Year 5 Medium Term Plan – World at War

Term	Spring 2024
Key text	Letters from the Lighthouse
Key Vocabulary	War, armistice, battle, conscription, alliance, Blitz, air-raid, bomb, artillery, trench
Ongoing objectives through this topic	- Understand when World War II started and ended. Why WW2 started. Compare women's lives in before, during and after World War II, rationing and evacuation in World War II.

Topic curriculum coverage and content

Lesson WALT	Subject covered within lesson	Curriculum content covered within lesson	What will this look like when it's achieved?
Lesson 1 WALT: Understand why WWII started	History	- Use dates to order and place events on a timeline. - Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - Understand that the type of information available depends on the period of time studied.	Children can - Understand why World War II started. - They can tell you when it started and who it was between.
Lesson 2 WALT: Understand the key events in World War II and the alliances made	History	- Give some reasons for some important historical events – World War 2. - Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - Understand that the type of information available depends on the period of time studied.	Children can - Understand the key events and tell you who the main alliances were between. - Tell a brief timeline of the main and important events and when they occurred during WWI.
Lesson 3 WALT: Understand about the Blitz	History	- Use dates to order and place events on a timeline. - Give some reasons for some important historical events – World War 1 and 2.	Children can - Understand all about the Blitz.

		- Note connections, contrasts and trends over time and show developing appropriate use of historical terms.	- Design a shelter to protect individuals
<u>Lesson 5 WALT:</u> Understand what life was like for children and evacuation in WWII	History	- Make comparisons between aspects of periods of history and the present day. - Understand that the type of information available depends on the period of time studied. - Compare sources of information available for the study of different times in the past. - Note connections, contrasts and trends over time and show developing appropriate use of historical terms. - Make comparisons between aspects of periods of history and the present day.	Children can - Compare what life was like for children in cities during WWII and now. - Explain what evacuees were and why evacuation was necessary for children in cities in WWII.
<u>Lesson 6 WALT:</u> Understand the significance of women in WWII	History	- Present findings and communicate knowledge and understanding in different ways. - Make comparisons between aspects of periods of history and the present day. - Understand that the type of information available depends on the period of time studied. - Compare sources of information available for the study of different times in the past. - Understand that the type of information available depends on the period of time studied.	Children can - Compare the life of women before, during and after the war - tell you the significance WWII had on women and women's rights. - Learn about the jobs women undertook during the war
<u>Lesson 7 WALT:</u> Create a propaganda poster to recruit women.	Art	- Mix colour, creating various shades and tones with increasing confidence - Uses complementary and contrasting colours. - Begin to create mood and atmosphere - Through colour - Confidently control the marks made and experiment painting techniques they know and choosing appropriate ones - Begin to use techniques, colours, tones and effects in an appropriate way to represent things seen - Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices.	Children can - Create propaganda posters in the style of Hockney and Warhol
<u>Lesson 8 WALT:</u> Understand how food was rationed	History	- Present findings and communicate knowledge and understanding in different ways. -	Children can - Understand why food was rationed - Learn about the tactics used by the government to
<u>Lesson 9 WALT:</u>	History	- Describe how a recipe can be adapted to change appearance, taste or texture *thinking about rationing in the war.*	Children can

Create an eggless sponge		- Explain how to be safe and hygienic and follow guidelines - Know about seasonality and when is the best time to get certain foods - *Mixes, weighs, and combines food* with less support	- Create an eggless sponge - Mix, weigh and combines food
Lesson 10 WALT: Understand how WWII ended	History		Children can - Understand how the war ended - Understand the impact of WWII after the war.
Discrete Teaching			
Lesson WALT	**Subject covered**	**Curriculum content covered within unit**	**What will this look like when it's achieved?**
	Science Autumn term 2 (continuation)		
Lesson 7 WALT: Investigate the life of Stephen Hawkins (research project).	Science Earth and space	Investigate and understand the life and work of Stephen Hawkins (black holes)	Lesson 7 children will – Learn about the work of Stephen Hawkins
	Science Spring 1		
Lesson 1 WALT: Explain that unsupported objects fall towards Earth because of gravity.	Science Forces	Pupils should be taught to: - explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling objects - identify the effects of air resistance, water resistance and friction, that act between moving surfaces - recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Lesson 1 children will - Be able to describe the force of gravity and talk about the work of Sir Isaac Newton. - Plan a fair test to answer the question; do objects fall at the same rate?
Lesson 2 WALT: Identify the effect of friction between moving surfaces.			Lesson 2 children will - Understand that friction is a force that acts between two

