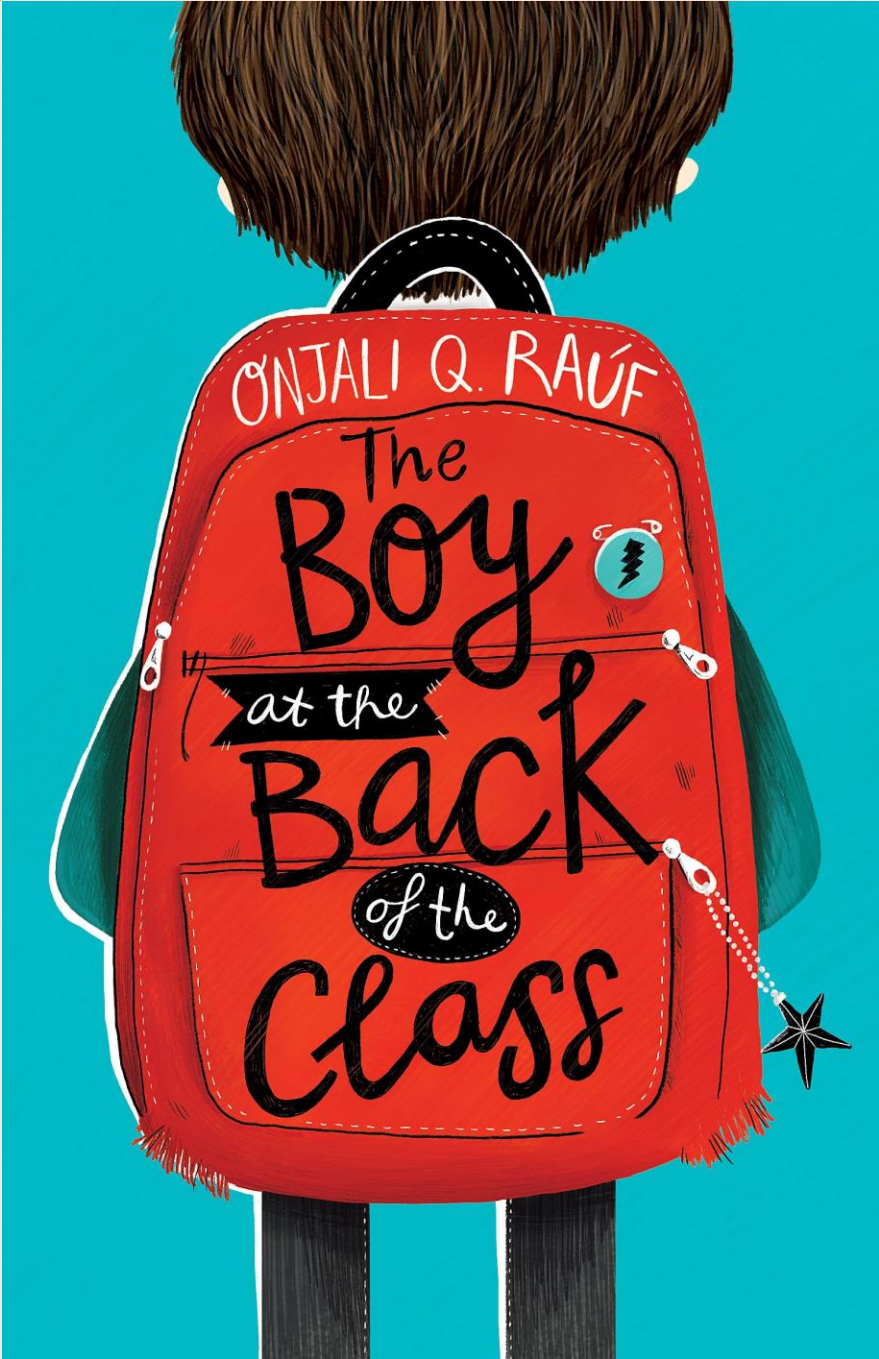


# Monday 18th May Morning Challenge

bellowed  
screeched  
squealed  
shrieked  
squawked  
whispered  
murmured  
breathed  
sighed  
muttered

**Challenge – Use each word in  
a sentence including a relative clause.**

# Toast and Class Novel



Monday 18th May

KQ: Can I compare the characteristics of living things?

Starter Quiz:

Match the animal to its classified grouping.

Reptile

Amphibian

Fish

Bird

Mammal

Penguin

Shark

Snake

Lizard

Human

**Which classification would you give for a whale? Explain your answer.**

Monday 18th May

KQ: Can I compare the characteristics of living things?

**Define the word 'classify'.**

**Define the words 'living things'.**

A turtle is an animal that has: \_\_\_\_\_

# Keywords

Observable - is something that we can see or describe using our senses.

Characteristic - is a feature or quality of something that we can see or use our other senses to observe.

