

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			Expected Skills
			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: WW2 day – led by Mrs Sullivan, dress up and become evacuees.

Texts: Carrie's War by Nina Bawden,

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 Carrie's War by Nina Bawden	Vocabulary/prediction retrieval/skimming/ Comprehension Children during Carrie's War by Nina Bawden	vocabulary/prediction/ Inference/explanation/ Comprehension Carrie's War by Nina Bawden	Inference/vocabulary/ explanation/ author's intent /Comprehension Carrie's War by Nina Bawden	prediction/summarise/ characterisation /Comprehension Carrie's War by Nina Bawden	inference/prediction vocabulary/Comprehension/ Explanation Carrie's War by Nina Bawden
Writing	Classic fiction and letter writing. <u>Speaking skills</u> 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> 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 Draft and write by: selecting appropriate grammar and vocabulary, understanding how	Classic fiction	Classic fiction	Classic fiction Big write, plan and edit.	Letter writing	Letter writing	Letter writing Big write plan and edit.

	<p>such choices can change and enhance meaning / in narrative texts, describing settings, characters and atmosphere</p> <p>Evaluate and edit by: assessing the effectiveness of their own and others' writing/. Proposing changes to grammar, vocabulary and punctuation to enhance effects.</p> <p>I can use some ideas from authors I have read, listened to, or seen performed . Sometimes I am able to use their features and/ or their language. Make independent attempts to introduce new paragraphs or sentences in ways which help my ideas to follow sequentially.</p>						
GPS	<p>Grammar Write expanded noun phrases to describe a character Revise grammatical terms: noun, verb, adjective, adverb, preposition & determiner. Learn to identify modal verbs in texts; Use them in writing Start to understand how the passive voice affects the presentation of information.</p> <p>Spellings Be able to recognise the root word, prefix and suffix, when they can be found; I know how to apply some accurately to spell words e.g. – ful, less, er and est. Be able to spell accurately most words that are often misspelt (Yr. 3-4) and begin to learn some from the Yr. 5-6 list and other similar words. Be able to use a dictionary & thesaurus with increasing confidence With revision and guidance, I proof-read writing in order to identify spelling errors. Spellings</p> <p>Punctuation Learn to identify sentences which include a parenthesis (or embedded clause) Use a comma correctly, to separate clauses and make the meaning clear. Identify colons within a text and explain how it is used. Use hyphens for effect.. During shared reading experiences, discuss how punctuation marks are used to create pauses. Revise the punctuation rules for direct speech With revision and guidance, proof-read writing in order to locate and correct punctuation errors</p>	<p>Grammar - explore past and present tense with a focus on how the verb changes.</p> <p>Punctuation – to use commas appropriately in order to separate clauses and make the meaning clear</p> <p>Spellings – I can use a suffixes, and understand how to add them e.g. -ate, ise, ify</p>	<p>Grammar – explore past and present and future progressive tense.</p> <p>Punctuation- revise parenthesis</p> <p>Spellings – double consonants</p>	<p>Grammar – – passive voice - revision</p> <p>Punctuation- for parenthesis – brackets colons Punctuation when writing a list.</p> <p>Spellings- explore the etymology behind some words from different cultures or countries</p>	<p>Grammar – subject verb agreement</p> <p>Punctuation - Bullet points</p> <p>Spellings – suffixes, and understand how to add them e.g. -cious, -cial, -ant, -ence, -ancy.</p>	<p>Grammar – using modal verbs</p> <p>Punctuation Proof read to locate and correct punctuation errors.</p> <p>Spellings- I use the hyphen to join a prefix to a root e.g. re-enter.</p>	<p>Grammar – To identify a relative clause in a sentence</p> <p>Punctuation - speech punctuation. Direct and indirect speech.</p> <p>Spellings- Etymology Greek words origin ph ch and sc spellings</p>

