

## Key Content

Before the war, women stayed at home and did not go to work. If they did work they were paid less than men and were restricted to 'women's' jobs such as nursing or being a shop assistant.

Adolf Hitler led the Nazi's in the second world war  
Neville Chamberlain was prime minister when the war started but Winston Churchill was prime minister at the end of the war

The Germans had Italy and Japan on their side— **known as the Axis**

Britain had Russia, America, France and China on their side **called the Allies**.

Anderson shelters were built in the back gardens of peoples homes in main cities or towns where bombings would occur. These were made out of corrugated metal and camouflaged



### Key Vocabulary

### Knowledge

### Key Events

**Allies**  
The United Kingdom, France and Poland, later joined by other countries, including the USSR (Soviet Union), the United States of America and China.

**Axis**  
The **Axis** Powers were originally Germany, Japan and Italy. Other countries joined them later.

**Nazi party**  
A German political party with racist and anti-Jewish ideas, led by Adolf Hitler.

**atomic bomb**  
A very high-energy bomb made of radioactive material.

**annex**  
To take another country's land and make it part of your country.

**Czechoslovakia**  
A European country. Now two countries: the Czech Republic and Slovakia.

**propaganda**  
Information designed to promote a political idea or opinion.

**active service**  
Taking part in a military operation as part of the armed forces.

Children were evacuated if they lived in busy towns or cities. They were taken to rural countryside homes and adults chose children they wanted to look after temporarily.



The blitz was a fight in the sky— the RAF fought against the Nazis in the sky. The most popular aircraft used were Spitfires and Hawker Hurricanes



1939	1 <sup>st</sup> September	German troops invade Poland.
	3 <sup>rd</sup> September	Britain and France declare war on Germany.
1940	10 <sup>th</sup> May	The Battle of France begins.
	26 <sup>th</sup> May	<b>Allied</b> forces are evacuated from Dunkirk in France.
	10 <sup>th</sup> July	The Battle of Britain begins.
1941	7 <sup>th</sup> September	The Blitz begins.
	22 <sup>nd</sup> June	Germany invades the USSR (Soviet Union).
	7 <sup>th</sup> December	Japan bombs Pearl Harbor in the US.
1943	16 <sup>th</sup> and 17 <sup>th</sup> May	The Dambusters bombing raid is carried out.
1944	6 <sup>th</sup> June	The D-Day landings.
1945	7 <sup>th</sup> May	Germany surrenders to the <b>Allies</b> .
	6 <sup>th</sup> and 9 <sup>th</sup> August	The US drops <b>atomic bombs</b> on two cities in Japan.

## Key Content

To be able to understand how a baby develops in the womb		To understand what happens to our bodies as we grow old		To be able to know what the gestation period is		To be able to use graphs to answer questions	
Key Vocabulary		Knowledge				Key Events	
Fertilisation	Process of male and female cells fusing together	<p><b>fertilisation</b> The male and female sex cells fuse together.</p> <p><b>prenatal</b> The cells develop and grow into a foetus inside the mother's uterus. After around nine months, the baby is born.</p> <p><b>infancy</b> Rapid growth and development. Children learn to walk and talk.</p> <p><b>childhood</b> Children learn new skills and become more independent.</p> <p><b>adolescence</b> The body starts to change over a few years. The changes occur to enable reproduction during adulthood. Much more independent.</p> <p><b>early adulthood</b> The human body is at its peak of fitness and strength.</p> <p><b>middle adulthood</b> Ability to reproduce decreases. There may be hair loss or hair may turn grey.</p> <p><b>late adulthood</b> Leading a healthy lifestyle can help to slow down the decline in fitness and health which occurs during this stage.</p>				1.	In class we will learn about how babies develop and how long they develop for in the mother's womb
Gestation	The time a foetus develops in a mother's womb- humans it is 9 months					2.	We will recap about plant fertilisation and discuss asexual reproduction
Reproduce	To produce young					3.	Next, we will learn about what changes in our bodies happen during puberty and teenage years
Asexual reproduction	A process where 1 parent produces new life					4.	Then what further changes happen when we are old
Sexual reproduction	Process where 2 parents produce new life						
Life cycle	The changes a living thing goes through- including reproduction						

## Key Content

What are your dreams and goals? What jobs do you want to do in the future?

Why might you need money to achieve goals?

What determination and perseverance is needed to achieve your dreams and goals?

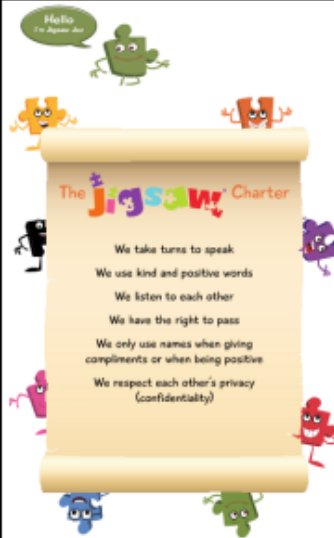
What are the similarities/differences between you and children from other cultures?