Compare - We compare things by looking at what is the same and what is different.

Similarity - is something two or more objects have in common.

Difference - difference between two objects or things is something that is not similar or the same about them.

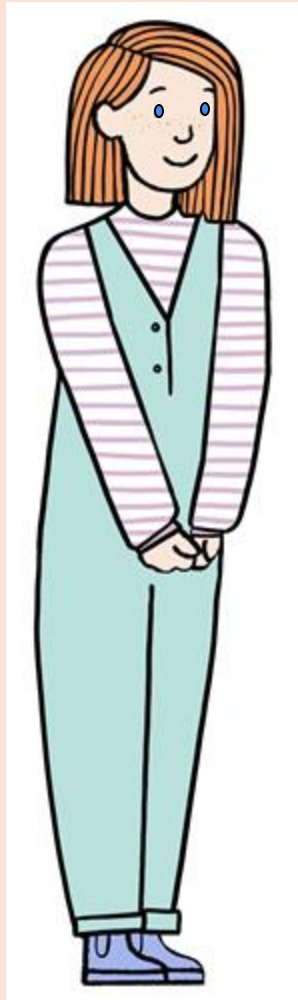
An **observable characteristic** is a feature or property of a living thing that we can see or use our other senses to observe.

This can include information about colour, size, shape or structure.



Eye colour is an example of an observable characteristic.

Some **observable characteristics** of Alex's mum are:



- she has ginger hair
- she has straight hair
- she has blue eyes
- she has freckles

Alex's mum

Some **observable characteristics** of Alex's older sister are:



- she has ginger hair
- she has curly hair
- she has green eyes
- she has freckles

Alex's older  
sister

Which of these are observable characteristics of Jun?

**a**

he has dark hair



**b**

he has a pet goldfish

**c**

he likes cheese sandwiches

**d**

his name is Jun

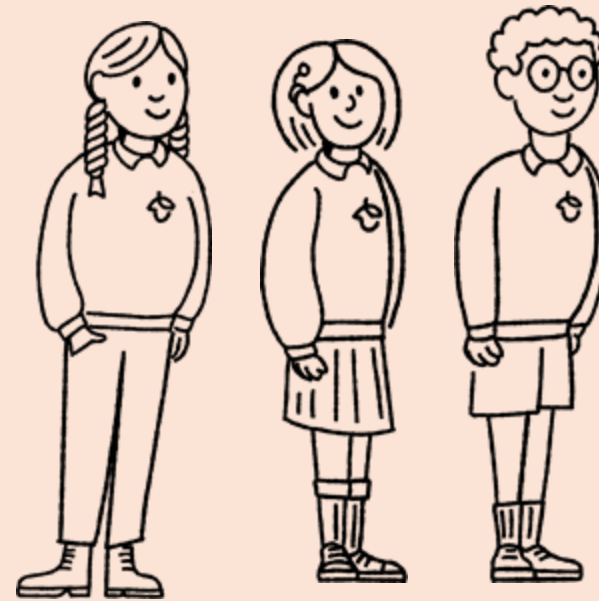


Jun

Sofia has sorted herself and her friends into groups according to an **observable characteristic**.



children with curly hair



children with straight hair

Someone is in the wrong group. Can you see her mistake?

Alex should be in the first group because he has curly hair.



children with curly hair

children with straight hair

When sorting things into groups, the groups do not need to be equal in size.

How has Sofia sorted her friends into groups?



group 1



group 2

boys and girls

When we compare things, we look at their **similarities** and **differences**.

Scientists use **observable characteristics** to compare living things. This helps them to sort living things into groups and work out what they are.



observing a plant

What **similarities** and **differences** can you see between these two types of plant?



holly bush



bramble

Aisha



The flowers on these plants are **different** to each other.

The flowers on these plants are **similar** to each other.



Izzy



tulips



buttercups

Who do you agree with?

Both children are correct.

The flowers are **similar** to each other as they both sit at the top of long, green stems and they both have yellow petals.

The flowers have **differences** in their shapes and sizes.



tulips



buttercups



Which of these things are similar and which are different between these two plants?

- a** leaf shape different
- b** leaf colour similar
- c** flower shape different
- d** flower colour similar