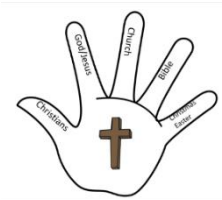
		Pupils will consolidate and extend their knowledge of forces by naming individual forces (e.g. gravity, friction, upthrust). They will extend their knowledge of frictional forces (air resistance and water resistance) and plan fair test investigations to discover which shoe has the greatest friction and which shapes offer the most water resistance. They will learn how forces can be helpful and unhelpful in various scenarios and identify the forces involved in each scenario. They will learn what a mechanism is and how pulleys, levers and gears are used to allow a smaller force to have a greater effect.	surfaces or objects that are moving. - Identify scenarios in which friction is a useful force and scenarios where friction is an unhelpful force.
Lesson 3 WALT: Plan different types of scientific enquiries to explore shoe friction.		<u>Scientist Study</u> Investigate the understand the life and work of **Michael-Faraday** electromagnetism <u>Science investigations</u> Fair tests, pattern seeking and group and sort <u>Key Vocabulary</u>	Lesson 3 children will - Be able to plan an investigation to answer the question – whose shoe has the greatest friction? - Use their results to draw conclusions.
Lesson 4 WALT: Identify the effect of air resistance.		**Force** – a push or pull that acts upon an object that can cause it to move, change shape or change direction. **Friction** – the force that acts upon one surface when it moves against another. **Gravity** – a pull force that acts at a distance. **Pull** – to move something towards . **Push** -– to move something away. **Repel** – to push away. **Resistance** – an opposing or slowing force. **Drag** – the frictional force experienced by an object moving through a fluid or air. **Streamlined** – a shape which minimises the profile presented by an object in order to minimise the resistance it encounters when moving through a liquid or gas. **Upthrust or buoyancy** – the upward force exerted on a body by a fluid that surrounds it, equal and opposite to the weight of the water displaced. **Newton (N)** – the unit used to measure force. **Gear** –two wheels with serrated or notched rims that mesh together to transfer movement. **Lever** – usually a rigid bar with a pivot point close to one end, allowing movement at one end of the lever to be converted into a smaller movement at the other, which effectively magnifies the force applied. **Pulley** – a wheel with a grooved rim that allows the transfer of movement via a belt or band.	Lesson 4 children will - Understand that air resistance is a type of frictional force that slows an object down when travelling through air. - Plan an investigation to determine who can make the best plane, drawing conclusions about the effects of air resistance on plane distance.
Lesson 5 WALT: Identify the effect of water resistance.			Lesson 5 children will - Explain that water resistance is a type of frictional force.

			- Investigate which shapes have the greatest/least water resistance and write a conclusion.
Lesson 6 WALT: Recognise that some mechanisms allow a smaller force to have a greater effect.			Lesson 6 children will - Describe how mechanisms use a smaller force to have a greater effect. - Identify gears, levers and pulleys and give everyday examples for each.
Lesson 7 WALT: Understand the life and work of Michael Faraday. (research project start of Spring term 2).			Lesson 7 children - Learn about the work of Michael Faraday and document their knowledge.
	Science Spring 2		
Lesson 1 WALT: Understand the properties of solids, liquids and gases.		Pupils should be taught to: - Compare and group everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. - Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. - Use knowledge of solids, liquids and gases to decide how we might separate mixtures, including through filtering, sieving and evaporating.	Lesson 1 children will - Name examples of solids, liquids and gases, identifying the properties of each type of material. - Understand how states of matter change and name some of these processes.

