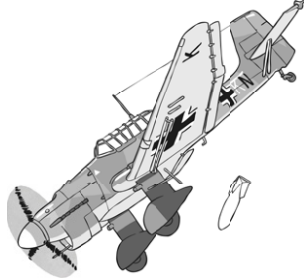


Battling for the Skies: Key Facts

Read the following facts about the Battle of Britain

The Battle of Britain was the attempt of the German Luftwaffe to destroy the RAF of the United Kingdom, so that German soldiers could then invade by sea in Hitler's secret mission, code named 'Operation Sea Lion'.

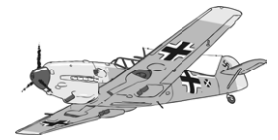
The Battle of Britain began on 10th July 1940 when British ships in the English Channel were bombed by the German Luftwaffe.



In July 1940, the Luftwaffe had a distinct advantage over the RAF. They had 2600 aircraft against Britain's 640.

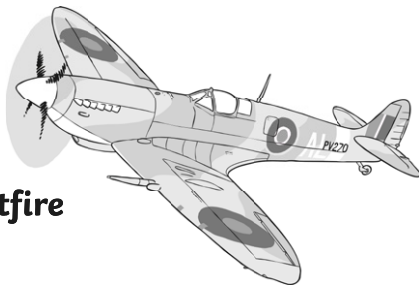
Mass bombing of airfields, harbours, radar stations and aircraft factories began in August 1940.

The most popular German planes were the Messerschmitt fighter planes.

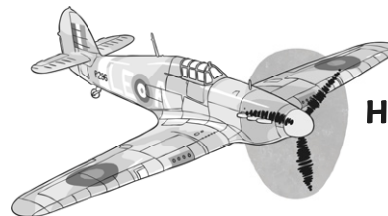


The most popular British aeroplanes to fight in the Battle of Britain were the Supermarine Spitfire Mark 1 and the Hawker Hurricane. The Spitfires battled with the German fighter planes while the Hurricanes targeted the bombers.

Spitfire



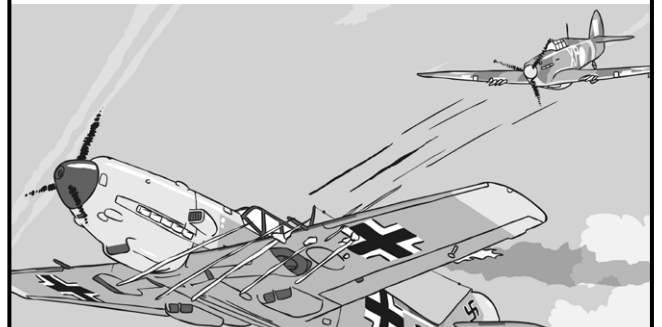
Hurricane



The RAF defences were incredibly well-organised and efficient. Britain was split into groups and sectors with a main fighter airfield in each, which organised and deployed the fighter planes in response to the intelligence they received from radar operatives.

The term 'dogfight' describes the intense in-air battle between small groups of aircraft that fought at close range. Strategic manoeuvring was key to winning a dogfight battle.

A pilot that destroyed five enemy aircraft was known as a fighter ace.



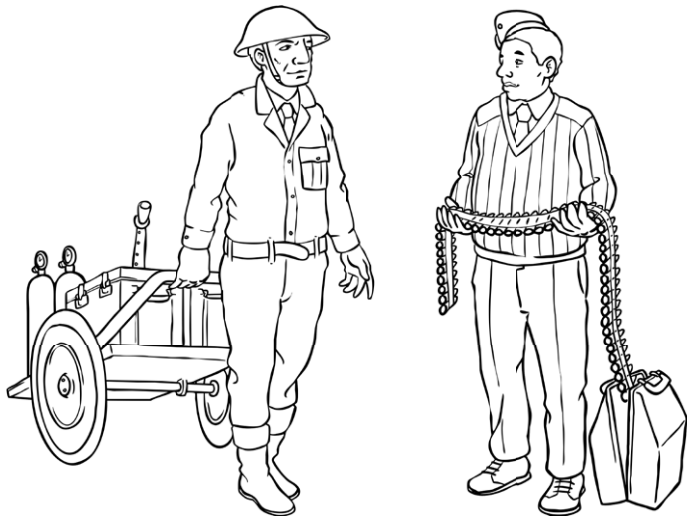
Due to their small numbers (in comparison with the enemy), the RAF pilots who flew in the Battle of Britain came to be regarded as 'The Few'. This name came from Winston Churchill's speech to parliament on 20th August 1940:

'Never in the field of human conflict was so much owed by so many to so few.'

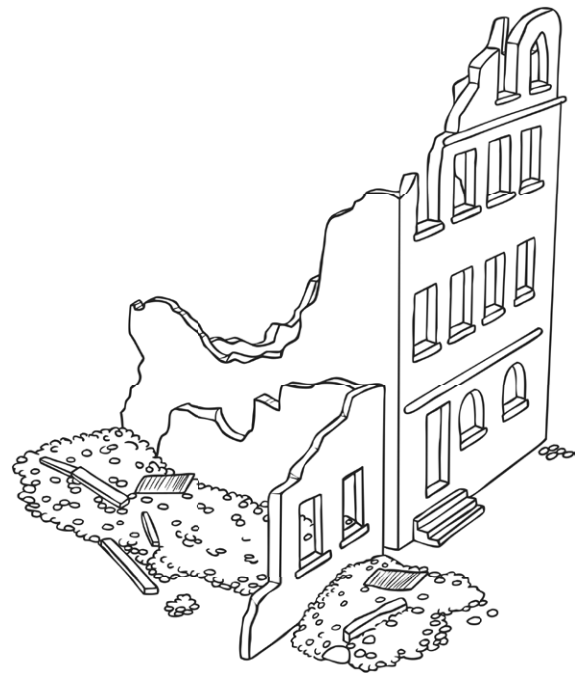


Britain's eventual success in the Battle of Britain was a collaborative effort between the RAF pilots and a wide range of ground workers that supported them:

- factory men and women worked tirelessly building new aircraft and weapons;
- radar operatives scanned the skies and gave advance warning of incoming enemy planes;
- anti-aircraft command helped shoot down enemy planes from the ground.



On the 7th September 1940, the Germans suddenly moved on to bombing London as they believed enough damage had been caused to the RAF stations. Despite causing considerable damage in the capital, this actually gave the RAF time to recover their defences.



On 15th September 1940, the Germans launched another massive attack but the British fighters hit back hard and gained the advantage. The tide had turned in Britain's favour and it became clear that the Germans could not achieve their goal of controlling British airspace.

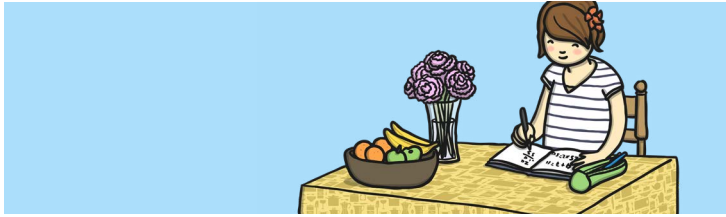
Although for the next nine months German bombers continued to bomb large cities in the period of war known as The Blitz, the 15th September 1940 is officially regarded as the end of the Battle of Britain and this day is commemorated each year.

WWII: Battle of Britain

English | Year 5 | Topic Overview

Introduction

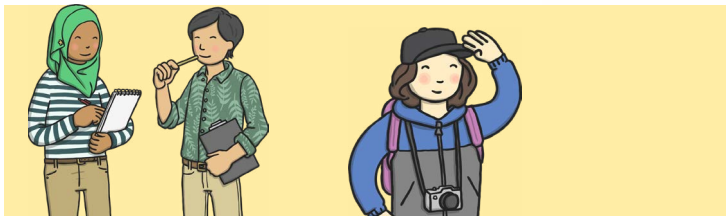
In this topic the children will study fiction and non-fiction texts relating to the Battle of Britain. They will use what they have learnt to answer comprehension questions and write their own recounts, propaganda posters and historical stories about this major turning point of World War II.



