London Plane Class Autumn Term 2026

Britain at War

A siren sounds, a building crumbles, a Spitfire zooms overhead. Take cover. It's 1939 and Britain is at war. Deep down in the Anderson shelter, learn why nations are fighting and why child evacuees must make the long journey from their homes and families into unknown territory. Read the diary of Anne Frank, written whilst hiding from the terrifying stormtroopers in a secret annexe, and try to empathise with her hopes and fears. Make do and mend. Cook up a family meal from meagre rations. Delve deep into a bygone era, when loose lips sunk ships. And, as peace is declared, let's get ready to celebrate. Mr Churchill says 'It's an unconditional surrender.'

As Mathematicians, children will further their knowledge of place value, deepening understanding of larger numbers and how to round them. They will be working with the four operations of addition, subtraction, multiplication and division. In class, we encourage the children to always explain their reasoning, recognise where and why mistakes have been made and to discuss the methods they have used. This will help to develop their confidence going forwards.

In English, children will undertake a book study of Phil Earle's 'When the Sky Falls'. This book links well with our topic and will be used for guided reading, vocabulary development and a whole range of writing opportunities. Our other English work build on the range of writing techniques and grammar used in Year 5, ensuring they reach the required standard at Year 6 using the full range of genres. This will include: wartime newspaper reports; persuasive letters; non-chronological reports; biographical writing. These will be regularly set tasks that use the knowledge gained through their topic learning. They will have spellings to work on each week and these will focus on the key Year 5/6 vocabulary.

In Religious Education, children will complete a unit exploring the key question of "How can following God bring freedom and justice?" They will explore the life and work of Moses using their Bibles, make connections between the texts studied and what Christians believe

about how we should be behave, building on the units previously completed in Understanding Christianity.

As Historians, children will know and understand significant aspects of the history of the wider world, evaluating the human impact of war or conflict on the everyday life. They will look at world leaders and the influence that they have had over local, national and international history. Throughout their studies, they will find similarities and differences between children's experiences both during the war and now, asking valid questions and evaluating the validity of historical sources.

As Geographers, children will learn about the location of key events of the Second World War, including where children were evacuated from and to and the cities and ports that were targeted during the Blitz. They will also look at the locations of the major nations involved, building on their knowledge of the world.

As Artists, children are introduced to the idea that they can use art as a way of sharing their passions and interests with their peers and community. We start by introducing them to artists who are activists, and then we go on to help pupils identify and voice the things they care about as individuals.

As Designers, children will use a range of simple sewing stitches, understand the ways in which clothes are made and explore ways of recycling and repurposing old clothes and materials. This will be our Make do and Mend project.

As Musicians, children will explore what songs were popular at this time, listening to a range themselves and composing their own songs to welcome home soldiers from the front line.

In Computing, children will use search technologies effectively and safely to conduct valid research into the content covered. Children will use suitable software to create presentations, exploring the effectiveness of transitions, animations and background music. Computing is very much an integral part of all of our learning at Chidham, with peer learning and discrete lessons combining seamlessly.

In Science, children will learn about the circulatory system, alongside understanding how healthy lifestyle choices have a direct impact on this system. They will build on their scientific learning and investigative skills from previous years, applying these in designing their own investigations and experiments.

In French, will be revising key vocabulary from previous learning before moving on to telling the time and describing our daily routines.

In PSHE, children will learn what it means to help others feel welcome in school. We will think about how to make our school community even better by reflecting on how we support everyone's right to learn, care about other people's feelings and how to work well with others. Our Forest School learning will continue with Mrs Webb on a Monday afternoon in the second half term.

In Physical Education, children will be working of a variety of team and individual games, including netball and badminton with the aim of developing both skills, co-ordination, stamina and team work. The skills we will work on include: choose and make the best pass in a game situation; move with the ball, using a range of techniques, showing accuracy

control and fluency; keep and win possession of the ball effectively and in a variety of ways in a team game; choose and make the best pass in a game situation and link a range of skills together with fluency; thoroughly, evaluate their own and others work, suggesting thoughtful and appropriate improvements.

Homework

Our homework this half term should be a range of activities that will reinforce the learning that is being completed in class. The class should spend at least 20 minutes three times a week on each program, as it will be beneficial for each of them. The children have all been given a card with their different log ins. They also need to have access to Seesaw, where will post learning updates and other bits and pieces like spellings.