water lily



lily of the valley

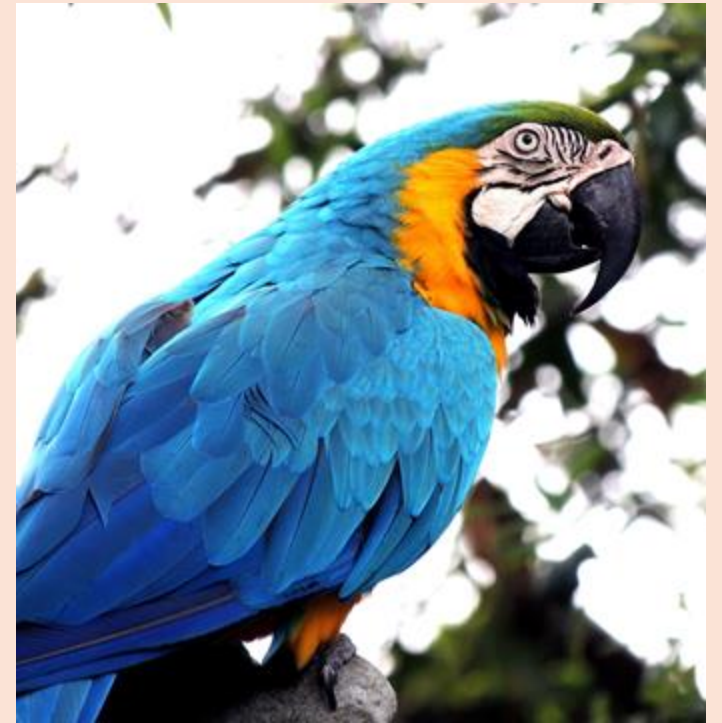
Which of these is the odd one out? Think about what is the same and what is different about each one.



penguin



butterfly



macaw



Aisha

I think it's the penguin because it can't fly.



penguin



butterfly



macaw



Lucas

The butterfly is the odd one out because it's the only one that's not a bird.

What do you think?

I think it's the macaw because the other two are just black and white.



Izzy



Scientists can **compare similarities** and **differences** between living things to help us work out whether they belong in certain groups.

Alex has found an animal in his backyard and is curious about what it is.



Alex

Alex's animal

He looks at the **observable characteristics**.



Alex

It has six legs and a pair of antennae. I think it must be an insect.



Alex's animal

Alex **compares** his insect to another type of insect.



bees



Alex's animal

What **similarities** does it have with this group of insects?

What **similarities** does it have with this group of insects?



butterflies



Alex's animal

What **similarities** does it have with this group of insects?



moths



Alex's animal

Which group of insects do you think Alex's animal has the most in common with?



Alex's animal



bees



butterflies



moths



Alex's animal



moths

The shape of my insect's body and wings is most similar to the moths. I think my insect must be a type of moth.

Now he knows what kind of insect it is likely to be, Alex can carry out research using secondary sources to identify the type of moth he has found.



Alex

# Identifying living things



Check

Which group does this unknown animal have the most similarities with?



unknown animal

**a**



reptiles



**b**



amphibians

# Summary

## Comparing characteristics of living things

Observable characteristics are properties about things that we can describe using our five senses.

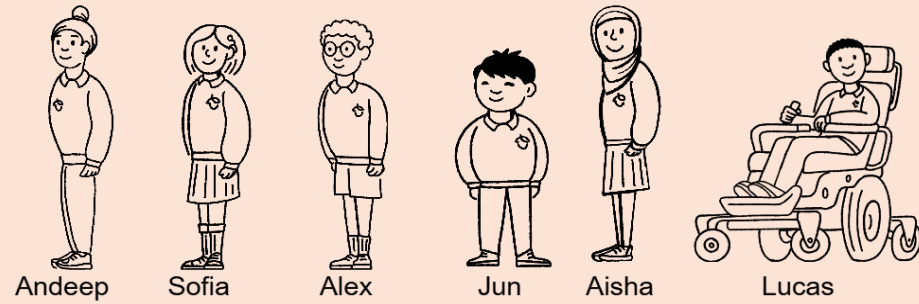
Living things have many observable characteristics we can use to compare similarities and differences between them.

Comparing and grouping living things can help us to identify them.

Monday 18th May

KQ: Can I compare the characteristics of living things?

1) Using their characteristics, sort these 6 children into two separate groups.



2) Choose three animals and complete the comparison table below:



key facts	animal 1	animal 2	animal 3
colour			
how does it move?			
body covering			

**Challenge – How are some of the characteristics to your animals different or the same? Explain one of each.**

**Mastery -While a blue tot and fly can both fly, scientists do not place them in the same group of living things. Why?**

Choose three animals and complete the comparison table.

key facts	fly	blue tit	tiger
colour	green	blue, black, yellow, white	black, white, orange
how does it move?	walks, flies	walks, flies	walks, runs, climbs
body covering	very short hairs	feathers	fur
number of legs	6	2	4
tail	no tail	thin, made of feathers	long, has black rings

How are the animals you chose similar and different to mine?



Lucas

# Exit Quiz

1 Anything can be compared to another thing. What do we do when we compare things to each other? (Tick 1 correct answer)

- we look at the similarities and differences
- we find out what their names are
- we try to make them the same
- we move them from one place to another

2 Jun compares these two animals. Which of these is a difference between them? (Tick 1 correct answer)



rabbit



Arctic hare

- the shape of their ears
- their colour
- their body covering
- the number of legs they have
- the number of eyes they have

3 Laura compares these two animals. Which of these is a similarity between them? (Tick 1 correct answer)



lizard



horse

- their colour
- their size
- their body covering
- the number of legs they have

Monday 18th May

KQ: Why did a second war break out in 1939?