Lesson 2 WALT: Describe the properties of materials.		- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. - Demonstrate that dissolving, mixing and changes of state are reversible changes. - Explain that some changes result in the formation of new materials and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on the bicarbonate of soda. Pupils will consolidate previous learning by revisiting the properties of solids, liquids and gases; learn to describe the properties of materials using scientific language; investigate which materials make the best thermal insulators; and which materials are magnetic. Pupils will be introduced to key scientific vocabulary to describe the properties of materials (e.g. **soluble and insoluble**) and investigate how to separate materials using these properties. They will be able to name separation methods (filtering, sieving, evaporation, magnets) and decide on the most efficient method for separating a mixture of materials. <u>Scientist Study</u> Investigate the understand the life and work of **Stephanie Kwolek** Materials Kevlar <u>Science investigations</u> Fair tests, group and sorting, changes over time. <u>Key Vocabulary</u> **soluble -** a substance that will dissolve in water **insoluble -** a substance that will not dissolve in water **saturation -** the point at which no more solute can be dissolved **solution -** a soluble solid is dissolved in liquid to form a solution **filtration -** the collection of larger particles in a mixture **boiling -** the process by which molecules of a liquid change to vapour (much faster change than evaporation) **condensing -** the change of vapour into a liquid **evaporation -** change from a liquid to a vapour **freezing -** the change of a liquid to a solid **melting point -** the point at which a solid substance liquefies **chemical change -** one where the molecular structures of the combined substances are broken down and	Lesson 2 children will - Describe the properties of materials.
Lesson 3 WALT: Investigate thermal insulator materials.			Lesson 3 children will - Plan and conduct a fair test investigation to answer a question about thermal insulation. - Interpret their results and conclude.
Lesson 4 WALT: Compare and group materials based on their magnetic response.			Lesson 4 children will - Predict, test and group materials according to their magnetic properties.
Lesson 5 WALT: Explore soluble and insoluble materials.			Lesson 5 children will - Know that some materials dissolve in a liquid to make a solution. - Explain the process of dissolving using scientific vocabulary (soluble, insoluble, solution) and understand that solutions have a saturation point.
Lesson 6 WALT: Predict how mixtures can be separated.			Lesson 6 children will - Understand that they can separate some

		recombined to make a new substance **physical change -** where the molecular structures of the combined substance stay separate, allowing separation to occur **reversible change -** a physical change that we can undo **irreversible change -** a physical change that we cannot undo	mixed materials through various processes (evaporation, filtering, sieving or using magnets). - Predict how they could separate mixtures depending on the properties of the mixed materials.
Lesson 7 WALT: Understand irreversible change.			Lesson 7 children will - Identify the difference between irreversible and reversible change. - Give examples of each type of change.
Lesson 8 WALT: Understand the life and work of Stephanie Kwolek (research project during Summer term 1).			Lesson 8 children will - Learn about the work of Stephanie Kwolek and document their knowledge.
	Computing	-	
Lesson 1 WALT: Mars Rover	Data Handling – Mars Rover (spring 1)	- Identifying some of the types of data that the Mars Rover collects and explaining how the Mars Rover transmits the data back to Earth.	Lesson 1 children will - Identify how and why data is collected from space
Lesson 2 WALT: Binary Code			Lesson 2 children will - Read and calculate numbers using binary code.

Lesson 3 WALT: Computer Architecture			Lesson 3 children will - Identify the computer architecture of the Mars Rovers
Lesson 4 WALT: Using binary code (numbers)			Lesson 4 children will - Use simple operations to calculate bit patterns
Lesson 5 WALT: Using binary code (text)			Lesson 5 children will - Represent binary as text
Lesson 1 WALT: Pixels	Skills showcase: Mars Rover (Spring 2)	-	Lesson 1 children will - Recognise how bit patterns represent images as pixels.
Lesson 2 WALT: Compressing Images			Lesson 2 children will - Explain how the data for digital images can be compressed
Lesson 3 WALT: Fetch – Decode – Execute cycle			Lesson 3 children will - Identify and explain the fetch, decode and execute cycle
Lesson 4 WALT: Tinkering with CAD			Lesson 4 children will - Learn the basics of using Tinkercad
Lesson 5 WALT: Tinkercad design			Lesson 5 children will - Design a functional tyre for the mars rover using Tinkercad.
	RE Spring term 1		
Lesson 1 WALT:	RE Christianity		Lesson 1 children will

