


Autumn	Spring	Summer
		
<b>Is the Blitz all we need to know about the war?</b>	<b>How is climate change affecting the world?</b>	<b>Why is fair trade fair?</b>
<b>Key Texts</b> A Monster Call Rose Blanche Great Women who made History	<b>Key Texts</b> Kick The Firework Maker's Daughter Origin of Species Inside the Villains	<b>Key Texts</b> The Journey Moth
<b>As writers, we will:</b> <ul style="list-style-type: none"> <li>Write a postcard from a fairy-tale villain, recounting their experience in prison</li> <li>Write a story about a child that has to face a fear</li> <li>Write a biography about a WW2 figure</li> <li>Plan and write a story set in WW2</li> </ul>	<b>As writers, we will:</b> <ul style="list-style-type: none"> <li>Write a persuasive letter to a famous sports star about ensuring that they will promote sportswear that has been made in Child Labour Free Zones</li> <li>Plan and write a narrative about someone defying expectations based around the Disney film 'Mulan'</li> <li>Write a non-chronological report on an interesting species of your choice</li> <li>Re-write classic fairy-tales using dialogue to move on the plot and convey character</li> </ul>	<b>As writers, we will:</b> <ul style="list-style-type: none"> <li>Write a story about two people who are brought together by objects such as leaves or coins or an animal such as a dog or bird</li> <li>Write a balanced argument linked with climate change/fair trade</li> <li>Write a narrative about a journey</li> <li>Write a narrative poem about change</li> </ul>
<b>As mathematicians, we will explore:</b> <ul style="list-style-type: none"> <li>place value to ten million</li> <li>addition, subtraction, multiplication and division</li> <li>factors, multiples and primes</li> <li>fractions</li> <li>converting units</li> </ul>	<b>As mathematicians, we will explore:</b> <ul style="list-style-type: none"> <li>fractions decimals and percentages</li> <li>area, perimeter and volume</li> <li>algebra</li> <li>ratio</li> <li>drawing and interpreting bar chart, pie charts and line graphs</li> </ul>	<b>As mathematicians, we will explore:</b> <ul style="list-style-type: none"> <li>measuring and calculating angles of different shapes</li> <li>translating shapes and solving problems with coordinates</li> <li>projects and investigations</li> </ul>
<b>As scientists, we will:</b> <ul style="list-style-type: none"> <li>investigate how to change the brightness of a bulb and the loudness of a buzzer</li> <li>investigate how the thickness and length of a wire affects components in the circuit</li> <li>investigate conductors and insulators</li> <li>create and use a range of switches</li> <li>identify and name the parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>	<b>As scientists, we will:</b> <ul style="list-style-type: none"> <li>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</li> <li>give reasons for classifying plants and animals based on specific characteristics</li> <li>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> </ul>	<b>As scientists, we will:</b> <ul style="list-style-type: none"> <li>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> <li>recognise that light appears to travel in straight lines</li> <li>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</li> <li>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</li> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>
<b>In history, our big question is:</b> <b>Was world war II the most dangerous time to be alive?</b> We will use information gained about participating countries and leaders and the timeline of WWII to discuss whether war is ever just and seek to understand the significance of the Battle of Britain and the Blitz. We will explore what a war memorial tells us about the impact of WWII on our community and learn about the roles of men, women and children in WWII.	<b>In geography, our big idea is:</b> <b>How is climate change affecting the world?</b> We will be looking into how changing patterns of weather at different locations around the world are impacting on the lives of real people with whom they can relate. Through the experiences of these individuals and communities, we will be able to reflect upon how changes to normal and usual weather conditions can have to serious implications for these people.	<b>In geography our big question is:</b> <b>Why is fair trade fair?</b> We will be looking at what international trade entails – the manufacture, selling and buying of goods and services between countries through exports and imports – and the fact that trade has been operating for thousands of years. The Silk Road a trade route between China and Europe. We will look at commodities that companies in the United Kingdom produce and export that are highly sought-after in China. We will learn about the concept and practice of Fairtrade through the experiences of real banana farmers in St Lucia.