Home Learning

Battle of Britain Key Facts: In this task, the children are required to use their knowledge (undertaking additional research if necessary) to explain key information about the Battle of Britain.

Supermarine Spitfire: In this task, the children label a diagram of a Spitfire and design their own poster or radio advertisement to advertise the prowess of this iconic plane.



Educational Visits

Imperial War Museum, Leeds

The Forties Experience, Hertfordshire

Holdenby House Evacuee Day Trip, Northampton

Eden Camp Modern History Theme Museum, North Yorkshire

Stockport Air Raid Shelters, Stockport

Western Approaches Museum, Liverpool



Weblinks

[British Legion](#)

[Imperial War Museums](#)

[BBC History](#)

[History.com](#)

Assessment Statements

By the end of this unit...

...all children should be able to:

- explain the purpose of wartime propaganda posters;
- recall key facts about the Battle of Britain;
- answer questions to demonstrate an understanding of the Battle of Britain.

...most children will be able to:

- explain the purpose, meaning and effect of wartime propaganda posters;
- incorporate some factual information about the Battle of Britain into their fiction writing.

...some children will be able to:

- independently plan and research their own work and communicate their learning in creative and interesting ways;
- confidently interweave fictional and factual elements about the Battle of Britain and other wartime events in their writing.

Lesson Breakdown

Information Texts

Comprehension

Checking the book makes sense to them, discussing their understanding and exploring the meaning of words in context.

Explaining and discussing their understanding of what they have read, including through presentations, debates, maintaining a focus on the topic and using notes where necessary.

I can answer comprehension questions about the outbreak of World War II.

Recounts

Planning a Recount

Retrieving, recording and presenting information from non-fiction.

I can plan a recount about the Battle of Britain.

Writing a Recount

Noting and developing initial ideas, drawing on reading and research where necessary.

I can write a recount about the Battle of Britain.

Persuasive Writing

Propaganda Posters

Identifying and discussing themes and conventions in and across a wide range of writing.

I can analyse and describe the features of World War II propaganda posters

Designing Propaganda Posters

Noting and developing initial ideas, drawing on reading and research where necessary.

I can design my own World War II propaganda poster.

Story Writing

Character Descriptions

In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.

I can analyse elements of a character description and plan my own character.

Beginning and Build-Up

In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.

I can write the beginning and build up to my story.

Planning the Dilemma

In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.

I can plan the dilemma for my story.

Writing the Dilemma

In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.

I can write the dilemma for my story.

Closing and Editing

In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.

Assessing the effectiveness of their own and others' writing.

I can write the closing of my story.

I can proofread my own writing.

Writelt

Our Writelt lessons and resources have been specifically designed to create an independent writing opportunity for children, with minimal teacher input. The activity sheets are not differentiated as they have been created for writing assessment purposes. These packs are structured to deliver lessons mirroring the learning that has taken place within this topic and provide assessment opportunities for teachers.

Writelt

Persuasive Writing

Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
I can write a persuasive poster.

Recounts

Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
I can write a personal recount about the Blitz.

Story Writing

Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
I can write a story opening set in World War II.

Aims

Reading

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Checking the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Explaining and discussing their understanding of what they have read, including through presentations, debates, maintaining a focus on the topic and using notes where necessary.
- Identifying and discussing themes and conventions in and across a wide range of writing.
- Retrieving, recording and presenting information from non-fiction.

Writing

- Noting and developing initial ideas, drawing on reading and research where necessary.
- In narratives, describing setting, character and atmosphere and integrating dialogue to convey character and advance the action.
- Using a wide range of devices to build cohesion within and across paragraphs.
- Assessing the effectiveness of their own and others' writing.