1) Prodigy – as you already know, this is a maths learning program. Their character levels up as they progress. To do this they are asked questions from the different area of maths. Every week I set specific areas that they need to practice from learning we have covered in class. The program feeds back to me, showing the progress that each child is making. If they are finding particular areas difficult, it makes it a little easier for them. They also are encouraged to come in and ask me.

2) Read Theory – this is a similar idea but with reading as a focus. Again, the children are reading a range of texts and answering questions about these. It also adapts the difficulty of the text to the level of the reader.

3) TT Rockstars – again, a similar idea but with respect to learning times tables.

Additionally, each week, I will post the spellings from our new spelling scheme on Seesaw. They will receive these on a Monday and will have the rest of the week, working through tasks to help them to learn them before being tested on a Friday.

If you have any further questions or worries, please do contact us on mchesshire@chidham.w-sussex.sch.uk

Topic related activities.

These activities are for you to do at home. You can do all of them or choose the ones that you find most interesting.

1. Britain and its inhabitants have fought in or endured several significant conflicts throughout history. Use a range of sources to find out about the conflicts listed and Britain's involvement. Record your findings in a table. Include the following column headings: name of conflict, date, countries or people involved, one major cause and one major consequence of the conflict.
   • Norman Conquest of England
   • Wars of the Roses
   • English Civil War
   • Napoleonic Wars
   • Crimean War
   • First World War
   • Second World War

2. Discuss with a family member what the words 'conflict' and 'war' mean and look up their meaning in a dictionary. Then use a dictionary to write definitions for the terminology here: alliance invasion expansionism militarism fascism nationalism imperialism retaliation

3. Use your existing knowledge and a range of sources to write a report about the First World War. Record information as notes on a mind map first, under headings such as causes, warring nations, key events, front line, home front and how the war ended. Use your mind map to help you write your report. Include a title, an opening paragraph, a timeline of key events, subheadings, detailed facts, precise topic vocabulary and images with captions.

4. Use a range of sources to look at images of First World War trenches. Find out about trench warfare and then answer the questions.
• Why were trenches used during the First World War?
• What did trench warfare involve?
• What was life like for the soldiers in a First World War trench?

5. Use your existing knowledge and a range of sources to write a report about the Second World War. Record information as notes on a mind map first, under headings, such as causes, warring nations, key events, effects of the war on everyday life and how the war ended. Use your mind map to help you write your report. Include a title, an opening paragraph, a timeline of key events, subheadings, detailed facts, precise topic vocabulary and images with captions.

6. Use a range of sources to find out about the following important events, which involved Britain during the Second World War: Battle of Britain, the Blitz and D-Day. Use bullet points to write a list of key findings about each event.

7. The Ministry of Information produced persuasive posters during both the First and Second World Wars to affect people's opinions and actions. Use online sources to learn more about wartime posters and to find examples. Then answer the questions.
• What was the purpose of persuasive posters in the First and Second World Wars?
• Propaganda was a feature of some wartime posters. What is the definition of the word propaganda?
• In what different ways did posters encourage British people to get involved in the war effort during the First and Second World Wars?
• Choose some wartime posters to explore and answer these questions: Who was the poster aimed at? What was it meant to achieve? How effective do you think it was and why?

8. Experts developed different weapons, innovations and technology during the First and Second World Wars to help each side defeat their enemies. Examples include artillery, aircraft and radar. Find out about the weapons, innovations, and technology developed, then create an information poster about one development that interests you. Include a title, images with captions and detailed facts.

9. Read a historical narrative, poems or age-appropriate real-life stories about either the First or Second World War. There are many suitable and award-winning titles available. Examples include: Letters from the Lighthouse by Emma Carroll, War Horse, Private Peaceful or Only Remembered by Michael Morpurgo, The Skylark's War by Hilary McKay, Poems from the Second World War by Gaby Morgan, Archie's War by Marcia Williams, Anne Frank – The Diary of a Young Girl (Abridged for young readers) by Mirjam Pressler or Voices from the Second World War by First News.

10. Finish your home learning by writing a summary of the topic, explaining what you have learned about Britain's involvement in conflicts throughout history and the First and Second World Wars.

If you have any further questions, please do contact us on mchesshire@chidham.w-sussex.sch.uk