

	Key Learning	Activities Including Writing Opportunities and Numeracy-Application of skills	Speaking and listening	Assessment
English	<p>Genres covered: Narratives to create suspense. Setting and character descriptions Poetry Letters Diary entries Newspaper article Flashback narrative Non-chronological report Instructions (DT)</p> <p>Key texts/stories: Friend or Foe, Letters from the Lighthouse, Rose Blanche, The Arrival, When the sky falls. Goodnight Mr Tom The Machine Gunners</p> <p>Poetry: Matilda- Hillaire Belloc</p>	<p>SPaG: Read Write Inc Semi-colons, colons, dashes, and hyphens Synonyms and antonyms Cohesive devices (including adverbials and ellipsis) Subject and object Active and passive voice</p> <p>Reading: Explain the meaning of words in context. Literal Inference Summarise Predict Develop the use of evidence in written responses. Making comparisons within and across texts.</p>	<p>Maintain attention and participate in collaborative discussion.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Offer more detailed answers to questions that need further clarification.</p> <p>Understand the difference between a fact and opinion.</p> <p>Speak audibly and fluently.</p>	<p>Termly reading and writing assessments.</p> <p>Updating of individual targets to show progress demonstrated during daily tasks.</p> <p>Identify key areas that need further development.</p> <p>Termly assessment.</p>
Maths	<p>Number and Place Value Read and write numbers up to 10000000. Identify value of digits. Rounding Negative numbers. Multiply and divide by 10, 100, 1000.</p> <p>Addition and Subtraction Formal written methods.</p> <p>Multiplication and Division Factors and multiples. Formal written methods.</p>	<p>Data handling in science.</p> <p>Construct and interpret graphs during geography and science.</p> <p>Real life scenarios to calculate percentages.</p>	<p>Articulate and justify answers, arguments and opinions.</p> <p>Offer more detailed answers to questions that need further clarification.</p>	<p>Termly formal assessments.</p> <p>Arithmetic tests to identify gaps and next steps.</p> <p>Daily maths meeting to pre teach and assess understanding.</p>

	<p>Fractions, decimals and percentages. Calculate with 4 operations. Equivalences and simplifying FDP Convert between FDP Percentages of amounts. Geometry: position, direction and motion. Coordinates (4 quadrants) Translation Reflection</p>			<p>Updating of individual assessment to show progress demonstrated in daily lessons.</p> <p>Termly assessment.</p>
Science	<p>Light: Recognise that light appears to travel in straight lines.</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>Animals including humans: Identify and label the main parts of the human circulatory system and describe the functions.</p>	<p>CD activity to show that light travels in straight lines.</p> <p>Draw and label diagrams to explain how objects are seen.</p> <p>Apply knowledge of reflection to use mirrors to make light follow a path.</p> <p>Measuring skills using a range of equipment including measuring angles.</p> <p>Make periscopes and explain how they work.</p> <p>Non chronological report- Light</p> <p>Experiment and observe shadows made by different materials: https://www.stem.org.uk/resources/elibrary/resource/26917/light-crime-lab-investigation https://www.stem.org.uk/resources/elibrary/resource/31650/making-shadows</p> <p>Investigate the function of the human circulatory system: https://thehumanbodygame.co.uk/#pages/cvs/info-cvs-heart</p> <p>Making artificial bloody activity.</p> <p>Explanation text about the circulatory system.</p>	<p>Listening and responding - Maintain attention and participate in collaborative discussion.</p> <p>Questions - Articulate and justify answers, arguments and opinions.</p> <p>Offer more detailed answers to questions that need further clarification.</p>	<p>Retrieval practise and ongoing work in books to show understanding and progress.</p> <p>Questioning to check understanding and identify misconceptions.</p> <p>Termly assessment.</p>