### Key Vocabulary

### The Jigsaw Charter

### Key Events

Achievement	A result gained by effort.
Aspiration	A hope or ambition to achieve something.
Career	An occupation (job) undertaken for a large portion of a person's life.
Contribution	A part played by a person to bring a result to something.
Cooperation	The action or process of working together.
Determination	Having a firm purpose to achieve something.
Dream	An aspiration, idea or something greatly desired.
Goal	The object of a person's ambition or effort; an aim or desired result.
Hope	A feeling of expectation and desire for something to happen.
Motivation	A desire to accomplish something.
Perseverance	Continue to do something even if it is difficult.



#### Puzzle Outcomes

I understand that I will need money to help me achieve some of my dreams.

I can say what I would like my life to be like when I am older.

I am aware that there are different paid jobs and recognise the contribution that people make within their jobs.

I can identify a job I would like to do when I am older and understand what I will have to do to achieve this.

I can describe the dreams and goals of children from a different culture to mine and reflect on how these relate to mine.

I know how I can encourage aspirations of young people from other cultures as well as my own. I can understand the importance of sponsorship to support this.

Key Content

Recognise and recall from memory 21 items of clothing

Explore the regular 'er' whole verb present tense conjugation of the verb PORTER to describe what you and possibly somebody else is wearing

use the possessive adjective 'my' in French and describe clothes in terms of colour



Key Vocabulary

Un pantalon	a pair of trousers
Maillot de bain	swim wear
Un pull	a jumper
Un tee shirt	a tee shirt
Un manteau	a coat
Un short	a pair of shorts
Un chemisier	a blouse
Une robe	a dress
Une cravate	a tie
Une écharpe	a scarf
Une jupe	a skirt
Une veste	a jacket
Une chemise	a shirt
Une casquette	a cap
Des collants	a pair of tights
Des gants	a pair of gloves
Des bottes	a pair of boots
Des chaussures	a pair of shoes
Des chaussettes	a pair of socks
Des sandales	a pair of sandals
Des lunettes	a pair of glasses/sunglasses

Knowledge

Phonics & pronunciation we will see:

Recommended phonics focus: É E È EAU EUX

- **É** sound in **écharpe**
- **E** sound in **chemise & chemisier**
- **EAU** sound in **manteau**



- **Silent letters**. The final 'S' is not pronounced in **gants, sandales and vacances**. 'S' is often silent when it is the final consonant of a word in French.
- **-ent** is not pronounced in the 3rd person plural conjugation of the verb **porter** (to wear). This is the same for all 3<sup>rd</sup> person plural endings in the present tense.
- **Guttural 'R'**. Becoming more familiar with the French 'r' sound as in **orange, rouge, robe, écharpe**. Made from the back of the mouth, not front.

Example Sentences

Quand il fait froid je porte un manteau et une écharpe.

Quand il fait chaud je porte un short et des sandales.

Quand je suis à l'école je porte une cravate, un pantalon, une chemise et une veste.

Quand je vais à la piscine je porte un maillot de bain.

Quand je ne suis pas à l'école je porte un tee shirt et une casquette.



Key Content

To know what Hindu beliefs are.	To know who Brahman is.	To know what the aum is	
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Key Vocabulary		Knowledge	Links to other religions
<p><b>Brahman :</b></p> <p>The Hindu name for the Universal Spirit that is everywhere and part of everything.</p> <p><b>Atman :</b></p> <p>Eternal self. Often referred to as 'spirit' or 'soul.' It indicates our true self which underpins who we are.</p> <p><b>Deity :</b></p> <p>A god or goddess.</p> <p><b>Chadogya Upanishad:</b></p> <p>One of the Hindu holy books.</p>	<ul style="list-style-type: none"> <li>Christians believe that God's love for humankind is eternal in that God will never stop loving humanity. Even if they do wrong, they can say sorry and God will forgive them because he loves them.</li> <li>Jesus portrayed love in the Bible; He taught that love should be eternal and unconditional.</li> <li>Christians believe that because of Jesus' resurrection, Christians will be able to have life after death (eternal life).</li> <li>They believe Jesus made forgiveness possible by His crucifixion. • • Christians believe that for eternal life they need to: believe in God, do their best to follow the Ten Commandments and the Two Great Commandments, and ask for forgiveness</li> </ul>	<ul style="list-style-type: none"> <li>Allah (Islam): Muslims believe in one God (Allah) and worship only Allah. They believe Allah has no shape or form. Muslims believe Allah is eternal – He has always existed and will always exist.</li> <li>God (Judaism). Jews believe that there is only one God and God alone should be worshipped. They believe that God is eternal – He has always existed and will always exist.</li> <li>Waheguru (Sikhism). Sikhs believe that there is only one God who is eternal. They believe that a part of Waheguru is within all beings. There are no images of Waheguru.</li> <li>Trinity (Christianity). Christians believe there is one God who is the Father, Son and Holy Spirit. •</li> <li>Omnipresence (Christianity/Islam/Judaism). Christians, Jews and Muslims believe God/Allah is omnipresent – he is present everywhere in the world, at all times.</li> <li>God (Buddhism). Most Buddhists do not believe in God</li> </ul>	

