

	Key Learning	Activities Including Writing Opportunities and Numeracy-Application of skills	Speaking and listening	Assessment
English	Genres covered: Letter Setting description Narrative Discussion text Instructions (DT) Key texts/stories: Friend or Foe, Letters from the Lighthouse, Rose Blanche, The Arrival, Poetry: Matilda- Hillaire Belloc Owning my Voice – related to Jarrow Crusade.	SPaG: Read Write Inc Brackets, dashes and commas to indicate parenthesis. Semi-colons, colons, ellipsis and hyphens. Relative clauses and relative pronouns. Subordinating conjunctions. Perfect form verbs. Cohesive devices (including adverbials and ellipsis) Subject and object Active and passive voice Reading: Identify and discuss how the writer has used word, structural, audible and visual techniques to create an intentional effect on the reader. Evaluate the effectiveness of dialogue and its purpose. Investigate how characters are presented, referring to the text: -through dialogue, action and description; -how the reader responds to them (as victims, heroes, etc.); -through examining their relationships with other characters. Collect and investigate use of persuasive devices: e.g. words and phrases: e.g. 'surely', 'it wouldn't be very difficult...', persuasive definitions, e.g. 'no-one but a complete idiot...'; rhetorical questions 'are we expected to...?'; pandering, condescension/ Recognise how arguments are constructed to be effective, through: -the expression, sequence and linking of points; -the provision of persuasive examples, illustrations and evidence;-pre-empting or answering potential objections; -appealing to the known views and feelings of the audience. Identify intended audiences and purposes for writing and how a writer meets the intentions. Describe layout and presentational devices. Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes.	Maintain attention and participate in collaborative discussion. Articulate and justify answers, arguments and opinions. Offer more detailed answers to questions that need further clarification. Understand the difference between a fact and opinion. Speak audibly and fluently.	Termly reading and writing assessments. Updating of individual targets to show progress demonstrated during daily tasks. Identify key areas that need further development. Termly assessment.
Maths	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. Addition and Subtraction	Data handling in science. Construct and interpret graphs during geography and science. Nets in DT.	Articulate and justify answers, arguments and opinions. Offer more detailed answers to questions that need further clarification.	Termly formal assessments. Arithmetic tests to identify gaps and next steps.

	Formal written methods. Multiplication and Division Factors and multiples. Formal written methods. Fractions Simplifying fractions. Compare and order fractions. Add, subtract, multiply and divide fractions. Measures Convert between standard units for length, mass, volume and time. Convert between miles and kilometres.			Daily maths meeting to pre teach and assess understanding. Updating of individual assessment to show progress demonstrated in daily lessons. Termly assessment.
Science	Living things: Classifying big and small. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. Energy: Light and reflection. Recognise that light appears to travel in straight lines. 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. 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. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	Learn about the life and work of Carl Linnaeus and the classification system. Use a classification key to classify different vertebrates and invertebrates. Create and use own classification key for given species. Use classification key to classify different types of bacteria. CD activity to show that light travels in straight lines. Apply knowledge of reflection to use mirrors to make light follow a path. Measuring skills using a range of equipment including measuring angles. Make periscopes and explain how they work. 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	Listening and responding - Maintain attention and participate in collaborative discussion. Questions – Articulate and justify answers, arguments and opinions. Offer more detailed answers to questions that need further clarification.	Retrieval practise and ongoing work in books to show understanding and progress. Questioning to check understanding and identify misconceptions. Termly assessment.

	Working scientifically Pattern seeking (light). Identifying, classifying and grouping (light/ animals including humans). Use a classification key to group and identify organisms. Make a simple classification key.			
STEM	Egg drop challenge (week 1) Making periscopes Ongoing activities linked with geography fieldwork and computing.	Make 360° periscopes and explain how they work. Coding and investigate computer packets how information is transferred.		
History	Kapow Unit : What was the impact of World War 2 on the people of Britain? Learn about the impact of World War 2 on Britain by exploring its causes and the experiences of people during the conflict. Use sources of evidence to investigate the cause and effect of WWII and rationing. Use a range of sources of evidence to investigate evacuation and the Blitz and draw conclusions about significant events. Discuss source type, reliability and bias of the sources. Identify the phases of the Battle of Britain and recognise it as a significant turning point. Examine the impact of war on women and migrant lives using sources of	Use of artefacts e.g. gas masks, ration books etc Visit to Beamish. History Bloke visit in school. Evacuee interview. Evacuation letters, diary entries, flashback narratives, persuasive posters, newspaper articles, poetry. Measurement- mass – link with rationing. Conversion between imperial and metric units. Educate children on diversity and raise awareness of the Jewish religion and injustice Jewish people still face today. Links with RE and PSCE. Links with geography – mapping countries involved in WWII and investigating human and physical geography linked to evacuation. (why does population change?)	Listen and respond appropriately to adults and peers. Maintain attention and participate in collaborative discussion. Articulate and justify answers, arguments and opinions. Understand the difference between a fact and opinion. Consider and evaluate different viewpoints.	Retrieval practice and ongoing work to show progress and understanding. Questioning to check understanding and identify misconceptions. Termly assessment.