Knowledge Quiz

1. On what day did the First World War end?

**11 October**

**11 November**

**11 December**

2. Which country signed the armistice?

**France**

**Britain**

**Germany**

**Russia**

3. When was rationing introduced in Britain?

**1917**

**1918**

**1919**

**1920**

4. What were civilians given so that they all had a fair share of food?

**ration cards**

**money**

**vouchers**

**nothing**

5. What were built all over Britain in memory of those who died in the First World War? 2

**towers**

**cenotaphs**

**buildings**

**memorials**

Knowledge quiz

## Knowledge quiz 2.5 answers

1. On what day did the First World War end?

11 October

11 November

11 December

2. Which country signed the armistice?

France

Britain

Germany

Russia

3. When was rationing introduced in Britain?

1917

1918

1919

1920

## Knowledge quiz 2.5 answers

4. What were civilians given so that they all had a fair share of food?

ration cards

money

vouchers

nothing

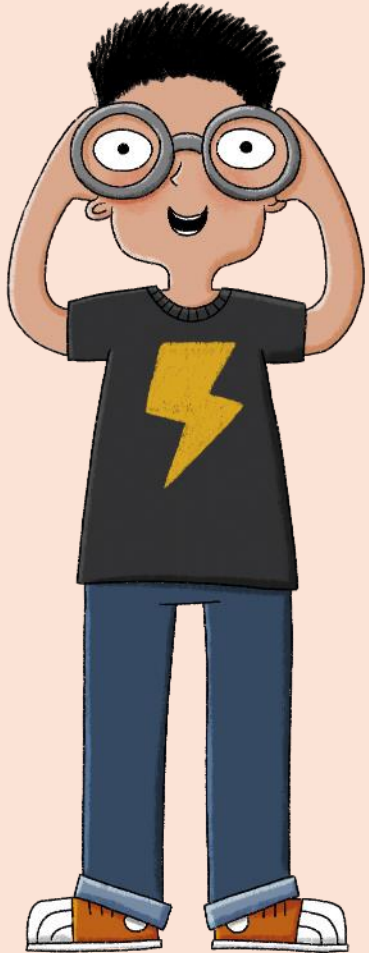
5. What were built all over Britain in memory of those who died in the First World War? (Circle **two**.)

towers

cenotaphs

buildings

memorials



In this lesson we will learn to identify the actions of Hitler and how they led to the Second World War.



The key word for this lesson is  
**appeasement.**

Appeasement means to avoid  
conflict by doing what  
someone wants.



# Why did a second world war break out in 1939?

## Key knowledge

- In 1934, Hitler was able to declare himself Führer (Leader) and had absolute power in Germany.
- Britain and France tried to appease Hitler at the Munich Conference.
- Once Hitler was given the Sudetenland, he marched troops into Czechoslovakia.
- On 1 September 1939, Hitler invaded Poland. On 3 September, France and Britain declared war on Germany.