Spelling, Punctuation and Grammar

- Using devices to build cohesion within a paragraph [then, after that, this, firstly].



English Guide

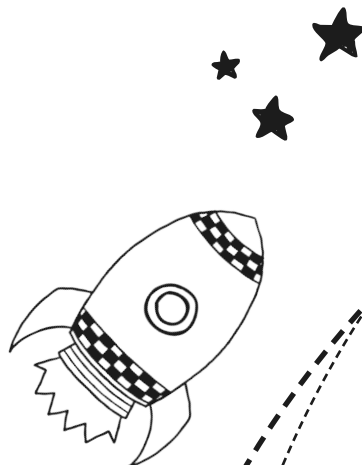




This is our scheme of work for the 2014 National Curriculum for English.

To help you save time we have designed resources to meet many of the aims in English. They have been developed by our teachers and designed by our creative team to provide you with everything you need.

Each topic is covered by a flexible scheme of work including an area overview, a topic web, a set of additional resources as teaching aids and display materials, home learning tasks and special Writelt lesson packs. The aims in English are covered throughout the topic packs, making links to spelling, punctuation and grammar where appropriate, and could be used at any point in the year. Each lesson pack includes a detailed lesson plan, a lesson presentation, creative differentiated lesson activities and any other resources you may need.



What Is in a PlanIt Area of English?

For each area of English there is...



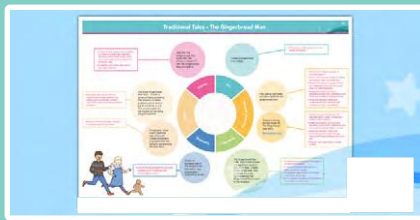
Topic Overview



Additional Resources



Writelit Pack

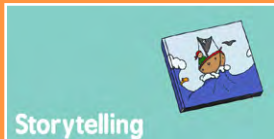


Topic Web

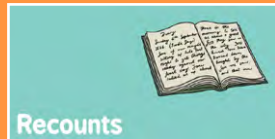


Home Learning

A range of genres...



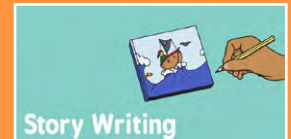
Storytelling



Recounts

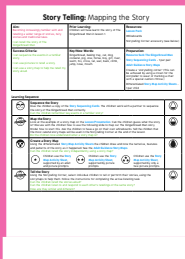


Instructions

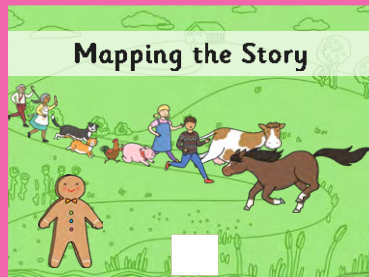


Story Writing

Each genre contains...



Lesson Plan

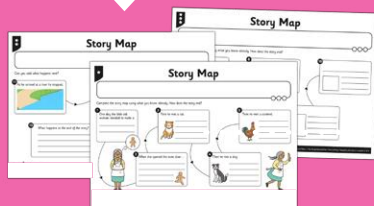


Lesson Presentation

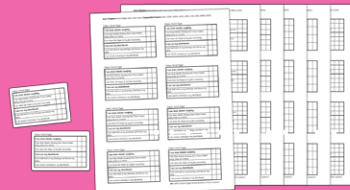


Multiple Lesson Packs

each containing...

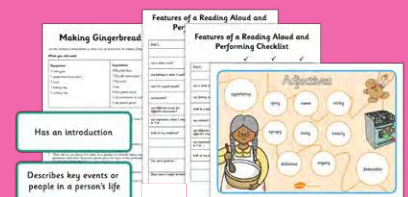


Activity Sheets



Success Criteria Grids

and sometimes...



Word Mats, Writing Frames, Genre Checklists etc.