<p>Maths</p>	<p>Decimals: Adding and subtracting decimals. Complements to 1 <i>Adding decimals - crossing the whole</i> <i>Adding decimals with the same number of decimal places</i> <i>Subtracting decimals with the same number of decimal places</i> <i>Adding and subtracting decimals with the same number of decimal places problem solving</i> <i>Adding decimals with a different number of decimal places</i> <i>Subtracting decimals with a different number of decimal places</i> <i>Adding and subtracting decimals with a different number of decimal places problem solving</i> <i>Adding and subtracting wholes and decimals</i> <i>Decimal sequences</i> <i>Multiplying decimals by 10, 100 and 1,000</i> <i>Dividing decimals by 10, 100 and 1,000</i></p> <p>Geometry: Properties of shape: Identify angles Compare and order angles Measuring angles in degrees Measuring with a protractor Drawing lines and angles accurately Drawing lines and angles accurately Calculating angles on a straight line Calculating angles around a point Triangles Quadrilaterals Calculating lengths and angles in shapes Regular and irregular polygons Reasoning about 3-D shapes</p>	<p>Summer 1: Decimals Adding and subtracting decimals.</p>	<p>Summer 1: Decimals Adding and subtracting decimals with the same number of decimal places.</p>	<p>Summer 1: Decimals: Multiplying decimals</p>	<p>Summer 1: Geometry: Properties of shape Measuring angles and using a protractor</p>	<p>Summer 1: Geometry: Properties of shape Drawing lines and angles</p>	<p>Summer 1: Geometry: Properties of shape Regular and irregular polygons Reasoning about 3-D shapes</p>
<p>Science</p>	<p>Record data using tables, scatter graphs, bar and line graphs. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms.</p>	<p>STEM projects – with industry</p>	<p><u>Unit: Animals including humans</u> Kent Science scheme LQ: How does the weight of a baby change? LQ: Can I describe the changes as humans develop from birth to old age?</p>	<p><u>Unit: Animals including humans</u> Kent Science scheme LQ: How does the length of a baby change over time?</p>	<p><u>Unit: Animals including humans</u> Kent Science scheme LQ: What happens to the human body during puberty?</p>	<p><u>Unit: Animals including humans</u> Kent Science scheme LQ: What happens to adults as they become older?</p>	<p><u>Unit: Animals including humans</u> Kent Science scheme LQ: Can I record complex data using graphs and models, identifying the relationship between variables?</p>

	<p>Identify scientific evidence that has been used to support or refute ideas or argument.</p> <p>Record data using scientific diagrams and labels.</p> <p>Identify scientific evidence that has been used to support or refute ideas or argument.</p>						
<p>RE</p> <p>JUDAISM</p> <p>What does it mean to be Jewish in Britain today?</p>	<p>I can make connections between Jewish practice teaching from the Torah and their beliefs about God</p> <p>I can give examples of Jewish festivals and explain how they impact Jewish people today</p> <p>I can explain the meaning and significance of Jewish rituals and practices.</p> <p>I can comment thoughtfully on how the role of women varies within Judaism.</p> <p>I can answer the key question from different perspectives, including my own.</p> <p>Jewish people believe in one God and that the Shema prayer gives details of the ways in which Jewish people should live, worship God and pray.</p> <p>Jewish people follow the teachings of the Torah. It teaches them how to pray, worship and how to treat others.</p> <p>Yom Kippur and Rosh Hashanah are the holiest days for Jewish people, where they ask for forgiveness at the start of their new year.</p> <p>Jewish people celebrate Pesach each year to remember God's rescue and faithfulness to the Israelites.</p> <p>Tzedakah means 'healing the world' which is an important value in the Jewish faith as they are all challenged to care for the world that God gave them and the people who live upon it.</p>	<p>LQ: Who are Jewish people? What do they believe?</p>	<p>LQ: Where do Jewish people get advice and guidance from?</p>	<p>LQ: What do Jewish people do at the start of their new year?</p>	<p>LQs: Why is freedom important for Jewish people?</p> <p>Why do Jewish people celebrate Pesach (Passover) each year?</p>	<p>LQ: How else do Jewish people live out their faith?</p>	<p>LQ: Is giving to charity important to Jewish people?</p>
<p>Computing</p>	<p>Pupils know what the 2Design and Make tool is for. • Pupils have explored the different viewpoints in 2Design and Make whilst designing a building.</p> <p>Pupils have adapted one of the vehicle models by moving the points to alter the shape of the vehicle while still maintaining its form.</p> <p>Pupils have explored how to edit the polygon 3D models to design a 3D model for a purpose</p> <p>Pupils have refined one of their designs to prepare it for printing. • Pupils have printed their design as a 2D net and then created a</p>	<p>NA</p>	<p>Computing: Purple Mash 3D Modelling</p> <p>To be introduced to 2Design and Make.</p> <p>Online safety</p> <p>Managing online information.</p>	<p>Computing: Purple Mash 3D Modelling</p> <p>To explore the effect of moving points when designing.</p> <p>Online safety</p> <p>Managing online information.</p>	<p>Computing: Purple Mash 3D Modelling</p> <p>To understand designing for a purpose.</p> <p>Online safety</p> <p>Managing online information.</p>	<p>Computing: Purple Mash 3D Modelling</p> <p>To understand designing for a purpose.</p> <p>Online safety</p> <p>Health, well-being and lifestyle.</p>	<p>Computing: Purple Mash 3D Modelling</p> <p>To understand printing and making.</p> <p>Online safety</p> <p>Health, well-being and lifestyle.</p>