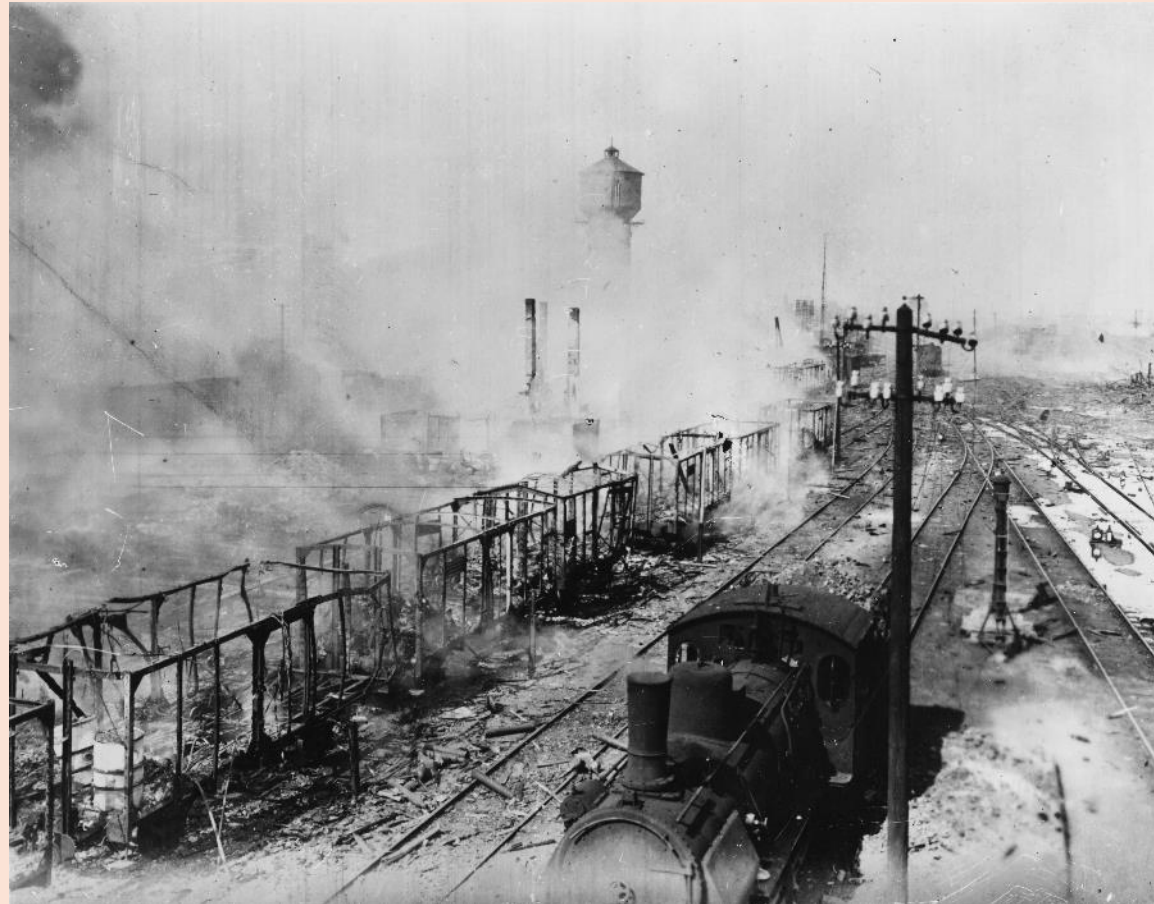
## Key vocabulary

- **appeasement**
- Führer
- Nazi Party
- occupy
- Reichstag
- unemployment



What do you think happened to Germany after the First World War?

What do you think it was like to live there?



## How did Hitler become leader of Germany?

Today, we call the period between 1918 and 1939 the Interwar Years. During this time was the Great Depression, when companies started to make less, and millions lost their jobs, savings, or even their homes. Germany suffered hugely and **unemployment** rose from 1.5 to 6 million in just three years.

All over Germany there were many social problems: crime, poverty, hunger, and disease. This meant Germans increasingly looked for a new leader. The National Socialist German Workers' Party or **Nazi Party** was led by Adolf Hitler.



People queueing outside a job centre in Potsdam, Germany c. 1930

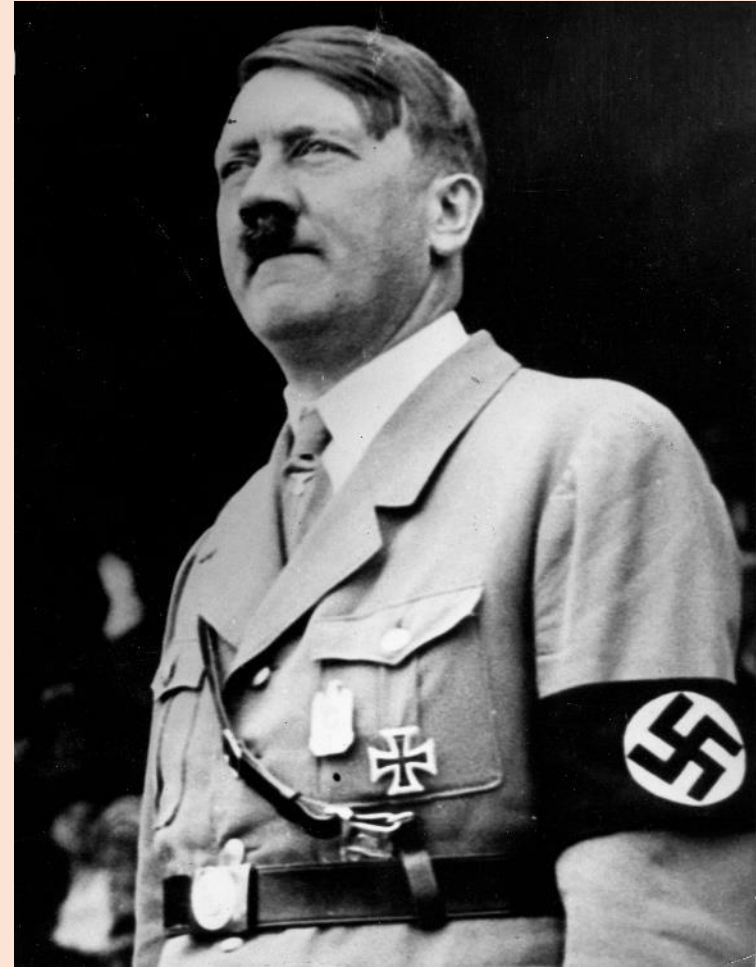


## How did Hitler become leader of Germany?

The Nazi's policies aimed to improve the economy. This, alongside Hitler's leadership and the violence of the SA (military support), helped make the Nazi Party the largest in the **Reichstag** (German parliament buildings) by mid-1932.