What Goes into a PlanIt Lesson Plan?

Each lesson pack contains a lesson plan as a pdf document. Text can be copied from the plan to your own planning format. The lesson plan is split into two main sections to help with your planning.

Area Name

Lesson Name

Resources: Any resources you need will be listed here.

Aim: The text in red is the 2014 NC aim. The green text gives you a child friendly aim for the lesson.

Preparation: Here you will find everything that needs preparing before the lesson.

Story Telling: Mapping the Story

Aim: Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. I can retell the story of The Gingerbread Man.	Prior Learning: Children will have learnt the story of The Gingerbread Man in lesson 1.	Resources: Lesson Pack Whiteboards Storytelling Corner accessory (see below)
Success Criteria: I can sequence the events in a familiar story. I can use pictures to retell a story. I can use a story map to help me retell my story aloud.	Key/New Words: Gingerbread, baking tray, cat, dog, cockerel, pig, cow, horse, boy, girl, river, swim, fox, cross, tail, wet, back, climb, jump, nose, mouth.	Preparation: Resource Pack The Gingerbread Man Story Sequencing Cards - 1 per pair Adult Guidance Story Maps Create a 'storytelling corner' (This can be achieved by using a crown for the storyteller to wear or marking a chair with a special cushion/throw.) Differentiated Story Map Activity Sheets 1 per child

Learning Sequence

Sequence the Story Give the children a copy of the <u>Story Sequencing Cards</u> . The children work with a partner to sequence the story of The Gingerbread Man correctly. Can the children remember key events in a familiar story?	
Map the Story Look at the example of a story map on the Lesson Presentation. Can the children guess what the story is? Discuss with the children how to use the following slide to map out The Gingerbread Man story. Model how to start this. Ask the children to have a go on their own whiteboards. Tell the children that the most careful story maps will be used in the Storytelling Corner at the end of the lesson. Do the children now understand what a story map is?	
Create a Story Map Using the differentiated <u>Story Map Activity Sheets</u> the children draw and note the narrative, features and patterns of the story as it happened. See the <u>Adult Guidance Story Maps</u> . Can the children retell the story independently using a story map?	
Tell the Story Using the storytelling Corner, select individual children to tell or perform their stories, using the storymaps to help them. Follow the instructions for completing the active listening task. Can the children listen to and respond to each other's retellings of the same story? How are they similar and different?	

Learning Sequence:
 Takes you through the lesson step by step.

You'll find key assessment opportunities in green in the learning sequence.

Differentiation is indicated by 1, 2 or 3 stars.

The egg timers tell you how long that part of the lesson should last; short, medium or long. If you don't have time for the full lesson, this might help you select individual parts.

You'll find Twinkl resources in blue and bold, hyperlinks are also underlined.

Footer: This tells you which area the lesson comes from, where the lesson comes within the area, and if the lesson stands alone or is linked in a series with other lessons.

English | Year Group | Topic Genre | Lesson Name | Lesson # of #

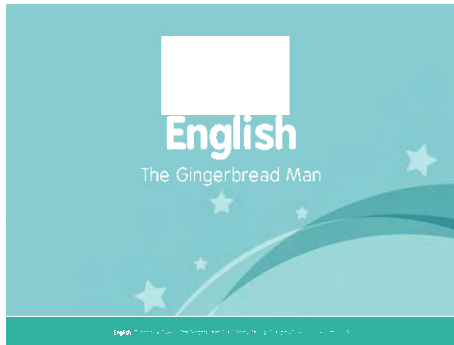
Lesson Plan Icons

Duration of Activity	Short 	Medium 	Long 	Individual 		Talk Partners
Differentiation	Low 	Medium 	High 	Pairs 		Teacher Led
Assessment		Or look for green text in the learning sequence.		Group Work 		Whole Class

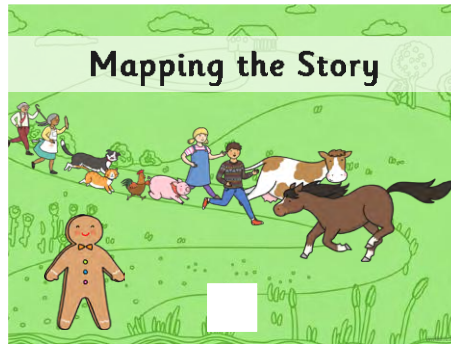
What Goes into a Plant Lesson Presentation?