	<p>Recognise the impact of diet, exercise drugs and lifestyle.</p> <p>Describe the ways in which nutrients and water are transported within animals including humans.</p> <p>Working scientifically Observing over time (animals including humans skittles). Pattern seeking (light). Identifying, classifying and grouping (light/ animals including humans).</p>	<p>Pulse rate investigation. https://www.stem.org.uk/resources/elibrary/resource/315584/what-affects-your-heart-rate</p> <p>Observing skittles /jelly sweets to demonstrate diffusion and osmosis. Observing and recording results.</p> <p>Time intervals and conversions.</p>		
STEM	<p>Making periscopes</p> <p>Investigating heart rate.</p> <p>Ongoing activities linked with geography fieldwork and computing.</p>	<p>Make 360° periscopes and explain how they work.</p> <p>Measuring distances and time.</p> <p>Coding and investigate computer packets how information is transferred.</p>		
History	<p>Chronology links with Victorian Britain and the 1600s (prior knowledge). Identify key events during WWI (chronology link)</p> <p>Use sources of evidence to investigate the cause and effect of WWII</p> <p>Use a range of sources of evidence</p> <p>Investigate the impact of the war (WWII).</p>	<p>Use of artefacts e.g. gas masks, ration books etc</p> <p>Visit to Eden camp.</p> <p>Evacuee interview.</p> <p>History bloke visit</p> <p>Evacuation letters, diary entries, flashback narratives, persuasive posters, newspaper articles, poetry.</p> <p>Measurement- mass - link with rationing.</p> <p>Conversion between imperial and metric units.</p>	<p>Listen and respond appropriately to adults and peers. Maintain attention and participate in collaborative discussion.</p> <p>Articulate and justify answers, arguments and opinions. Understand the difference between a fact and opinion.</p>	<p>Retrieval practice and ongoing work to show progress and understanding.</p> <p>Questioning to check understanding and identify misconceptions.</p> <p>Termly assessment.</p>

	<p>Discuss source type, reliability and bias of the sources.</p> <p>. Study the Battle of Britain as a significant turning point. Examine how the role of women has changed throughout modern history using sources of evidence to draw an informed conclusion.</p>	<p>Investigate the impact of the Holocaust and the effect on Jewish people living in Britain today.</p> <p>Educate children on diversity and raise awareness of the Jewish religion and injustice Jewish people still face today. Links with RE and PSHE.</p> <p>Links with geography (why does population change?)</p>	<p>Consider and evaluate different viewpoints.</p>	
Geography	<p>Kapow unit – Why does Population change?</p> <p>Places and locations: Identify the most densely and sparsely populated areas. Locate countries and cities linked to World War Two evacuation. Locate world countries with a focus on Europe concentrating on key human and physical characteristics.</p> <p>Geographical Skills: Calculate the length of a route to scale. Follow a selected route on an OS map. Use a variety of data collection methods. Collect information. Create a digital map to plot and compare data collected from two locations.</p> <p>Physical and human geography: Investigate changes to population and reasons for this.</p>	<p>Exploring countries using Google Earth.</p> <p>Map work to explore human and physical geography.</p> <p>Scale factors and measurements related to fieldwork.</p> <p>Construct and interpret graphs and data.</p> <p>Creation of website – link with computing.</p> <p>Data collection and handling.</p> <p>Impact of climate change of global population – suggest actions to fight climate change.</p> <p>Impact of climate change of global population – suggest actions to fight climate change.</p>	<p>Listen and respond appropriately to adults and peers.</p> <p>Maintain attention and participate in collaborative discussion.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Understand the difference between a fact and opinion.</p> <p>Consider and evaluate different viewpoints.</p>	<p>Retrieval practice and ongoing work to show progress and understanding.</p> <p>Questioning to check understanding and identify misconceptions.</p> <p>Termly assessment.</p>