In January 1933, Hitler was made Chancellor (similar to Prime Minister). He then passed a law which made his power unlimited. He banned other political parties and put their leaders in prison.

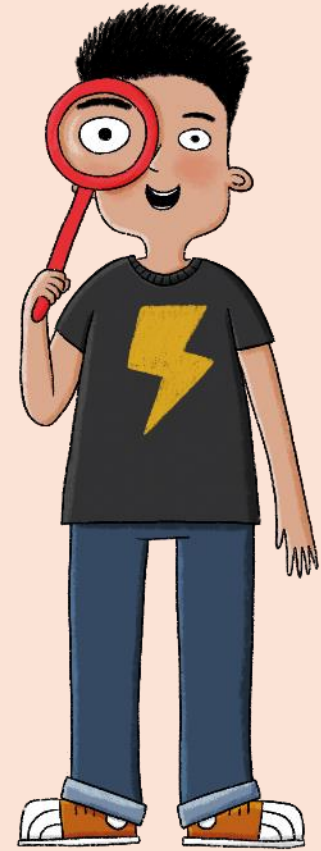
In 1934, Hitler declared himself **Führer** (Leader) and had absolute power in Germany.



Why did Germany want a new leader?

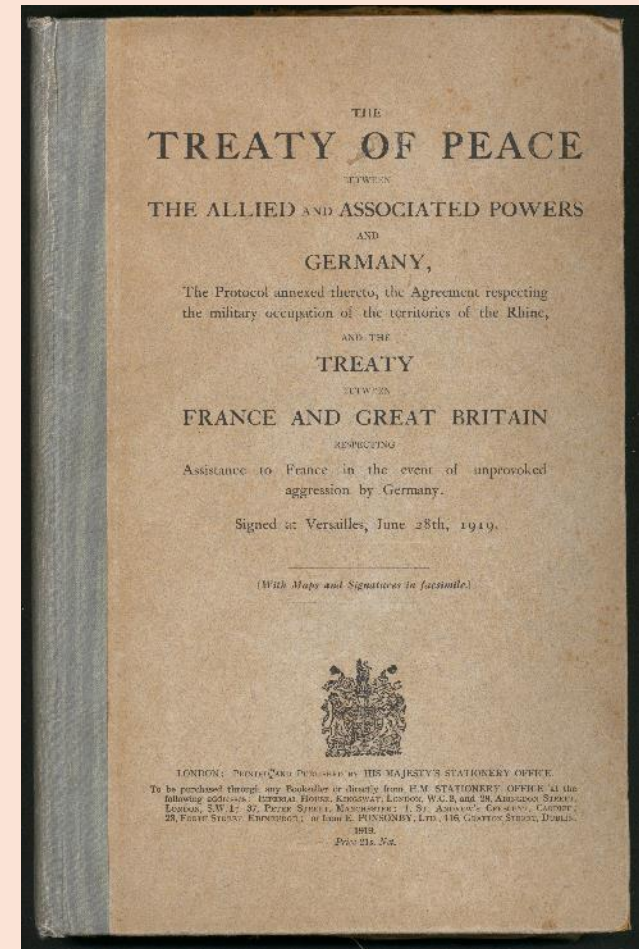


Why do you think Hitler put his opponents in prison?



## How did events of the late 1930s lead to war?

Hitler and many other Germans were keen to take back what Germany had lost after the First World War. In the mid-1930s, he began rebuilding the German military. After signing alliances with Italy and Japan, Hitler sent troops to **occupy** Austria in 1938. Many Austrians welcomed Hitler because they thought he would improve things there. Hitler was supported by many Germans and others, but others were very worried by his actions. However, at the time no other powerful countries acted to stop him.



## What was appeasement?

Neville Chamberlain was British Prime Minister from 28 May 1937 to 10 May 1940. He believed in a policy of '**appeasement**'. This meant that if Hitler made reasonable demands, he would try to meet them. Chamberlain thought this would satisfy Hitler and prevent another war.



Hitler demanded that part of Czechoslovakia, called the Sudetenland, was given to Germany.



## What was appeasement?

After many negotiations, on 30 September 1938, Chamberlain and Premier Édouard Daladier of France signed the Munich Agreement, which would give Hitler all the Sudetenland if he did not demand any other land. On his return to Britain, Chamberlain held up a piece of white paper and stated, 'peace for our time'.

Crowds cheered wildly when they heard what was written on the piece of paper.



What do you think was written on the piece of paper?