Retrieval: five fingers of faith (Christianity)  	**Christianity**	**<u>Substantive Strands of Learning</u>** – Belonging – Sacred and special – Creation – Community **<u>Christianity</u>** **Enquiry Questions:** - What is the Trinity and why is it important to Christians? - What was the impact of Pentecost for Christians? - How does the parable of The Prodigal Son explain forgiveness? - Which tradition of Lent do you feel is the most important and why? **Key vocabulary**: Palm Sunday, resurrection, holy spirit, disciple, almsgiving, Lent, intentional, heaven and fast.	- Learn about Christianity. - Learn about the followers of Christianity. - Discover who founded Christianity and who the highest God in Christianity. is (God). - To name the place of worship for Christians. - Identify the Christians holy text. - To know that Christians celebrate Christmas and Easter.
<u>Lesson 2 WALT:</u> Recognise the Holy Trinity Symbols and understand what this means to Christians.			Lesson 2 children will - Understand what the Holy Trinity is and the importance to Christians. - Identify the Holy Trinity symbols
<u>Lesson 3 WALT:</u> Understand what Pentecost is			Lesson 3 children will - Understand the story of Pentecost - Recognise the symbols of Pentecost - Retell the story of Pentecost
<u>Lesson 4 WALT:</u> Explain what forgiveness means to Christians			Lesson 4 children will - Understand the significance of

			forgiveness in Christianity.
<u>Lesson 5 WALT:</u> To understand Christians believe people sin and they pray to God to ask for forgiveness			Lesson 5 children will - Learn about the Story of Adam and Eve. - Explore examples of forgiveness within the Bible
<u>Lesson 6 WALT:</u> To describe the traditions of Lent			Lesson 6 children will - Understand the importance of Lent within Christianity. - Understand the key aspects of Lent – fasting and almsgiving
	<u>RE Spring term 2</u>		
<u>Lesson 1 WALT:</u> Retrieval: five fingers of faith (Sikhism)  	RE Sikhism	**<u>Substantive Strands of Learning</u>** – Belonging – Sacred and special – Creation – Community **<u>Sikhism</u>** **Enquiry Questions:** - What does the story of Duni Chand teach us? - How did Guru Nanak's experience in the river change his life? - What are the differences and similarities between the Hindu and Sikhs celebrations of Diwali? **Key vocabulary**: cleanse, equal, generous, teaching, Guru, festival, Diwali, difference and similarity,	Lesson 1 children will - Learn about Sikhism. - Learn about the followers of Sikhism. - Discover who founded Sikhism and who the highest God in Sikhism is (Waheguru). - To name the place of worship for Sikhs. - Identify the Sikh holy text. - To know that Sikhs celebrate Diwali and Vaisakhi.
<u>Lesson 2 WALT:</u>			Lesson 2 children will

Understand what it means to be Sikh in everyday life.			- Learn that Sikhs believe in a disciplined life-- waking up early in the morning, the importance of bathing and cleaning and meditating to cleanse their minds. - Understand that Sikhs believe in protection and nurturing and may engage in family life; fulfilling their responsibilities within the family. - Learn that Sikhs believe they can live a good life, by working hard and being honest.
<u>Lesson 3 WALT:</u> Retell the teachings of Guru Nanak.			Lesson 3 children will - Learn about the story of Guru Nanak, the founder of the Sikh religion and how he meets Duni Chand (a very wealthy man) and how Guru Nanak teaches him to be generous.
<u>Lesson 4 WALT:</u> To explain how Guru Nanak's experience changed his life.			Lesson 4 children will - Recall the key events in the story of Guru Nanak, including his message of equality

			and his experience by the river. - Identify and discuss the central teachings of Guru Nanak, including the idea that all people are equal in God's eyes and the importance of following God's path. - Reflect on the significance of Guru Nanak's disappearance and return and discuss what it means to have a spiritual experience.
<u>Lesson 5 WALT:</u> Understand the contributions the other Gurus made to the Guru Granth Sahib.			Lesson 5 children will - Identify that Sikh teachings are based on the wisdom and guidance of the ten gurus and understand their equal importance in Sikhism. - Explain why Sikhs view all ten gurus as equally important and discuss how their teachings contribute to the Sikh way of life.
<u>Lesson 6 WALT:</u>			Lesson 6 children will

