

|         | Key Learning  | Activities Including Writing Opportunities and Numeracy-Application of skills   | Speaking and listening   | Assessment  |
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| English | <p><b>Genres covered:</b><br/>                     Letter<br/>                     Setting description<br/>                     Narrative<br/>                     Discussion text<br/>                     Persuasion<br/>                     Newspaper report<br/>                     Non chronological report<br/>                     Instructions (DT)</p> <p><b>Key texts/stories:</b><br/>                     Friend or Foe,<br/>                     Letters from the Lighthouse,<br/>                     Rose Blanche,<br/>                     The Arrival,<br/>                     When the sky falls.</p> <p><b>Poetry:</b> Matilda- Hillaire Belloc</p> | <p><b>SPaG:</b><br/>                     Read Write Inc<br/>                     Brackets, dashes and commas to indicate parenthesis.<br/>                     Semi-colons, colons, ellipsis and hyphens.<br/>                     Relative clauses and relative pronouns.<br/>                     Subordinating conjunctions.<br/>                     Perfect form verbs.<br/>                     Cohesive devices (including adverbials and ellipsis)<br/>                     Subject and object<br/>                     Active and passive voice</p> <p><b>Reading:</b><br/>                     Identify and discuss how the writer has used word, structural, audible and visual techniques to create an intentional effect on the reader.<br/>                     Evaluate the effectiveness of dialogue and its purpose.<br/>                     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.<br/>                     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/<br/>                     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.<br/>                     Identify intended audiences and purposes for writing and how a writer meets the intentions.<br/>                     Describe layout and presentational devices.<br/>                     Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes.</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> |

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| <p>Maths</p>   | <p><b>Number and Place Value</b><br/>Read and write numbers up to 10000000.<br/>Identify value of digits.<br/>Rounding<br/>Negative numbers.<br/>Multiply and divide by 10, 100, 1000.</p> <p><b>Addition and Subtraction</b><br/>Formal written methods.</p> <p><b>Multiplication and Division</b><br/>Factors and multiples.<br/>Formal written methods.</p> <p><b>Fractions, decimals and percentages.</b><br/>Calculate with 4 operations.<br/>Equivalences and simplifying FDP<br/>Convert between FDP<br/>Percentages of amounts.</p> <p><b>Geometry: position, direction and motion.</b><br/>Coordinates (4 quadrants)<br/>Translation<br/>Reflection</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>Updating of individual assessment to show progress demonstrated in daily lessons.</p> <p>Termly assessment.</p> |
| <p>Science</p> | <p><b>Light:</b><br/>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</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><b>Listening and responding</b> -<br/>Maintain attention and participate in collaborative discussion.</p> <p><b>Questions</b> -<br/>Articulate and justify answers, arguments and opinions.</p> | <p>Retrieval practise and ongoing work in books to show understanding and progress.</p> <p>Questioning to check understanding and identify misconceptions.</p>  |

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|      | <p>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><b>Animals including humans:</b><br/>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><b>Working scientifically</b><br/>Observing over time (animals including humans skittles).<br/>Pattern seeking (light).<br/>Identifying, classifying and grouping (light/ animals including humans).</p> | <p>Experiment and observe shadows made by different materials:<br/><a href="https://www.stem.org.uk/resources/elibrary/resource/26917/light-crime-lab-investigation">https://www.stem.org.uk/resources/elibrary/resource/26917/light-crime-lab-investigation</a></p> <p><a href="https://www.stem.org.uk/resources/elibrary/resource/31650/making-shadows">https://www.stem.org.uk/resources/elibrary/resource/31650/making-shadows</a></p> <p>Investigate the function of the human circulatory system:<br/><a href="https://thehumanbodygame.co.uk/#pages/cvs/info-cvs-heart">https://thehumanbodygame.co.uk/#pages/cvs/info-cvs-heart</a></p> <p>Making artificial bloody activity.</p> <p>Explanation text about the circulatory system.</p> <p>Pulse rate investigation.<br/><a href="https://www.stem.org.uk/resources/elibrary/resource/315584/what-affects-your-heart-rate">https://www.stem.org.uk/resources/elibrary/resource/315584/what-affects-your-heart-rate</a></p> <p>Observing skittles /jelly sweets to demonstrate diffusion and osmosis. Observing and recording results.</p> <p>Time intervals and conversions.</p> | <p>Offer more detailed answers to questions that need further clarification.</p> | <p>Termly assessment.</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>  |  |                           |

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| <p>History</p>   | <p>Chronology links with Victorian Britain and the 1600s (prior knowledge).<br/>Identify key events during WWI (chronology link).</p> <p>Use sources of evidence to investigate the cause and effect of WWII and rationing.</p> <p>Use a range of sources of evidence to investigate evacuation and VE day and draw conclusions about significant events.</p> <p>Discuss source type, reliability and bias of the sources.</p> <p>Study 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>Visit to Beamish.</p> <p>Evacuee interview.</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>Educate children on diversity and raise awareness of the Jewish religion and injustice Jewish people still face today. Links with RE and PSCH.</p> <p>Links with geography - mapping countries involved in WWII and investigating human and physical geography linked to evacuation. (why does population change?)</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>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>Geography</p> | <p><b>Places and locations:</b><br/>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><b>Kapow unit - Why does Population change?</b></p> <p><b>Geographical Skills:</b></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>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>Retrieval practice and ongoing work to show progress and understanding.</p> <p>Questioning to check understanding and identify misconceptions.</p>                           |