Each lesson pack has a lesson presentation, available as a PowerPoint or interactive whiteboard file. The presentation frames the learning sequence as outlined on the lesson plan, providing information, posing questions and setting tasks.

Each presentation has the same 3 slides at the beginning;



Slide One: Plant title slide with the subject and the area title. The footer of the slide will match the lesson plan.



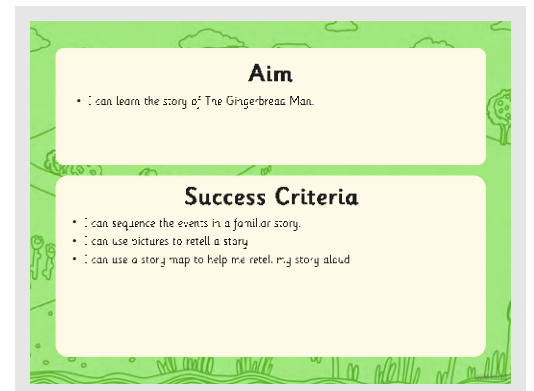
Slide Two: Child-friendly title slide. You might choose to start your lesson with this slide.



Slide Three: Child-friendly aim and success criteria.

Slide titles in the lesson presentation correspond with the bold titles in the learning sequence in the lesson plan.

You'll find the corresponding icon in the top right-hand corner. There is a key to the icons at the bottom of the page.



The success criteria slide will be repeated at the end of each presentation to facilitate assessment.

Lesson Presentation Icons



Individual



Group Work



Talk Partners



Pairs



Whole Class



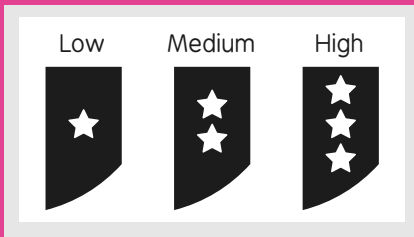
Assessment

Our Activity Sheets

Our activity sheets are provided in .pdf format and .doc format.

Differentiation is indicated by the star system.

Activity Sheet Icons



Instructions

Use the command words below to write a list of instructions for making gingerbread men.

Command words

put mix cut decorate add dust roll place

What you will need:

Equipment

Ingredients

How to make the biscuits:

- 1.
- 2.
- 3.
- 4.
- 5.

... This box is for the lesson aim. An editable version where you can add your own aim is also provided. The three circles are for optional self or teacher assessment.

e.g. traffic light colours or shading 1, 2 or 3.

... The footer will let you know which area and lesson the activity sheet is from.

Home Learning

For each curriculum aim, differentiated home learning activities are provided.



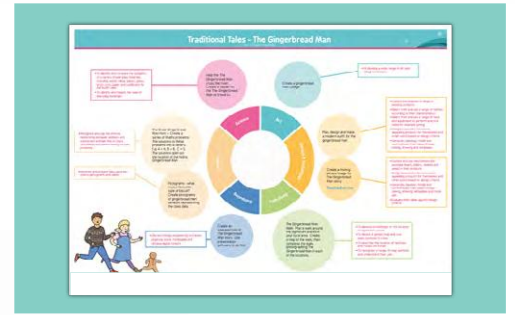
What's in an Additional Resources Pack?

Each topic of English features a PlanIt additional resources pack, which has everything you need to teach a range of English skills for that topic. Each pack contains different resources ideal for the genre and year group concerned. This pack also includes a wide range of display questions, genre posters and images to create an eye-catching English display in your classroom.