	evidence to draw an informed conclusion.			
Geography	Kapow unit – Why does Population change? Identify densely and sparsely populated areas, investigate population changes, and explain migration—including push and pull factors, involuntary displacement, and the impacts of war on lives and environments. Locate European countries and cities, focusing on human and physical characteristics and their links to WWII evacuations. Read OS maps to follow routes and calculate distances to scale, collect local data, and build digital maps to plot and compare two locations. Explain the causes and global impacts of climate change, and propose practical actions to improve the environment and combat climate issues.	Exploring countries using Google Earth. Map work to explore human and physical geography. Scale factors and measurements related to fieldwork. Construct and interpret graphs and data. Data collection and handling. Impact of climate change of global population – suggest actions to fight climate change. Digi maps.	Listen and respond appropriately to adults and peers. Maintain attention and participate in collaborative discussion. Articulate and justify answers, arguments and opinions. Understand the difference between a fact and opinion. Consider and evaluate different viewpoints.	Retrieval practice and ongoing work to show progress and understanding. Questioning to check understanding and identify misconceptions. Termly assessment.
Art	Craft and design- Photo opportunity Understand photomontage and photography techniques, cutting and combining images to create new compositions influenced by specific artist styles. Select props, set up lighting, and use viewfinders or recording devices to capture well-focused, framed portraits and compositions—including recreating paintings photographically. Discuss design features and evaluate what makes a composition effective.	Create photomontage in the style of Hannah Hoch using WWII images. Create images using macro photography. Opportunities to research and evaluate chosen art works and artists.	Verbal reflections about creative decisions. Reflect on successes. Discuss artists work and explain what they might use in their own work. Articulate and justify answers, arguments and opinions.	Peer assessment. Retrieval activities and ongoing work to show progress and development of skills. Termly assessment.

	Use accurately measured grids to translate photographs into correctly proportioned drawings or paintings featuring realistic tonal variation.			
Music	Kapow unit - Dynamics, pitch and texture- Fingal's Cave Appraise the work of the classical composer Felix Mendelssohn. Use dynamics, pitch and texture to improvise as a group and apply knowledge to create a group composition. Kapow unit – songs of WWII Use musical vocabulary to identify features of different musical areas. 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.	Written music appraisal. Opportunities to perform as part of WWII celebration of work.	Listen to feedback and improve performance. Participate in performances, role play and presentations. Use different strategies to gain and maintain the interest of the audience.	Peer and self-assessment to evaluate and improve performances. Recording of sessions to show progression. Termly assessment.
D/T	Kapow unit – Textiles: bags Explore and compare existing products, evaluating their appearance, functionality, and environmental effects. Develop and test design ideas using prototypes and detailed, labelled diagrams. Select appropriate fabrics and use pins, scissors, and other tools accurately and safely to measure, fold, and cut materials. Construct a bag by securely joining fabrics with stitches and adding decorative details to improve final appearance.	Link with history WWII – make do and mend. Key figures. Investigate propaganda posters and produce posters / leaflets persuading people to make do and mend. Evaluation of finished products. Measurement.	Listen and respond appropriately to adults and peers. Maintain attention and participate in collaborative discussion. Verbal reflections about creative decisions.	Peer and self-assessment to evaluate finished product. Termly assessment.