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|            | <p>Calculate the length of a route to scale.<br/>Follow a selected route on an OS map.<br/>Use a variety of data collection methods.<br/>Collect information.<br/>Create a digital map to plot and compare data collected from two locations.</p> <p><b>Physical and human geography:</b><br/>Investigate changes to population and reasons for this.<br/>Define migration, discussing push and pull factors.<br/>Explain why some people have no choice but to leave their homes.<br/>Describe the causes of climate change, explaining its impact on the global population.<br/>Suggest an action they can take to fight climate change.<br/>Suggest an idea to improve the environment.<br/>Investigating the effects of war on lives and environments.</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>Understand the difference between a fact and opinion.</p> <p>Consider and evaluate different viewpoints.</p>                          | <p>Termly assessment.</p>  |
| <p>Art</p> | <p><b>Kapow unit - Photo opportunity</b><br/>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</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>Verbal reflections about creative decisions.</p> <p>Reflect on successes.</p> <p>Discuss artists work and explain what they might</p> | <p>Peer assessment.</p> <p>Retrieval activities and ongoing work to show progress and development of skills.</p> |

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|              | <p>images and understand design choices.</p> <p>Demonstrate observation and proportion to create photorealistic self-portraits.</p> <p><b>Investigating and Exploring</b><br/>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>Use sketching and painting techniques in the style of artist.</p>  | <p>Study the works of LS Lowry.</p> <p>Photographs of local area during geography fieldwork to inspire and compare with the work of Lowry.</p> | <p>use in their own work.</p> <p>Articulate and justify answers, arguments and opinions.</p>   | <p>Termly assessment.</p>   |
| <p>Music</p> | <p><b>Kapow unit - Dynamics, pitch and texture- Fingal's Cave</b></p> <p>Appraise the work of the classical composer Felix Mendelssohn.</p> <p>Use dynamics, pitch and texture to improvise as a group and apply knowledge to create a group composition.</p> <p><b>Kapow unit - songs of WWII</b></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.</p> | <p>Written music appraisal.</p> <p>Opportunities to perform as part of WWII celebration of work.</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> |

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|     | Develop confidence when singing.<br>Notate a melody using pitches up to an octave.   |  |   |  |
| D/T | <p><b>Kapow unit - Textiles: waistcoats</b></p> <p>Deign a waistcoat to meet a design brief.<br/>Mark and cut fabric according to a design.<br/>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><b>Swimming</b><br/>(external provider)</p> <p><b>Team Games-</b> 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.<br/>Develop an understanding of the rules within the sport.</p> <p><b>Gymnastics</b><br/>Combine and perform a series of sequences.<br/>Develop balance and strength. To review, analyse and evaluate own and others' strengths and weaknesses.</p> | <p>Sporting events and competitions - <i>Gymnastics</i></p> <p>Instructions.</p> <p>Time- stopwatch for personal best, heart rate. (links with science)</p> <p>Interactive video usage.</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> |

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| <p>RE</p>                              | <p><b>Understanding Christianity - People of God</b><br/>How can following God bring freedom and justice?</p> <p>Explore connections between the story of Moses and the concept of freedom and salvation.<br/>Develop a deeper understanding of the 'big story' of the Bible.</p> <p><b>Understanding Christianity - Incarnation</b><br/>Was Jesus the Messiah?</p> <p>Investigate Bible extracts and relate to how some Christians celebrate at Christmas.<br/>Develop a deeper understanding of the 'big story' of the Bible.</p> | <p>Visit from reverend Jason and possible visit to Church.</p> <p>Retelling stories of Jesus' life.</p> <p>Written responses including wanted posters.</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> |
| <p>PSHCE<br/>Me, You and the World</p> | <p><b>Wellbeing</b><br/>Develop positive mindset and explore goal setting.</p> <p><b>British Values</b><br/>Discuss values and their relevance today.</p> <p><b>Similarities and differences</b><br/>Discuss factors where differences occur. Explore tolerance and respect.</p> <p><b>Environmental news.</b> Explore relevant news stories.</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>  |

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| <p>Computing</p> | <p><b>Computer systems and networks: communication</b><br/> 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><b>Creating media: webpage creation</b><br/> 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>                                    |
| <p>French</p>    | <p><b>Kapow unit - verbs in a French week LA French advisor</b><br/> Recognise that verbs take different forms and find infinitive verbs in a dictionary.<br/> Recognise some regular verbs in the present tense.</p> <p><b>Kapow unit - meet my French family.</b><br/> Name different family members.<br/> Build descriptive sentences into a short paragraph.<br/> 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> |

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| <p>Global/Eco links</p> | <p>Impact of the Holocaust.</p> <p>Explore the impact of war linked to current affairs.</p>   | <p>Links with geography - Why does Population change?<br/>Information posters.<br/>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>            |
| <p>Career Links</p>     | <p>Opportunities to discuss with youth leaders during residential visit.</p> <p>Discuss roles and jobs during educational visits and with visitors in class.</p> <p>Groundworks workshop - sustainable fashion.</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> |