

Literacy

Read powerful WWI fiction: War Horse and War Game.

Revise clauses and use formal and informal register, including subjunctive form. Write stories inspired by reading. Rose Blanche picture book, Anne Frank picture book: draw inferences about character's feelings, thought and motives from their actions, and justify these with evidence from the text. Discuss and evaluate the intended impact of language used, with reference to the text.

Write - Historical fiction, write a diary inspired by Anne Frank and Rose Blanche: use a wide range of clause structures, sometimes varying their position within the sentence, link ideas across paragraphs using adverbials of time, place and number, create and describe settings.

Art, DT and Computing

Systems, Transferring information, Food
Wartime menu, Research, Design, Make, Evaluate
Anderson Shelter,

Music & Drama

Charanga, Music and technology, How does music bring us together? Developing Ensemble skills
How does music connect us with the past?

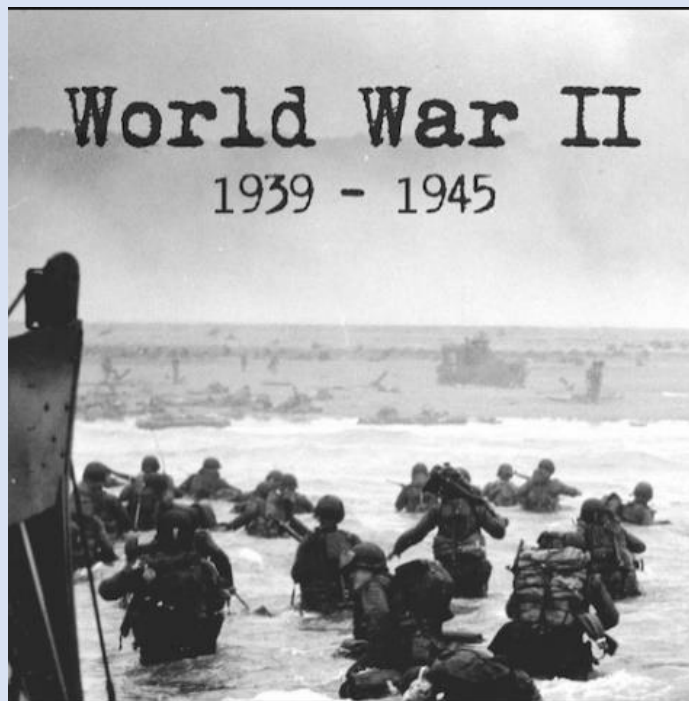
Languages -French

Niveau Tricolore 1 & 2

My class, Day and months, Birthdays, Classroom objects

Mathematics

World history timeline, British timeline, ration book shopping, Alan Turing code breaker,



History

Offer reasons to explain why the war started; explore the significance of key events; explain how and why the changing role of women was significant to the war effort; recall key facts about rationing, evacuation and the Holocaust.

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

Real PE, hockey, outdoor and adventurous activities, team and individual

RE, Worship and PSHE

Focus on children's wellbeing. Transition Why do people pray? U2.8: What does it mean to be a Muslim in Britain today? [Tawhid/iman/ibadah] U2.6: For Christians, what kind of king is Jesus? [Kingdom of God]