	3D model. • Pupils have explored the possibilities of 3D printing.							
History	<p>chronological understanding</p> <ul style="list-style-type: none"> -Be able to use historical language in work e.g. civilisations/nations/democracy/infer/impact -Place historical eras on a timeline showing periods of time -Be able to build up a picture of what main events happened in Britain /the world during different centuries -Use correct dates in work <p>Knowledge & interpretation</p> <ul style="list-style-type: none"> -Describe and give opinion about historical events -Be able to appreciate that significant events in history have helped shape the country we have today -Describe features of historical events & people from past societies & periods we have studied <p>Historical enquiry</p> <ul style="list-style-type: none"> -Be able to appreciate how historical artefacts have helped us to understand more about British lives in the past and present 	LQ: What main events happened in Britain during WW2 and do I understand the chronology of our British history?	LQ: Why was WW2 initially known as the phoney war?	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?	
Geography	<p>locational knowledge</p> <p>Can I locate some countries of the world on a world map with more accuracy?</p> <p>Human & physical geography.</p> <p>Place knowledge</p> <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> -Be able to use 2 of the following – maps, atlases, globes, digital/computer mapping to locate countries and describe their features? 	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	LQ: Can I use an atlas to locate European countries invaded by Germany?	NA	
Art	<p>I know how to organise line, tone, shape and colour to represent figures and forms in movement.</p> <p>Improve their mastery of art and design techniques, including painting.</p>	NA	LQ: Can I create a silhouette of the Blitz.	NA	NA	LQ: How do we create a water painting to show what happened in Dunkirk?	NA	
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>			LQ: What is meant by 'make do and mend'?	Can I annotated sketches, cross-sectional drawings and exploded diagrams to develop and	LQ: How can I darn a sock, selecting the correct tools suitable to safely carry out this task.	LQ: How can I darn a sock, selecting the correct tools suitable to safely carry out this task.	LQ: How can I darn a sock and review my improvements?

	<p>-use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas</p> <p><u>Making - Planning</u></p> <p>-select tools and equipment suitable for the task</p> <p>-explain their choice of tools and equipment in relation to the skills and techniques they will be using</p> <p>-select materials and components suitable for the task</p> <p><u>Making – Practical skills and techniques</u></p> <p>-follow procedures for safety and hygiene</p> <p>-use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components</p> <p>-accurately measure, mark out, cut and shape materials and components</p> <p>-accurately assemble, join and combine materials and components</p> <p><u>Technical Knowledge – Making products work</u></p> <p>-how to use learning from science and maths to help design and make products that work</p> <p>-that materials have both functional properties and aesthetic qualities</p> <p>-that materials can be combined and mixed to create more useful characteristics</p> <p>-that mechanical and electrical systems have an input, process and output</p> <p>-the correct technical vocabulary for the projects they are undertaking</p> <p>how mechanical systems such as cams or pulleys or gears create movement</p> <p>-how more complex electrical circuits and components can be used to create functional products</p> <p>- how to reinforce and strengthen a 3D framework</p>			<p>communicate their ideas?</p>			
<p>P.E</p>	<p><u>Coaches/Elite – Athletics</u></p> <p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p>Beginning to record peers performances and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p> <p><u>Basketball</u></p> <p>Vary skills, actions and ideas in a way which suits the game.</p> <p>Shows confidence in ball skills in various ways and can link them together.</p>	<p>Athletics</p> <p>Specific Learning Intentions To refine technique for Shuttle Run</p>	<p>Athletics</p> <p>Specific Learning Intentions To revise technique for Standing Long Jump and Standing Vertical Jump</p> <p>Basketball</p> <p>LQ: Can I travel and pass with the basketball?</p>	<p>Athletics</p> <p>Specific Learning Intentions To teach technique for Shot Put To teach technique for Javelin Throw</p> <p>NA</p>	<p>Athletics</p> <p>Specific Learning Intentions To teach technique for Discus Throw</p> <p>Basketball</p> <p>LQ: Do understand zones of attack and defence?</p>	<p>Athletics</p> <p>Specific Learning Intentions To record and evaluate mine and a peer's performance.</p> <p>Basketball</p> <p>LQ: Can I compare and comment on skills seen in a mini basketball match.</p>	<p>Athletics</p> <p>Specific Learning Intentions To compete competitively describing what makes a good athlete.</p> <p>Basketball</p> <p><u>LQ:</u> Can I play competitively showing skills needed in a basketball game?</p>