<b>As musicians, we will:</b> <ul style="list-style-type: none"> <li>learn to sing the song 'Happy' as a class</li> <li>learn to play simple jazz tunes on the glockenspiel</li> </ul>	<b>As musicians, we will:</b> <ul style="list-style-type: none"> <li>Practice and perform the song You've Got a Friend using two vocal parts and two glockenspiel parts</li> <li>Learn chords and finger picking techniques to play tunes on the ukulele</li> </ul>	<b>As musicians, we will:</b> <ul style="list-style-type: none"> <li>explore the concept of identity through learning about the music of inspirational women and composing our own music in various ways</li> <li>revisit and reflect on songs and musical activities to consolidate our learning from the year</li> </ul>
<b>In Art we will:</b> Create atmosphere in our art using pastels or charcoal to illustrate the Blitz and then transfer these drawings to tiles. We will use mixed media techniques to create WWII propaganda posters.	<b>In Art we will:</b> Develop repeating patterns and use printing to show the structures of different images from wildlife. We will use recycled materials and transform them into a new piece of art work.	<b>In Art we will:</b> To explore sequential drawing and create a Manga style art that can be transformed into a 3D form. Create puppets and use digital media to film a narrative.
<b>In DT we will:</b> Design and make WW2 Morse code system using buzzers and circuits.	<b>In DT we will:</b> Using electrical systems and programming create a light up billboard that displays a message about climate change	<b>In DT we will:</b> Use motors to create a fairground ride
<b>Physical Education</b> <ul style="list-style-type: none"> <li>Gymnastics</li> <li>Basketball</li> <li>Tag Rugby</li> <li>Dance</li> </ul>	<b>Physical Education</b> <ul style="list-style-type: none"> <li>Self Defence</li> <li>Badminton</li> <li>Outdoor Adventure (Problem Solving)</li> </ul>	<b>Physical Education</b> <ul style="list-style-type: none"> <li>Athletics</li> <li>Striking and fielding</li> <li>Trigolf</li> </ul>
<b>In PSHE, we will:</b> <ul style="list-style-type: none"> <li><i>Being Me in My World</i> Identifying goals for the year. How we can be a global citizen, Children's universal rights. Feeling welcome and valued. How choices, consequences and rewards impact us. Group dynamics. Democracy and having a voice</li> <li><i>Celebrating Differences</i> Look at perceptions of normality. Understanding disability. Understanding bullying. What is Inclusion/exclusion. Differences as conflict/ as celebration. What is empathy.</li> </ul>	<b>In PSHE, we will:</b> <ul style="list-style-type: none"> <li><i>Dreams and Goals</i> Develop personal learning goals, in and out of school. How we can make a difference in the world. Recognising achievements. How to receive and give compliments.</li> <li><i>Healthy Me</i> Taking personal responsibility. How substances affect the body. Exploitation, including 'county lines' and gang culture. Emotional and mental health. Managing stress</li> </ul>	<b>In PSHE, we will:</b> <ul style="list-style-type: none"> <li><i>Relationships</i> Identifying mental health worries and sources of support. Love and loss. Managing feelings. Power and control. Assertiveness. Technology safety and taking responsibility with technology use</li> <li><i>Changing Me</i> We will be exploring the concept of self-image, body image. Puberty and feelings. Conception to birth. Reflections about change. Physical attraction. Respect and consent. Boyfriends/girlfriends. Sexting. Transition</li> </ul>
<b>In Spanish, we will:</b> Aprende Española (introduction) Los Saludos (Greetings)	<b>In Spanish, we will:</b> Los Colores/los numeros 1 -10 (Colours and numbers) Bajo el mar (under the sea)	<b>In Spanish, we will:</b> Los transportes (Transport) En la selva (in the jungle) Conciones infantiles (nursery rhymes)
<b>In computing, we will:</b> Identify and explore how data is transferred and information is shared online. We will also be designing and creating webpages, considering copyright, aesthetics and navigation.	<b>In computing, we will:</b> Explore variables when designing and coding a game and answer questions by using spreadsheets to organise and calculate data.	<b>In computing, we will:</b> Plan, develop and evaluate 3D computer models of physical objects and design and code a project that captures inputs from a physical device.
<b>In RE we will:</b> Explore and debate the questions:	<b>In RE we will:</b> Explore and debate the questions:	<b>In RE we will:</b> Explore and debate the questions:

Creation and science: conflicting or complementary? Why do some people believe in God and some people don't?	Why do Hindus want to be good? What do Christians believe Jesus did to 'save' people?	For Christians, what kind of king is Jesus? How does faith help people when life gets hard? Children will enter a piece of art into the NATRE Spirited Arts competition.
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