> <p><u>Session 1:</u></p> <p><u>Session 2:</u></p>	<p><u>Phase 3</u></p> <p><u>Session 1:</u></p> <p><u>Session 2:</u></p>	<p><u>Phase 3/4</u></p> <p><u>Session 1:</u></p> <p><u>Session 2:</u></p>