## Did Hitler keep his promises?

On 15 March 1939, Hitler broke his agreement that he would not demand any more land and used his armed forces to occupy the rest of Czechoslovakia.

Chamberlain realised that Hitler could not be trusted. He guaranteed that Britain would defend Poland if Germany invaded.

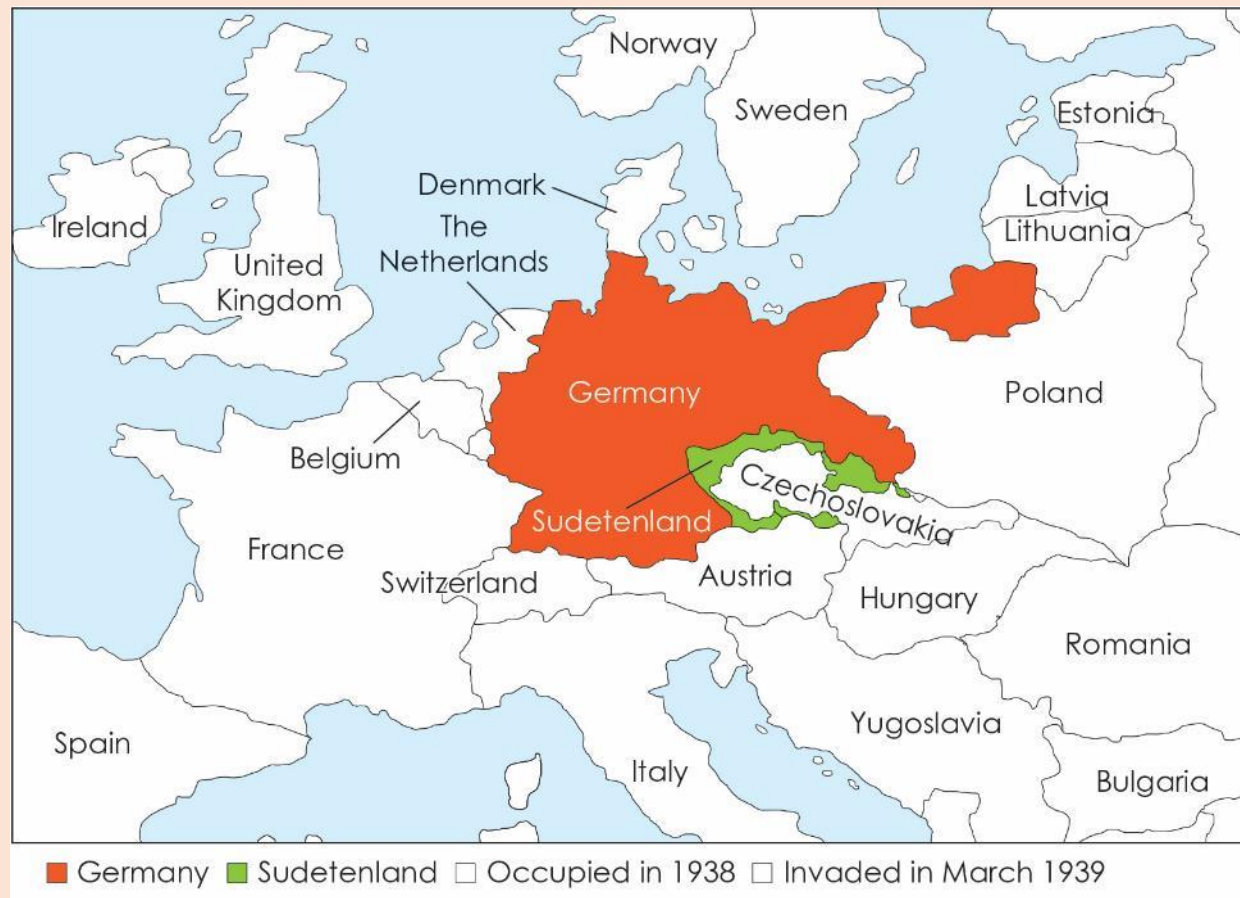


**German troops entering Czechoslovakia  
on 15 March 1939**



## Shade in the map.

Colour in the country that Germany occupied in 1938 in one colour, and the country that Germany invaded in March 1939 in another colour. Add your colours to the key.



# Shade in the map.



# Should Chamberlain have given Hitler the Sudetenland?



## Why do historians think Chamberlain tried to appease Hitler?

Historians view Chamberlain's policy of appeasement in different ways:

### **1. Appeasement was Chamberlain's way of doing what British people wanted—avoiding a war at any cost.**

It was only 20 years since the end of the First World War and Chamberlain wanted to avoid another war which he thought might be even more devastating. Most people in Britain shared this view. Some were also sympathetic to Hitler and admired what he was doing for Germany.

Some historians believe this was the only reason for the policy. These historians also point out that very few politicians in Britain spoke out against appeasement. Therefore, Chamberlain had little choice but to try to appease Hitler.