	<p>Define migration, discussing push and pull factors.</p> <p>Explain why some people have no choice but to leave their homes.</p> <p>Describe the causes of climate change, explaining its impact on the global population.</p> <p>Suggest an action they can take to fight climate change.</p> <p>Suggest an idea to improve the environment.</p> <p>Investigating the effects of war on lives and environments.</p>			
Art	<p>Kapow unit – Photo opportunity</p> <p>Develop photography skills and use of composition.</p> <p>Develop an understanding of abstract art through photography.</p> <p>Demonstrate an understanding of photography to recreate famous images and understand design choices.</p> <p>Demonstrate observation and proportion to create photorealistic self-portraits.</p> <p>Investigating and Exploring</p> <p>Use framing devices to produce work in same style as this artist.</p> <p>Use a range of media to create own moving figure.</p>	<p>Create photomontage in the style of Hannach Hoch using WWII images.</p> <p>Create images using macro photography.</p> <p>Opportunities to research and evaluate chosen art works and artists.</p> <p>Study the works of LS Lowry.</p> <p>Explore art during Eden camp visit.</p> <p>Photographs of local area during geography fieldwork to inspire and compare with the work of Lowry.</p>	<p>Verbal reflections about creative decisions.</p> <p>Reflect on successes.</p> <p>Discuss artists work and explain what they might use in their own work.</p> <p>Articulate and justify answers, arguments and opinions.</p>	<p>Peer assessment.</p> <p>Retrieval activities and ongoing work to show progress and development of skills.</p> <p>Termly assessment.</p>

	Use sketching and painting techniques in the style of artist.			
Music	<p>Kapow unit – songs of WWII</p> <p>Use musical vocabulary to identify features of different musical areas.</p> <p>Improve accuracy in pitch and control and identify pitches within an octave when singing. Develop confidence when singing. Notate a melody using pitches up to an octave.</p> <p>Kapow Unit- Film music</p> <p>Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.</p>	<p>Written music appraisal.</p> <p>Opportunities to perform as part of WWII celebration of work.</p> <p>Eden camp visit - explore Vera Lynn and other musical figures relating to WWII.</p>	<p>Listen to feedback and improve performance.</p> <p>Participate in performances, role play and presentations.</p> <p>Use different strategies to gain and maintain the interest of the audience.</p>	<p>Peer and self-assessment to evaluate and improve performances.</p> <p>Recording of sessions to show progression.</p> <p>Termly assessment.</p>
D/T	<p>Kapow unit – Textiles: waistcoats</p> <p>Design a waistcoat to meet a design brief. Mark and cut fabric according to a design. Assemble and decorate a waistcoat.</p>	<p>Link with history WWII - make do and mend. Key figures.</p> <p>Investigate propaganda posters and produce posters / leaflets persuading people to make do and mend.</p> <p>Evaluation of finished products.</p> <p>Measurement.</p>	<p>Listen and respond appropriately to adults and peers.</p> <p>Maintain attention and participate in collaborative discussion.</p> <p>Verbal reflections about creative decisions.</p>	<p>Peer and self-assessment to evaluate finished product.</p> <p>Termly assessment.</p>

PE	<p>Swimming (external provider)</p> <p>Team Games- Develop knowledge of tactics to be applied in a range of team game situations. Focus on hockey- develop agility, coordination, pace, stamina. Learn how to pass, control and tackle the ball. Develop an understanding of the rules within the sport.</p> <p>Dance To use variety and creativity to choreograph and perform a routine. To create and perform a variety of skills. To review, analyse and evaluate my own and others' strengths and weaknesses.</p>	<p>Sporting events and competitions.</p> <p>Instructions.</p> <p>Time- stopwatch for personal best, heart rate. (links with science)</p> <p>Interactive video usage.</p> <p>Opportunities to perform as part of WWII celebration of work.</p> <p>Outdoor and adventurous - Thurston residential.</p>	<p>Listen and respond appropriately to adults and peers.</p>	<p>Demonstration of skills in practice and performance situations.</p> <p>Termly assessment.</p>
RE	<p>What can we learn about religious diversity in our area?</p> <p>What can find out about a local Muslim community?</p> <p>Understanding Christianity - Incarnation Was Jesus the Messiah?</p>	<p>Investigate religions represented in our local area- analyse census data and draw conclusions.</p> <p>Raise awareness of religions in our local area.</p> <p>Speak with people representing these religions and the challenges / stereotypes they face. Visit from Newcastle Mosque.</p> <p>Opportunities for non fiction writing (reports, articles).</p> <p>Create a media campaign to address stereotypes.</p> <p>Links with PSHCE - British values and stereotypes.</p> <p>Google maps to identify distribution of places of worship within the local area.</p>	<p>Articulate and justify answers, arguments and opinions.</p> <p>Maintain attention and participate in collaborative.</p>	<p>Retrieval activities and ongoing work to show progress and development of skills.</p> <p>Responses and participation in class discussions.</p> <p>Termly assessment.</p>

