

Creating Use info to create something new	Evaluating Critically examine info and make judgements	Analysing Take info apart and explore relationships	Exceeding Skills
Applying Use info in a new situation			
Understanding Understand and make sense of info			
Remembering Remember and recall info			Emerging Skills

- Democracy
- Rule of Law
- Cultures & religion
- Mutual respect
- Individual liberty

Topic: Topic Q: How did Churchill's 'few' alter the course of WW2?

Term: 5

Hooks: Set up class as an air raid shelter. Play air sirens on loop, listen to Churchills speech.

Texts: Goodnight Mr Tom by Michelle Magorian Children during Wartime Brenda Williams, Blitz by Robert Westall

Area of Learning	Skill/ Small steps	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reading	Different VIPER skills taught in conjunction with class reader and texts linking to our topic of the natural world and being stewards of the earth.	Prediction/ Retelling/context/characterisation Comprehension WW2 text; Blitz by Robert Westall	Vocabulary/prediction retrieval/skimming/ Comprehension Children during Wartime Brenda Williams	vocabulary/prediction / Inference/explanation /Comprehension Goodnight Mr Tom by Michelle Magorian	Inference/vocabulary/explanation/ author's intent /Comprehension Goodnight Mr Tom by Michelle Magorian	prediction/summarise /characterisation /Comprehension Goodnight Mr Tom by Michelle Magorian	inference/prediction vocabulary/Comprehension/ Explanation Goodnight Mr Tom by Michelle Magorian
Writing	Poetry and Persuasive text <u>Speaking skills</u> speak audibly and fluently/participate in performances/ select and use appropriate registers/ listen and respond appropriately ask relevant questions/ participate actively in collaborative conversations/ participate in role-play/ use relevant strategies to build their vocabulary <u>Comprehension</u> Maintain positive attitudes ...by: . learning a wider range of poetry by heart / preparing poems and plays to be read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience/Provide reasoned justifications for their views/Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader/Explain and discuss their understanding of what they have read, including through formal presentations and debates Provide reasoned justifications for their views <u>Composition</u> Plan their writing by: identifying the audience purpose of the writing, using other similar texts as models for their own writing . noting and developing initial ideas, drawing on reading and research where necessary	Reports and journalistic writing	Reports and journalistic writing	Instructions and explanations	Instructions and explanations	Short stories -fantasy	Short stories -fantasy