## Why do historians think Chamberlain tried to appease Hitler?

### 2. Appeasement gave Chamberlain time to prepare for war.

Britain's armed forces had reduced since the First World War. Britain also had few warships, war planes, or other equipment needed to fight a war in 1938. Some historians believe that this is why Chamberlain had to carry out his policy of appeasement—the alternative was going to war before Britain was ready.

These historians point out that while publicly carrying out this policy, Chamberlain also started recruiting and training more people for the armed forces and ordered far more planes, ships, bombs, and guns to be made. Therefore, when war did break out in September 1939, Britain was far more ready to fight.



## What do you think?

1. Make at least one point to support each historians' view.

Reason 1 – avoid war	Reason 2 – buy time
?	?

2. Discuss these two reasons in your group. Which do you believe was the reason for Chamberlain's policy or do you believe there were other reasons?



## How did the Second World War begin?

In 1939, Hitler and Joseph Stalin, the leader of the Soviet Union, signed the German-Soviet Non-aggression Pact. Hitler had planned to invade Poland for a long time. As Britain and France had promised to defend Poland if Hitler invaded, Hitler had to make sure he would not be attacked by the Soviet Union as well.

This also meant the Soviet Union could help conquer and divide Poland from the east as Germany invaded from the west.

On 1 September 1939, Hitler invaded Poland. Two days later, France and Britain declared war on Germany.



# 1. Colour in the country Germany invaded in September 1939. Use a different colour. Complete the key.



# Class discussion: Was war with Germany inevitable?



# Why did a second world war break out in 1939?

Can you tell your partner an answer to the lesson question?

What key learning helps you to answer the lesson question?



18.05.26

TBAT: recognise that you can work in three dimensions on a computer.

**2D**

two dimensional (2D shapes are flat and have no depth)

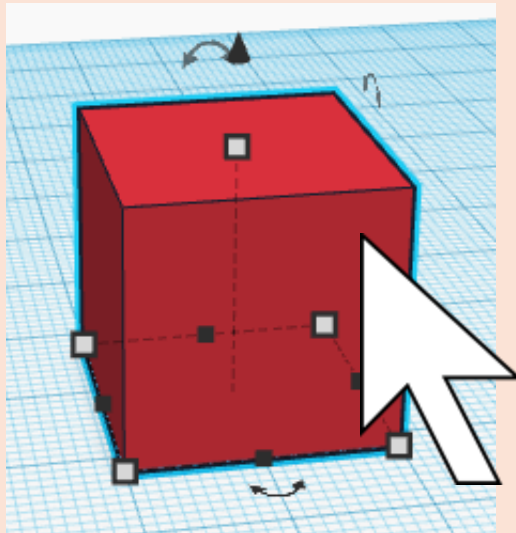
**3D**

three dimensional (3D shapes have height, width and depth)

**perspective**

the position from which you see an object

You can then move the object by clicking on the shape and dragging it, or by using the arrow keys on your keyboard.



or



Try both methods and see which you prefer.

Tinkercad/Autodesk screenshots reprinted courtesy of Autodesk, Inc.



Which of the following could you use to view the shapes in Tinkercad?

**a**

the zoom tool



**b**

the view cube



**c**

the shape's handles



Which of the following could you use to move a shape from one place to another in Tinkercad once it has been selected?

**a** click, drag and drop



**b** the view cube

**c** the arrow keys



- 1) Move the cuboid and sphere to different places on your workplane, then answer the following questions:
  - a) When you move objects, can you move them in three dimensions?
  - b) How easy is it to position objects where you want them to be?
  - c) What can you do to help you to position objects?
  - d) What happens when you put more than one object in the same place?

- a) When you move objects, can you move them in three dimensions?



Laura

By clicking on the shapes and dragging them, or by selecting the shapes and using the arrow keys, you can move shapes in only two dimensions on the workplane (width and depth). Another tool would be needed to lift and lower objects (height).



c) What can you do to help you to position objects?



Sofia

Changing the viewing angle can help you to position objects more accurately. For small movements, zooming in on an object can help.



- d) What happens when you put more than one object in the same place?



Sofia

The objects will overlap each other. Sometimes, if one object is smaller than the other, the larger object can completely cover up the smaller object. You might not be able to see it, but it is still there.

**2D** shapes are flat and have height and width.

**3D** shapes have height, width and depth.

In **3D** modelling, computers are used to create and arrange shapes to represent real objects. Viewing a **3D** model from different **perspectives** allows users to understand its shape and structure more clearly.

**Perspective** means the position from which an object is seen. Changing **perspective** using the view tool can help you to place objects more accurately.

Monday 18th May

**To develop throwing and catching under pressure and apply these to a striking and fielding game.**

## Success Criteria

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- Point your throwing arm in the direction of your target.
- Step forward with your opposite foot to your throwing arm.