

Literacy

Reading - Discuss a wide range of fiction and identify themes and conventions; improve comprehension and inference skills, apply their growing knowledge of root words, prefixes, and suffixes (morphology and etymology); investigating different figures from World War II. Reading a range of fiction and non-fiction texts based on World War II.

Writing - stories of war e.g. Anne Frank. Composing stories in the style of Rudyard Kipling. Writing recipes for rations.

Grammar - use expanded noun phrases to convey complicated information concisely, use modal verbs or adverbs to indicate degrees of possibility.

Presentation - public speaking, performance, and debate.

Art and DT

Drawing and Painting - British Wildlife (Line, tone, shading, shape); Going over the top paintings; Work of other Artists

Food - Wartime menu (Research, Design, Make, Evaluate)

Design - Anderson Shelters; evacuation suitcases; propaganda posters

Music

Wider opportunities - Ukulele - composing, listening, performing and reading music.

Composer of the month

French

Niveau Blanc 1 & 2

Animals, colours, and questions

Computing

Computer systems and networks - The Internet

Creating Media - Audio Production

Online safety

Mathematics

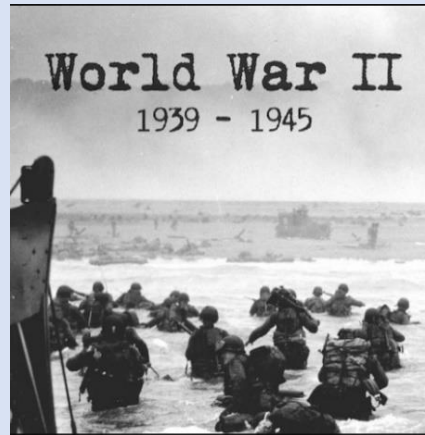
Use of timelines.

Collating, interpreting, and presenting data in tables/graphs.

Organising dates into order.

Compare populations of countries.

Measuring ingredients for rationing/recipes.



PSHE

Jigsaw - Being me in the world; Celebrating difference.

Spiritual - School values of love and fairness

British Values - Rule of law, democracy, mutual respect, tolerance of different faiths and beliefs

History

How did the war begin? Who were the key leaders? How and why were people evacuated? What is rationing and why was it used in WWII? How was propaganda used to incite hatred? What lessons can we learn from the atrocities of WWII? What is the Battle of Britain? Who were the important figures in the war effort? How did the role of the women change during the war? What was life like on the Home Front? What is the holocaust and who was affected? What is VE Day and how was it celebrated? What was life like in Leominster during World War II?

Science

Physics - Light

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

Chemistry - properties of materials

Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Physical Education

Invasion games - Basketball and Tag Rugby.

Dodgeball

Swimming

RE and Worship

Y5 - U2.8 - What does it mean to be Muslim in Britain today? (**Tawid/Iman/Ibadah**); U2.6 - For Christians, what kind of king is Jesus (**Kingdom of God**)

Y4 - L2.1 - What do Christians learn from the creation story (**Creation**); L2.7 - What do Hindus believe God is like? (**Brahman/Atman**)