

WW1 and WW2 Class 4

Numeracy	<p>White Rose Maths</p> <p>Year 5 Place Value, addition, subtraction, statistics, multiplication, fractions</p> <p>Year 6 Place Value, addition, subtraction, multiplication and division, fractions</p>
Literacy	<p>Key Text: Private Peaceful (Reading Comprehension, Diary Writing)</p> <p>Key Poem: In Flanders Fields (Imagery, language features)</p> <p>Key Animation: Beyond the lines (Alternative story ending from Historical Setting)</p> <p>Focused Short Film: The Christmas Truce (Drama, Recount, Letter Writing)</p>
Science	<p><u>Magnets</u></p> <ul style="list-style-type: none"> • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. <p><u>Forces</u></p> <ul style="list-style-type: none"> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. • Describe, in terms of drag forces, why moving objects that are not driven tend to slow down. motion can be transferred through mechanical devices such as gears, pulleys, levers and springs. • Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect. <p>Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.</p> <ul style="list-style-type: none"> • Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect. <p><u>The Properties of Everyday Materials</u></p> <ul style="list-style-type: none"> • Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets. • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
RE	How do different religious believers demonstrate humility and trust in their lives.
PSHE	<p>Coram Life Education & SCARF</p> <p>Me and my relationships Collaboration Challenge, Give and Take, How good a friend are you? Relationship cake challenge, Our emotional needs, Being assertive</p> <p>Valuing Differences Qualities of friendship, Kind conversations, Happy being me, Is it true? Stop Start Stereotypes</p>

History

A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)

Build an overview of world history

- Select suitable sources of evidence to deduce information about the past , giving reasons for choices.
- Use sources of information to form testable hypotheses about the past.
- Seek out and analyse a wide range of evidence in order to justify claims about the past.
- Understand that no single source of evidence gives the full answer to questions about the past.
- Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Understand Chronology

- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- Identify periods of rapid change in history and contrast them with times of relatively little change.
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.
- Use dates and terms accurately in describing events.

Communicate Historically

- Use appropriate historical vocabulary to communicate, including:
 - dates, time period , era, chronology, continuity, change, century, decade, legacy.

Art and Design

Take inspiration from the greats

- Give details (including own sketches) about the style of some notable artists, artisans and designers.
- Show how the work of those studied was influential in both society and to other artists.
- Create original pieces that show a range of influences and styles.
- Sketch (lightly) before painting to combine line and colour.
- Create a colour palette based upon colours observed in the natural or built world.
- Use the qualities of watercolour and acrylic paints to create visually interesting pieces.

	<ul style="list-style-type: none"> • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.
Design and Technology	<p>Food: Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms) Measure accurately and calculate ratios of ingredients to scale up or down from a recipe Demonstrate a range of baking and cooking techniques.</p> <p>Textiles Create objects that employ a seam allowance with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Join textiles</p> <ul style="list-style-type: none"> • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles
Computing	<p>Online Safety (Project Evolve) Online relationships/Online bullying</p> <p>iLearn 2</p> <p>Programming in Scratch Graphic Design Computers, past, present and future</p>
Music	<p>Charanga Listen and appraise Musical Activities Perform – Play your instruments</p>
French	<p>Language Angels</p> <p>Phonetics and pronunciation Do you have a pet?</p>
PE	<p>Specialist coaches Gymnastics Dance</p> <p>Teacher Led Orienteering Indoor Athletics</p>