Compare and contrast the Hindu festival and the Sikh festival of Diwali.			- Recall and describe the key features, stories, and traditions associated with Diwali in Hinduism and Sikhism. - Compare and contrast the ways Diwali is celebrated in Hinduism and Sikhism, focusing on rituals, meanings, and cultural practices. - Discuss the shared themes of light over darkness, good triumphing over evil, and freedom.
	Music		
Spring 1	**Rhythm**	In this unit, children will hear music from a variety of genres that use different time signatures. These pieces, combined with a range of notation activities, will help the children to gain confidence identifying rhythms both visually and aurally. Elements such as musical arrangement, structure and texture will be explored.	The children will perform pieces they have composed using the techniques in small groups, to an audience. Their performances will be assessed, discussed and critiqued against the success criteria.
Spring 2	**Pitch**	In this unit, children will listen to a wide range of music, including work from the 'minimalist' genre. They will use some of this music as a stimulus to compose their own short pieces.	The children will build on their knowledge to create more technically complex performances. These compositions will be performed, recorded, assessed and then improved by peer and self-evaluation.

	French		
Lesson 1 WALT: I'm Thirsty	That's tasty (Spring 1)	Take part in conversations and express simple opinions giving reasons Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank Understand how to use some adverbs in sentences Know how to conjugate a range of high frequency verbs Adapt known complex sentences to reflect a variation in meaning Adapt sentences to form negative sentences and begin to form questions Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words	Lesson 1 children - Will ask and answer questions about drink choices
Lesson 2 WALT: Open and Closed			Lesson 2 children - Will interpret a chart written in French to show understanding
Lesson 3 WALT: Breakfast			Lesson 3 children - Will express ideas clearly by writing a sentence to express their choices
Lesson 4 WALT: Sandwiches			Lesson 4 children - Will express ideas clearly by writing a sentence to express their preferences
Lesson 5 WALT: I like to eat...			Lesson 5 children - Will use adjectives to describe nouns
Lesson 6 WALT: Pizzas			Lesson 6 children - Will use the correct French form for 'some'
Lesson 1 WALT: Meet the Family	Family and Friends (Spring 2)		Lesson 1 children will - Understand basic grammar appropriate to French by writing sentences about belonging.
Lesson 2 WALT: At the farm			Lesson 2 children will - Vary their sentences by changing the vocabulary

Lesson 3 WALT: I live in a ...			Lesson 3 children will - Add detail to a sentence with an adjective
Lesson 4 WALT: In my house			Lesson 4 children will - Broaden their vocabulary by using a bilingual dictionary to translate unknown words
Lesson 5 WALT: Do you like animals?			Lesson 5 children will - Select suitable adjectives to describe a subject and use a description to support their opinion
Lesson 6 WALT: What can I say?			Lesson 6 children will - Select suitable adjectives to describe a subject and use a description to support their opinion
	PSHE		
Lesson 1 WALT: You are Unique	Be Yourself (Spring 1)	Explain why everyone is unique and understand why this should be celebrated and respected Explain why we should share our own thoughts and feelings and know how to do this Explore uncomfortable feelings and understand how to manage them Understand why we sometimes feel shy or nervous and know how to manage these feelings Identify when we might have to make different choices from those around us Explore how it feels to make a mistake and describe how to make amends Understand how people learn new things and achieve certain goals Understand that a helpful attitude towards learning can help us succeed in life Identify opportunities that may become available in the future and be aware of how to make the most of them	Lesson 1 children will be able to - Explain why everyone is unique - understand why this should be celebrated and respected
Lesson 2 WALT: Let it out			Lesson 2 children will be able to - Explain why they should share their own thoughts and feelings

Lesson 3 WALT: Uncomfortable Feelings		Understand that gender, race and social class do not determine what jobs people can do Understand there are a variety of routes into different jobs which may match skills and interests Discuss goals for the future and the steps needed to take to achieve them	Lesson 3 children will be able to - Explore uncomfortable feelings - Understand how to manage them
Lesson 4 WALT: Confidence			Lesson 4 children will be able to - Understand why we sometimes feel shy or nervous - Know strategies on how to manage these feelings
Lesson 5 WALT: Do the right thing			Lesson 5 children will be able to - Identify when they might have to make different choices from those around them
Lesson 6 WALT: Making Amends			Lesson 6 children will be able to - Explore how it feels to make a mistake - Describe how they can make amends
Lesson 1 WALT: You can achieve anything	Aiming High (Spring 2)		Lesson 1 children will be able to - Understand how people learn new things and achieve certain goals
Lesson 2 WALT:			Lesson 2 children will be able to