	<p>To be able to plan a fair-test; identifying the control variables.</p> <p>To be able to use test results to make predictions to set up further fair-tests.</p> <p>To be able to plan a fair-test; identifying the control variables. To be able to use test results to make predictions to set up further fair-tests.</p>	LQ: Can I describe the changes as humans develop from birth to old age?	LQ: How does the weight of a baby change?	LQ: How does the length of a baby change over time?	LQ: What happens to the human body during puberty?	LQ: What happens to adults as they become older?	LQ: Can I record complex data using graphs and models, identifying the relationship between variables?
<p>RE</p> <p>JUDAISM</p> <p>What does it mean to be Jewish in Britain today?</p>	<p>Making sense of the text:</p> <p>Be able to explain the place of incarnation & messiah within the 'big story' of the bible.</p> <p>Be able to identify Gospel and prophecy texts using technical terms</p> <p>Be able to explain connections between biblical texts, incarnation and Messiah, using theological terms</p> <p>Understanding the impact:</p> <p>Show how Christians put their beliefs about Jesus's incarnation into practice in different ways in celebrating Christmas</p> <p>Comment on how the idea that Jesus is the messiah makes sense in the wider story of the Bible.</p> <p>Making connections:</p> <p>Weigh up how far the idea that Jesus is the messiah - a saviour from God - is important in the world today & , if it is true what difference that might make in people's lives.</p>	LQ: Who are Jewish people? What do they believe?	LQ: Where do Jewish people get advice and guidance from?	LQ: What do Jewish people do at the start of their new year?	LQs: Why is freedom important for Jewish people? Why do Jewish people celebrate Pesach (Passover) each year?	LQ: How else do Jewish people live out their faith?	LQ: Is giving to charity important to Jewish people?
Computing	<p>To gain a greater understanding of the impact that sharing digital content can have.</p> <p>To review sources of support when using technology.</p> <p>To review children's responsibility to one another in their online behaviour.</p> <p>To know how to maintain secure pws</p> <p>To understand the advantages & disadvantages, permissions & purpose of altering an image digitally & the reason for this</p> <p>To be aware of appropriate & inappropriate text, photographs & videos & the impact of sharing these online.</p> <p>To learn about how to reference sources in their work</p> <p>To search the internet with a consideration for the reliability of the results of sources to check validity & understand the impact of incorrect information.</p> <p>Ensure reliability through using different methods of communication.</p> <p>Spreadsheets</p> <p>Conversion of measurements</p> <p>Novel use of the count tool</p> <p>Formulae including the advanced code</p> <p>Using text variables to perform calculations</p> <p>Use a spreadsheet to plan an event</p>	Computing: Purple Mash <u>Online safety</u>	Computing: Purple Mash Game creator	Computing: Purple Mash Game creator	Computing: Purple Mash Game creator	Computing: Purple Mash Game creator	Computing: Purple Mash Game creator
History	<p>chronological understanding</p> <p>-Be able to use historical language in work e.g. civilisations/nations/democracy/infer/impact</p> <p>-Place historical eras on a timeline showing periods of time</p> <p>-Be able to build up a picture of what main events happened in Britain /the world during different centuries</p> <p>-Use mathematical skills to work out time scales & differences</p> <p>-Use correct dates in work</p> <p>Knowledge & interpretation</p> <p>-Describe and give opinion about historical events</p>	LQ: Why was WW2 initially know as the phoney war?	Linked with Geography.	LQ: What role did Churchill's Few play in winning the battle of the skies?	LQ: Can I research and select historical information about Churchill's life?	LQ: What was Churchill's reaction to the Dunkirk evacuation, the Battle of Britain and the Blitz?	LQ: How can I use recounts and photographs to establish the events of the Dunkirk rescue?

	<p>-Be able to appreciate that significant events in history have helped shape the country we have today</p> <p>-Describe features of historical events & people from past societies & periods we have studied</p> <p>Historical enquiry</p> <p>-Be able to appreciate how historical artefacts have helped us to understand more about British lives in the past and present</p>						
Geography	<p>locational knowledge Can I locate some countries of the world on a world map with more accuracy?</p> <p>Can I locate countries and cities of the UK with more accuracy?</p> <p>Can I identify aspects of physical geography and human geography that have changed over time?</p> <p>Can I identify the position and significance of at least 5 from the following; latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/ Greenwich Meridian and time zones?</p> <p>Human & physical geography.</p> <p>Revise y3 and 4 - Mountains / volcanoes / earthquake, water cycle, vegetation belts, climate zones</p> <p>Revise y3 and 4 - Settlements, land use, distribution of natural resources, trade links</p> <p>Y5 – as y 3 and 4 studying alternative locations and distribution of energy / minerals and economic activity.</p> <p>Place knowledge</p> <p>-Be able to study 2 regions of the UK and a region in a European country and identify some similarities and differences in physical geography between the them</p> <p>Geographical Skills and Fieldwork</p> <p>-Be able to use 2 of the following – maps, atlases, globes, digital/computer mapping to locate countries and describe their features?</p> <p>- Be able to use some of the 8 points of the compass, four figure grid references and six figure grid references more accurately, symbols, keys (including ordnance survey maps?</p>	NA	LQ: Can I become familiar with the location of the countries involved in first year of WW2 by locating them on a map of 1939 Europe?	NA	NA	NA	NA
Art	<p>Exploring ideas</p> <p>Create sketch books to record their observations and use to review & revisit ideas/Record & explore ideas from 1st hand observations, experience & imagination& ideas for different purposes</p> <p>Question & make observations about starting points & select ideas for use in their work, recording & annotating in sketchbooks.</p> <p>Think critically about their art & design work.</p> <p>Painting</p> <p>develop a painting from a drawing.</p> <p>experiment with different media and materials for painting.</p> <p>smix and match colours to create atmosphere and light effects</p> <p>identify, mix and use primary, secondary, complimentary and contrasting colours.</p> <p>Drawing</p> <p>experiment with wet or dry media to make different marks, lines, patterns, textures and shapes within a drawing.</p> <p>Collaging</p> <p>Add collage to a printed or painted background</p> <p>Use a range of media to create collages</p> <p>Use different techniques, colours & textures when</p>	NA	LQ: Can I portray the Blitz through art?	NA	NA	NA	NA