	Evaluate the completed product against the original design criteria and suggest key improvements.			
PE	Swimming (external provider) Hockey (autumn 1) Gymnastics (autumn2)	Sporting events and competitions Instructions. Time- stopwatch for personal best, heart rate. (links with science) Interactive video usage. Outdoor and adventurous – Thurston residential. Get Set PE Develop attacking skills to beat a defender and apply with control and pressure. Learning how to select appropriate skills: when to pass and when to dribble. Use the appropriate defensive technique for the situation and apply skills to a tournament. External coach- skills and routine practice for competition.	Listen and respond appropriately to adults and peers.	Demonstration of skills in practice and performance situations. Termly assessment.
RE	Understanding Christianity – People of God How can following God bring freedom and justice? Explore connections between the story of Moses and the concept of freedom and salvation. Develop a deeper understanding of the 'big story' of the Bible. Understanding Christianity – Incarnation Was Jesus the Messiah?	Marcus Rashford study- campaign for FSM and OBE awarded. Stories of Moses and his 8 significant life events. Link with current significant figures who campaign for justice or freedom. Unpicking the Bible extracts with evidence of the birth of Jesus (Gospels). Discuss and compare thoughts on the Jewish prophecy. Written responses including wanted posters.	Articulate and justify answers, arguments and opinions. Maintain attention and participate in collaborative.	Retrieval activities and ongoing work to show progress and development of skills. Responses and participation in class discussions. Termly assessment.

	Investigate Bible extracts and relate to how some Christians celebrate at Christmas. Develop a deeper understanding of the 'big story' of the Bible.			
PSHCE Me, You and the World	My Healthy Self Learning about dental hygiene and the impact on the future. Interpreting food packaging and understanding nutritional information. Understanding positive and negative habits on future health. Learning how mindset can affect personal growth and self-esteem. Connecting with others To make links between values and personal growth. To evaluate how to be respectful to others. To set and respect personal boundaries including giving consent. To explore safe and respectful ways of challenging unfairness. To describe how to respond to bullying safely. To explain when to seek help for yourself or someone else.	Creating dental hygiene posters with key information about general looking after and dentist visits. Using food packaging labels to interpret nutritional value of different foods and creating a snack to fulfil healthy choices. Using a habits diary to investigate positive and negative habits on lifestyle e.g. sleep, screen time etc. Using Kapow characters to see how different people respond to a given scenario and understand why this might be. Climbing wall activity to explore mindset. Use of character dilemmas to develop personal growth. Use of diamond 9 activity for respect. Use of mini film clips to explore the idea of consent and boundaries. Stereotypes and discrimination scenario cards. Use of flow charts for safe people activity.	Speak audibly and fluently. Gain and maintain the attention of listeners.	Retrieval activities and ongoing work to show progress.
Computing	Computer systems and networks: Bletchley Park and the history of computers. Explain how codes are used to transmit and decode secret messages, and demonstrate how to create and secure passwords. Explain the key contributions of historical figures in computer science and present their impact in an engaging, creative manner.	Application of computing skills through links with other subjects for research and presenting of information. Research and note taking opportunities.	Speak audibly and fluently. Participate in presentations and performances. Gain and maintain the attention of listeners.	Retrieval activities and ongoing work to show progress and development of skills. Termly assessment.

	Develop a concept and simple visual design for a computer of the future. Create and edit a simple audio advertisement that demonstrates proficiency with audio software. Computer systems and networks: exploring AI. Explain what AI is, its core functions, and identify everyday real-world applications. Understand how AI interprets text and image prompts, and learn to generate and refine prompts for optimal outputs. Explore how AI generates code, supports web design, and serves as an effective initial tool for starting new projects. Examine the key ethical considerations of AI and debate its potential to replace human roles using well-structured arguments.	Non chronological report writing.		
French	Kapow unit – Shopping in France- LA French Advisor Build numbers and prices confidently in French. Name different foods in French and spot noun patterns. Develop vocabulary to describe quantity of different food items. French Speaking World Recognise and respond to directional language. To give and read directions in French. Identify features of French-speaking countries.	Develop speaking and listening skills through songs and rhymes. Continue to develop an understanding of basic grammar in spoken and written form. Use of online videos and songs. Use of shop to gain an insight into numbers and prices in French. Use of games to reinforce vocabulary. Use pf technology to investigate climate e.g. Digi maps.	Speak audibly and fluently. Participate in presentations and performances. Gain and maintain the attention of listeners.	Recording of conversations. Retrieval activities and ongoing work to show progress and development of skills. Termly assessment.

	Investigate climate data from French-speaking countries.			
Global/Eco links	Impact of the Holocaust. Explore the impact of war linked to current affairs.	Links with geography – Why does Population change? Information posters. Non chronological report. Marcus Rashford- Fight for change.	Articulate and justify answers, arguments and opinions. Maintain attention and participate in collaborative discussion.	Responses and participation in class discussions.
Career Links	Opportunities to discuss with youth leaders during residential visit. Discuss roles and jobs during educational visits and with visitors in class.	Links with history – role of women and how that has changed. Online careers events Thurston- OAA opportunities.	Articulate and justify answers, arguments and opinions. Maintain attention and participate in collaborative discussion.	Responses and participation in class discussions and events.