

Topic Hook	Is it right to fight?						
	Suggested Activities	Enrichment Activities	Writing Opportunities	Numeracy- Application of skills	ICT- Application of skills	Global Neighbours	Assessment
Science	<p>Light: Complete activities to explain that light travels in straight lines.</p> <p>Use the knowledge that light travels in straight lines to create periscopes.</p> <p>Conduct experiments to test a range of light and colour phenomena.</p> <p>Animals including humans: Investigate organ systems in animals and humans. Learn about the animals living in mountain ranges.</p> <p>Identify and label the main parts of the human circulatory system and describe the functions.</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>Light: Making shadow puppets to use in a show.</p> <p>Making periscopes.</p> <p>Explore light phenomena e.g. rainbows etc.</p> <p>Experiments Video clips Exercise tasks, making artificial blood activity</p>	<p>Non chronological report- Light</p> <p>Writing up experiments.</p> <p>Explanation text using the circulatory system.</p>	<p>Data analysis based on results from investigations.</p> <p>Measuring skills using a range of equipment.</p> <p>Time intervals and conversion.</p> <p>Measuring angles.</p>	<p>Creating graphs using word processors.</p>		
STEM	<p>Designing and making periscopes.</p>		<p>Written investigations including predictions, results, conclusions.</p>	<p>Measuring with accuracy. Interpretation of data from a range of sources e.g. pie charts.</p>	<p>Constructing data analysis using computer programme.</p>		

History	<p>Chronology links with Victorian Britain and the 1600s (Y5 topics). Use sources of evidence to investigate the cause and effect of WWI.</p> <p>Use a range of sources of evidence to investigate the impact of the war (WWII). Discuss source type, reliability and bias of the sources. Identify key events during WWII (chronology link) with a focus on the Battle of Britain as a significant turning point.</p> <p>Examine how the role of women has changed throughout modern history using sources of evidence to draw an informed conclusion.</p>	<p>Use of artefacts e.g. gas masks, ration books etc</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>Creating graphs using word processors.</p>	<p>Investigate the impact of the Holocaust and the effect on Jewish people living in Britain today. Educate children on diversity and raise awareness of the Jewish religion and injustice Jewish people still face today.</p>	
Geography	<p>Locate world countries with a focus on Europe. Link with allies and axis (atlas and map work) as a hook into WWII topic.</p> <p>Use map skills to locate counties and cities in the UK that were linked with evacuation. Identify the key physical and human characteristics of these areas.</p> <p>Kapow unit - why does population change? Understand and describe population distribution and why this might change. Investigate factors influencing migration. Explore environmental impacts of population.</p>	<p>Exploring countries using Google Earth.</p> <p>Creating digital maps.</p>	<p>Explanation text linked with physical and human characteristics.</p>	<p>Coordinates.</p> <p>Shapes.</p> <p>Measurement.</p> <p>Conversion graphs.</p> <p>Length- link with map work.</p> <p>Scale factors</p> <p>Data handling and collection.</p>	<p>Google Earth.</p> <p>Digi Maps.</p> <p>Creation of website - link with ICT.</p> <p>Data collection.</p>	<p>Impact of tourism- discussion about the benefits and disadvantages of tourism and link with reception areas during WWII.</p> <p>Impact of climate change of global population - suggest actions to fight climate change.</p>	
Art	<p>Photography</p> <p>Develop photography skills using composition, colour, light, abstract image, underlying messages and capturing and presenting images in different ways.</p>	<p>Visit Sunderland Museum and Winter Gardens (Lowry</p>	<p>Evaluations of chosen art works.</p>	<p>Shape, measurement.</p>	<p>Research of chosen artist. Evaluate digital content when using search engines.</p>		

	<p>Investigating and Exploring Study the works of LS Lowry. Use framing devices to produce work in same style as this artist. Use a range of media to create own moving figure. Use sketching and painting techniques in the style of artist.</p> <p>Make 3d medals using a range of materials including clay.</p> <p>Make paper patterns for Christmas decoration- link with DT.</p>	exhibition).					
Music	<p>To play and perform in solos and ensembles (singing) whilst developing an understanding of the history of music (e.g. classical, early 20th century etc).</p> <p>Develop and use correct and appropriate musical vocabulary in context.</p>	Performance assembly.	Music appraisal and appreciation.	Time.	Charanga		
D/T	<p>Food Technology: design, make and evaluate a range of food products (creating a three-course meal) using rationing recipes. Learn how to cook hygienically by developing an understanding of cross contamination and how to prevent it.</p> <p>Textiles - Waistcoats Make do and mend Use a range of sewing techniques to mend waistcoats for a range of people.</p>	Dig for Victory- use school garden to dig vegetables for soup.	Persuasive recipes. Evaluation of products. Market research.	Measurement. Shape. Nets.	Time-stopwatch for personal best, heart rate.		

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>What do the gospels tell us about the birth of Jesus?</p>	Visitors into school, visit places of worship	Leaflets, diary entries	Statistics task from Census	Video- BBC	<p>Raise awareness of religions in our local area.</p> <p>Speak with people representing these religions and the challenges / stereotypes they face.</p> <p>Create a media campaign to address stereotypes.</p>	
P.E	<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>Gymnastics Combine and perform a series of sequences. Develop balance and strength. Evaluate performance.</p>	Sporting events and competitions.	Instructions.	Time- stopwatch for personal best, heart rate.	Use of stopwatch. Interactive video usage.		
MFL	<p>Unit 4- Les animaux.</p> <p>Unit 5- Mon anniversaire.</p>	Study of France during WWII.	Opportunities for children to record sentences and	Arithmetic links- answers in French.	Use of online videos and songs.		

	<p>Develop speaking and listening skills through songs and rhymes.</p> <p>Begin to speak and write in sentences using accurate vocabulary and verb tense.</p> <p>Continue to develop an understanding of basic grammar in spoken and written form.</p>		conversations.				
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 Microsoft Publisher. Learn how to insert a range of media, create subpages and link hyperlinks.</p>		Non chronological report writing for use on website.			Use skills top produce media content for historical global links.	