	designing & making pieces of work Use collage as a means of extending work from initial ideas						
D.T	<p>Designing-understanding users, contexts and Purposes</p> <ul style="list-style-type: none"> -describe purpose of product -indicate the design features of their products that will appeal to intended users -explain how particular parts of their products work <p>Designing - Generating, developing, modelling and communicating ideas-</p> <ul style="list-style-type: none"> -use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas <p>Making - Planning</p> <ul style="list-style-type: none"> -select tools and equipment suitable for the task -explain their choice of tools and equipment in relation to the skills and techniques they will be using -select materials and components suitable for the task <p>Making – Practical skills and techniques</p> <ul style="list-style-type: none"> -follow procedures for safety and hygiene -use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components -accurately measure, mark out, cut and shape materials and components -accurately assemble, join and combine materials and components <p>Technical Knowledge – Making products work</p> <ul style="list-style-type: none"> -how to use learning from science and maths to help design and make products that work -that materials have both functional properties and aesthetic qualities -that materials can be combined and mixed to create more useful characteristics -that mechanical and electrical systems have an input, process and output -the correct technical vocabulary for the projects they are undertaking how mechanical systems such as cams or pulleys or gears create movement -how more complex electrical circuits and components can be used to create functional products - how to reinforce and strengthen a 3D framework 			LQ: Can I design and make a Battle of Britain clasp (medal awarded to the 'few').	LQ: What is meant by 'make do and mend'?	LQ: How can I darn a sock?	LQ: How can I darn a sock and review my improvements?
P.E	<p>Coaches</p> <p>Skills to be advised by coaches</p>	Cricket	Cricket	Cricket	Cricket	Cricket	Cricket
PHSE	<p>Be able to understand :</p> <ul style="list-style-type: none"> -why and how rules & laws that protect us & others are made & enforced. - that different rules are needed in different situations& and how to take part in making and changing rules -that there are basic human rights shared by all peoples and all societies and that children have their own special 	Changing me Self and Body Image	Changing me Puberty for Girls	Changing me Puberty for boys	Changing me Conception	Changing me Looking Ahead 1 Puzzle Outcome: Change	Changing me Looking Ahead 2

	<p>rights set out in the United Nations Declaration of the Rights of the Child</p> <ul style="list-style-type: none"> - that these universal rights are there to protect everyone and have primacy both over national law and family and community practices -that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities - to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom -how to critically examine what is presented to them in social media and why it is important to do so; <p>understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</p>						
French	<p><u>Reading</u> -Read & understand some of the main points from a short text</p> <p>Recognise how cognates can help to understand new language.</p> <p><u>Writing</u> -Write a few sentences using a model which are joined using simple conjunctions. Use 1st and 3rd person singular forms of familiar verbs.</p> <p><u>Speaking</u>-Communicate by asking a wider range of questions. Understand and express simple opinions.</p> <p><u>Listening</u> Pick out some of the main points from short spoken passages and/or conversations.</p> <p><u>Intercultural Understanding</u> Recognise similarities and difference between our everyday lives and those of others.</p> <p><u>Grammar</u> Know how to make a sentence negative. Know that adjectives agree with the noun. Use avoir and etre competently</p>	As-tu un animal? (Do you have a pet?)	As-tu un animal? (Do you have a pet?)	As-tu un animal? (Do you have a pet?)	As-tu un animal? (Do you have a pet?)	As-tu un animal? (Do you have a pet?)	As-tu un animal? (Do you have a pet?)
Music	<u>Term 5</u>	Ukuleles	Ukuleles	Ukuleles	Ukuleles	Ukuleles	Ukuleles
Learning Environment in corridor displays							