PSHCE Me, You and the World	<p>Wellbeing Develop positive mindset and explore goal setting.</p> <p>British Values Discuss values and their relevance today.</p> <p>Similarities and differences Discuss factors where differences occur. Explore tolerance and respect.</p> <p>Environmental news. Explore relevant news stories.</p> <p>Extremism and Radicalisation</p>	<p>Analyse song lyrics (music link) and videos.</p> <p>Engage in national awareness days and career events.</p> <p>British Values linked with RE and visit from people representing different religions.</p> <p>Links with history and Holocaust.</p> <p>Explore stereotyping (RE links).</p> <p>Develop deeper understanding of climate change (geography links).</p>	<p>Articulate and justify answers, arguments and opinions.</p> <p>Maintain attention and participate in collaborative discussion.</p> <p>Select a variety of words that can be used to talk about similar feelings.</p>	<p>Responses and participation in class discussions.</p> <p>Update floor book after weekly sessions.</p> <p>Termly assessment.</p>
Computing	<p>Computer systems and networks: communication Learning how data is transferred over the internet by exploring IP addresses and the rules for communicating with other computers. Explore data packages and explore how to work collaboratively online. Deepen understanding of and evaluate ways of communicating.</p> <p>Creating media: webpage creation Create a webpage based on WWII learning using sites. Learn how to insert a range of media, create subpages and link hyperlinks.</p>	<p>Application of computing skills through links with other subjects for research and presenting of information.</p> <p>Research and note taking opportunities.</p> <p>Non chronological report writing.</p>	<p>Speak audibly and fluently.</p> <p>Participate in presentations and performances.</p> <p>Gain and maintain the attention of listeners.</p>	<p>Retrieval activities and ongoing work to show progress and development of skills.</p> <p>Termly assessment.</p>

French	<p>Kapow unit - verbs in a French week Recognise that verbs take different forms and find infinitive verbs in a dictionary. Recognise some regular verbs in the present tense. Kapow unit - meet my French family. Name different family members. Build descriptive sentences into a short paragraph. Understand and express simple opinions.</p>	<p>Develop speaking and listening skills through songs and rhymes.</p> <p>Continue to develop an understanding of basic grammar in spoken and written form.</p> <p>Deliver a short presentation using action verbs.</p> <p>Use of online videos and songs.</p> <p>Plan and prepare a short presentation about the family.</p>	<p>Speak audibly and fluently.</p> <p>Participate in presentations and performances.</p> <p>Gain and maintain the attention of listeners.</p>	<p>Recording of conversations.</p> <p>Retrieval activities and ongoing work to show progress and development of skills.</p> <p>Termly assessment.</p>
Global/Eco links	<p>Impact of the Holocaust.</p> <p>Impact of war (current affairs)</p> <p>RE- awareness of religions represented in our local area.</p>	<p>Research statistics and data. Interpret data from the census. Links with geography - Why does Population change? Information posters. Non chronological report.</p>	<p>Articulate and justify answers, arguments and opinions.</p> <p>Maintain attention and participate in collaborative discussion.</p>	<p>Responses and participation in class discussions.</p>
Career Links	<p>Opportunities to discuss with youth leaders during residential visit.</p> <p>Discuss roles and jobs during educational visits and with visitors in class. (History Bloke, Reverend Jason, Eden Camp)</p> <p>RAP event- role of key workers.</p>	<p>Links with history - role of women and how that has changed.</p> <p>Online careers events</p>	<p>Articulate and justify answers, arguments and opinions.</p> <p>Maintain attention and participate in collaborative discussion.</p>	<p>Responses and participation in class discussions and events.</p>