	<p>Uses skills with coordination, control and fluency.</p> <p>Takes part in competition with a strong understanding of tactics and improvise in game situations.</p> <p>Compares and comments on skills using technical vocabulary and provides suggestions to improve performance.</p> <p>Can make suggestions to differentiate games with resources or changing factors (e.g. space).</p> <p>Apply attacking and defending to improve performance.</p> <p>Uses running, jumping, throwing and catching in isolation and combination and transfer skills into game situations.</p>						
<p>PSHE</p> <p>Changing Me</p>	<p>I am aware of my own self-image and how my body image fits into that</p> <p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I can describe how boys' and girls' bodies change during puberty</p> <p>I understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>I also understand that sometimes people need IVF to help them have a baby</p> <p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p> <p>I can identify what I am looking forward to when I move to my next class.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Know what perception means and that perceptions can be right or wrong • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know that sexual intercourse can lead to conception • Know that some people need help to conceive and might use IVF • Know that becoming a teenager involves various changes and also brings growing responsibility <p>Social and emotional skills</p>	<p>Changing me</p> <p>Self and Body Image</p>	<p>Changing me</p> <p>Puberty for Girls</p>	<p>Changing me</p> <p>Puberty for boys</p>	<p>Changing me</p> <p>Conception</p>	<p>Changing me</p> <p>Looking ahead 1</p>	<p>Changing me</p> <p>Looking ahead 2</p>

	<ul style="list-style-type: none"> • Can celebrate what they like about their own and others' self-image and body-image • Can suggest ways to boost self-esteem of self and others • Recognise that puberty is a natural process that happens to everybody and that it will be OK for them • Can ask questions about puberty to seek clarification • Can express how they feel about having a romantic relationship when they are an adult • Can express how they feel about having children when they are an adult • Can express how they feel about becoming a teenager • Can say who they can talk to if concerned about puberty or becoming a teenager/adult 						
French	<p><u>Reading</u> - understand and read longer passages in French.</p> <p><u>Writing</u> - Incorporate negative responses in our writing.</p> <p><u>Speaking</u>- Recall a wider range of vocabulary, with increased knowledge and understanding.</p> <p><u>Listening</u>: Listen and understand for longer more spoken French.</p> <p><u>Grammar</u>- revise the gender and nouns.</p>	<p>LQ: Can I begin to name some classroom equipment.</p>	<p>LQ: Can I consolidate the classroom equipment already learnt and begin to learn five more words?</p>	<p>LQ: Can I write sentences using the correct j'ai or je n'ai pas de for each of the items?</p>	<p>LQ: Can I ask the question qu'est ce qu'il y a dans ta trousse? (What do you have in your pencil case?) and begin answers with dans ma trousse... (In my pencil case...)?</p>	<p>LQ: Can I learn simple classroom demands?</p>	<p>LQ: can I consolidate speaking French to say classroom items, ask and answer a question and give demands?</p>
Music	<u>Term 5</u>	NA	NA	NA	NA	NA	NA
Learning Environment in corridor displays							