Breaking down barriers			- Understand that a helpful attitude towards learning can help us succeed in life
Lesson 3 WALT: Future focus			Lesson 3 children will be able to - Identify opportunities that may become available to them in the future - Be aware of how to make the most of these opportunities
Lesson 4 WALT: Equal Opportunities			Lesson 4 children will be able to - Understand that gender, race and social class do not determine what jobs people can do
Lesson 5 WALT: The world of work			Lesson 5 children will be able to - Understand that there are a variety of routes into different jobs which may match their skills and interests
Lesson 6 WALT: Onwards and Upwards			Lesson 6 children will be able to - Discuss goals for the future - Understand the steps they need to take to achieve them
Year 5 –			**Year 5 –**

Spring 1 FCS – Gymnastics/Handball Spring 1 CH - Dance Spring 2 FCS - OAA/Tennis Spring 2 CH – Netball	**Year 5 - PE**		
	<u>Forest School</u>		
Lesson 1 WALT: Understand how evacuees adapted to unfamiliar environments during WW2.	History Geography <u>Theme</u> Preparing for the Unknown	**History**: Evacuation and its impact. **Geography**: Basic map skills. **PSHE**: Empathy and collaborative skills. **Science**: Materials for shelter construction.	Lesson 1 children will – Reflect back on previous forest School experiences on Forest School expectations. – Understand Forest School rules and boundaries. – Discuss evacuation and adapting to new environments. – Create a "safe haven" functional shelter for evacuees. – Create a map showing safe routes to access their shelter.
Lesson 2 WALT: Explore how resourcefulness and rationing shaped life during the war.	History <u>Theme</u> Life on the Home Front	**History**: Rationing and the "Dig for Victory" campaign. **Art and Design**: Craft with natural/recycled materials. **Science**: Plant growth and food chains.	Lesson 2 children will - Explore rationing by engaging in a resource trading and rationing game (active game). - Create toys or tools from natural or recycled materials, demonstrating

			resourcefulness (tool focus). - Begin to weed and nurture the outside garden for "Dig for Victory." Vegetables to be planted at a later stage.
Lesson 3 WALT: Understand how communities showed resilience during the Blitz.	History <u>Theme</u> The Blitz	**History**: The Blitz. **PSHE:** Teamwork in building shelters. **Music**: Sound creation.	Lesson 3 children will - Build a camouflaged shelter to simulate surviving air raids. - Use natural materials to create a "Blitz soundscape," (listen to prior to entry to Forest School) replicating sounds like air raid sirens and bomb explosions.
Lesson 4 WALT: Explore how coded communication was essential to wartime success.	History Geography <u>Theme</u> Codebreaking and Communication **Links to Alan Turing (Book Club to coincide with this lesson)**	**History**: WW2 communication. **Computing**: Early coding concepts. **Geography**: Using trails and symbols to navigate.	Lesson 4 children will - Firstly, look at pictorial codes (emojis) to try and decipher what Mrs Benney is communicating. - Decode secret messages using natural materials and create own codes to communicate across distances (simple letter symbols,

			natural materials representing letters). - Use materials to design a coded trail for others to interpret.
Lesson 5 WALT: Understand the role of spies and practice skills like camouflage, stealth, and observation.	History Geography <u>Theme</u> Spies in the Forest	**History**: Espionage in WW2. **Science**: Camouflage and habitats. **Geography**: Navigating environments.	Lesson 5 children will - Practice camouflage by blending into the forest using natural materials and navigate a stealth trail without being detected. - Use observation tools like magnifying glasses or binoculars to record small changes in their environment, linking to the precision needed for spy work.
Lesson 6 WALT: Reflect on resilience, celebrate achievements, and connect lessons to VE Day.	History <u>Theme</u> Reflection and Celebration	**History**: VE Day. **DT**: Cook using simple recipes.	Lesson 6 children will - Reflect on their Forest School journey. - Prepare a simple wartime-inspired recipe, such as potato cakes, and tend to their Victory Garden.