What's in a Plant Topic Web

Each topic of English also features a Plant Topic Web, which has everything you need to create links between English and other areas of the curriculum. This topic web identifies the aims from subjects in the 2014 National Curriculum and makes planning easier and more creative for teachers in your school.



What Is a Plant Writelt Lesson?

Plant Writelt lessons and resources have been devised to create an independent writing opportunity for children, with minimal teacher input. The activity sheets are not differentiated because they have been created for writing assessment purposes. Each Plant Writelt pack is based on one of the genres covered in the topic. These packs are structured to deliver lessons mirroring the learning that has already taken place, whilst providing assessment opportunities and sometimes checklists for teachers.

Writelt: Instructions

Aim: Writing for different purposes I can write instructions.	Prior Learning: Children will have learnt about instructions for making gingerbread in this unit.	Resources: Lesson Pack
Success Criteria: I can plan instructions independently. I can use what I know about instructions to help me write. I can show the features of instructions in my writing.	Key/New Words: Instructions, features.	Preparation: Y2 Exemplification Checklist - 1 per child Activity Sheet How to Make a Sandwich - 1 per child

Learning Sequence

	The Big Challenge: Introduce the independent task to the children. Discuss how the children are already prepared to do this.	
	The Big Plan: Ask the children to use the prompts displayed. They can use the first page of <i>How to Make a Sandwich Activity Sheet</i> to do this. Give the children 5 or 10 minutes to do this. Can the children plan their own instructions?	
	The Big Challenge: Ask the children to write their instructions using everything they know about the genre. Can the children write instructions independently?	
	The Big Check: Ask the children to check through the writing they have done. (This is a good opportunity to remind the children of their personal writing targets if they have them). Use the prompts on the <i>Lesson Presentation</i> to guide the children in their checking. Can the children remember which features are common to instructions?	

The Big Plan: Children are given time to plan their work, using a given structure

The Big Check: Children are encouraged to check through their writing.

The Big Challenge: Children are introduced to the assessment challenge.

The Big Challenge: Children independently begin the assessment challenge.

Meet the Teacher Team Behind PlanIt

Helen

With a commitment to valuing the visual arts within the primary classroom and beyond, Helen strives to bring innovation and creativity across the curriculum, particularly in English and history.



Gemma

With 13 years' experience as a primary teacher, Gemma has led science, design and technology and Healthy Schools. She has a passion for igniting learning through a hands-on approach.



Helen

From an inner city school in London to a village school in Yorkshire, Helen is a former SENCo who has enjoyed 13 years teaching 6 to 11 year olds, focusing on a creative, cross curricular approach.



Victoria

Vicky is an experienced teacher who has been subject leader for English, geography, Gifted and Talented and Assessment. She likes to inspire children through active projects which require creative thinking.



Alistair

Alastair has taught in a variety of schools from Barnsley to Bangkok and held responsibility for English, maths and Gifted and Talented. He enjoys thinking of new ideas for learning experiences.



Hannah

Hannah is an experienced primary teacher of 14 years. She loves finding creative and challenging ways to inspire children's learning and has a particular interest in English.



Jo

With 13 years' experience teaching 4 to 11 year olds, Jo believes passionately in the inclusion of all children within education using creative and 'hands on' approaches.



Liz

Liz has 20 years' experience teaching 5-11 year olds in a variety of settings. She loves inspiring children to be enthusiastic about new languages.



Jemma

An experienced SEN teacher and SENCo for 5-13 year olds, Jemma has an MA Diploma in SEN and expertise in geography, English and PSHE. She loves visual resources and sign language.



Steve

With 15 years' primary teaching experience, Steve has enjoyed roles in Senior Leadership, assessment and mentoring. Specialising in English and computing, He is also an author and school governor.



Be kind to yourself, you're doing wonderfully.

WWII: Battle of Britain

Year 5 | English Topic Web

