

WWII: How did World War II change life in Britain?

Why did Britain have to go to war in 1939?

Why was it necessary for children to be evacuated and what was evacuation really like?

How was Britain able to stand firm against the German threat?



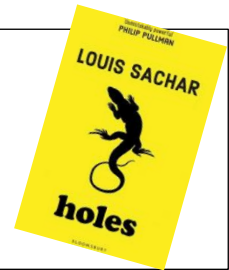
This Term's Value is...

Inspiration

Class Book

Holes

(Louis Sachar)



English

- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Give reasons for authorial choices.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Retrieve, record and present information from a wide variety of non-fiction texts.
- Use of the passive to affect the presentation of information in a sentence.
- Recognising vocabulary and structures that is appropriate for formal speech and writing.
- Use the subjunctive form in writing to make it formal.
- Know difference between structures typical of informal speech and structures.

Maths

- Use ratio language and scale factors.
- Solve ratio problems.
- Form expressions.
- Solve multi-step equations.
- Find pairs of values.
- Add and subtract decimals.
- Multiply and divide by 10, 100 and 1,000.
- Multiply and divide decimals by integers.
- Multiply and divide decimals in context.



Science – Evolution and Inheritance

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Geography: Where does our energy come from?

- To know why energy sources are important.
- To understand the benefits and drawbacks of different energy sources.
- To understand how energy is generated in the United States.

PE

GYM: FLOOR

- Perform gymnastic movements.
- Create an extended sequence.
- Perform a sequence using gymnastic principles.

DANCE: PERFORMANCE

- Create part of a dance sequence.
- Refine a sequence.
- Perform a complex dance sequence.

PSHE – Dreams and Goals

- Know my learning strengths and can set challenging but realistic goals for myself.
- Work out the learning steps I need to take to reach my goal.
- Identify problems in the world that concern me and talk to other people about them.
- Work with other people to help make the world a better place.
- Describe some ways in which I can work with other people to help make the world a better place.
- Know what some people in my class like or admire about me and can accept their praise.

Art - Exploring Identity

- Understand that artists can explore and express their identity through their artwork.
- Explore intuitive observational drawing.
- Experience communal drawing and foster a drawing community of peers.

D&T: Navigating the World

- Writing a design brief from information submitted by a client.
- Developing design criteria to fulfil the client's request.
- Considering and suggesting additional functions for my navigation tool.

RE – Christianity:

Key Question: Is anything ever eternal?

- Explain why I think some things will last forever and what I mean by that.
- Discuss different types of love and whether they may be able to last for ever.
- Discuss the Christian beliefs in heaven and forgiveness.
- Make links between different Christian beliefs and their views on whether anything is ever eternal.

French: En Ville (Around Town)

- Key places in a town.
- Directional instructions.
- Use of prepositions and determiners.
- How to ask where a place is and be able to understand and give a description of relative distance.

Computing: Intro to Python

- Tinker with a new piece of software.
- Understand nested loops.
- Understand basic Python.

Music : Pop Art

- Explore the musical concept of theme and variations.
- Compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra'.
- Use complex rhythms to be able to perform a theme.