

	1 6/1/25	2 13/1/25	3 20/1/25	4 27/1/25	5 3/2/25	6 10/2/25
English Writing	Rose Blanche linked to World War Two		Rose Blanche linked to World War Two		Link to our Local History work	
Written Outcomes	Character and Setting descriptive writing		Book reviews and non-fiction		Persuasive texts	
Guided Reading	<p>We are working on:</p> <p>Vocabulary Have you noticed anything special about the way language is used in this book?</p> <p>Inference Why did this character react in this way?</p> <p>Prediction How do you think the story will end?</p> <p>Explaining Why did this happen?</p> <p>Retrieval What was the name of the town in which she lived?</p> <p>Summarising What is the main theme of this paragraph?</p>					
Maths	Measurement		Ratio	Algebra	Decimals	
History	History: World War Two					
	WHAT WAS THE IMPACT OF WW2 ON OUR AREA AND ON WIDER BRITAIN?					
	<p>Whose War? WALT: understand the origins and causes of World War Two WALT: identify the countries involved in World War Two WALT: identify when World War Two took place</p>	<p>How significant was the Blitz and what impact did it have on our local area? WALT: understand the significance of the Blitz and events leading up to it. WALT: describe similarities and differences between locations affected by the Blitz in our locality and abroad WALT: answer historical questions, select and organise historical information.</p>	<p>What are the experiences of children in our local area during World War Two? WALT: understand the range experiences of children in Britain, Germany and other contexts affected by the war WALT: explain and reflect on the experiences of children in our local area during World War Two.</p>	<p>What did local men and women do in the War? WALT: understand the range experiences of men and women in Britain, Germany and other contexts affected by the war WALT: explain and reflect on the experiences of men and women in our local area during World War Two.</p>	<p>How significant was the impact of World War Two on our local area? WALT: make connections and contrasts between the experiences of people in our local area during World War Two WALT: understand the impact of World War Two on our local area.</p>	

<p style="text-align: center;">Art and Design</p>	<p>Craft and design: Photo opportunity</p> <p style="text-align: center;">HOW CAN PHOTOGRAPHY BE USED TO CREATE ART?</p>				
	<p>How can I create an effective photomontage advertising poster?</p> <p>WALT: explain what a photomontage is</p> <p>WALT: select appropriate images and experiment with composition to create an interesting layout.</p> <p>WALT: work in the style of an artist to meet a design brief.</p>	<p>How can I apply my understanding of abstract art through photography?</p> <p>WALT: understand that artists use photography to record and observe.</p> <p>WALT: compose a close-up photograph of a natural form.</p> <p>WALT: make decisions about cropping, editing and presenting photographic images in the style of Edward Weston.</p> <p>WALT: know and understand the terms macro and monochromatic.</p>	<p>How does an understanding of design choices made for effect enhance the use of digital photography techniques?</p> <p>WALT: discuss the features of a design and reflect on the effect.</p> <p>WALT: make design choices to plan, select and arrange props in an interesting composition to meet a design brief.</p> <p>WALT: edit a photograph to emulate the style of another artist.</p>	<p>How can an understanding of photography enable us to recreate a famous painting?</p> <p>WALT: choose and analyse a painting to understand its meaning and notice its features.</p> <p>WALT: make design decisions to select and arrange props to replicate a painting in a photographic way.</p> <p>WALT: use photographic equipment appropriately, considering composition and lighting for effect.</p>	<p>How does observation and proportion help to create art in a photorealistic style?</p> <p>WALT: use photographic equipment to take a clear self-portrait.</p> <p>WALT: apply the grid drawing method to translate a photo into a drawn image using careful observation.</p> <p>WALT: understand how the grid method helps me to retain the same proportions as an original image.</p>
<p style="text-align: center;">Religious Education</p>	<p>Understanding Christianity</p> <p style="text-align: center;">CREATION AND SCIENCE: COMPLEMENTARY OR CONFLICTING?</p>				
	<p>What do Christians believe about Evolution and the Creation?</p> <p>WALT: understand and explain the accounts of creation in <i>Genesis</i> and contemporary scientific accounts</p>	<p>Do all Christians believe the same about the Creation?</p> <p>WALT: understand and explain that there is much debate and some controversy around the relationship between the accounts of creation in <i>Genesis</i> and contemporary scientific accounts</p>	<p>What does the Bible/ other religious texts say about the Creation?</p> <p>WALT: show understanding of why some Christians find science and faith compatible.</p>	<p>What are our beliefs about the Creation and Evolution?</p> <p>WALT: take account of the context-suggest what <i>Genesis</i> 1 might mean, and compare our own ideas and beliefs showing awareness of different interpretations.</p> <p>WALT: weigh up how far the <i>Genesis</i> 1 creation narrative is in conflict or is complementary, with a scientific account.</p>	

Science	Light and Sight <p style="text-align: center;">HOW DOES LIGHT TRAVEL?</p> Working Scientifically: Recording data and results of increasing complexity				
	Can light bend? WALT: recognise that light appears to travel in straight lines	How do we see? WALT: explain that we see things because light travels from light sources to objects and then into our eyes	How does light scatter? WALT: investigate how and why light is refracted	What affects the size and shape of a shadow? WALT: use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	How does a periscope work? WALT: know how simple optical instruments work
PSHE	Keeping Myself Safe: <p style="text-align: center;">HOW CAN I KEEP MYSELF SAFE?</p>				
	How can I protect myself online? Think before you click! WALT: accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; WALT: understand and describe the ease with which something posted online can spread.	How can I protect myself online? Think before you click! WALT: accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; WALT: understand and describe the ease with which something posted online can spread.	How can I protect myself online? Think before you click! WALT: accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; WALT: understand and describe the ease with which something posted online can spread.	How can I protect myself online? Think before you click! WALT: accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; WALT: understand and describe the ease with which something posted online can spread.	How can I protect myself online? Think before you click! WALT: accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; WALT: understand and describe the ease with which something posted online can spread.

<p style="text-align: center;">French</p>	<p>Les Vikings (The Vikings): Language Angels</p> <p>HOW CAN I DESCRIBE MYSELF AND/OR ANOTHER PERSON AND TALK ABOUT MY DAILY ROUTINE (as a Viking)?</p>				
	<p>What are the key periods of ancient Britain? (in French)</p> <p>WALT: name the six key periods of ancient Britain in French.</p> <p>WALT: recognise cognates and use prior knowledge from history to support our language learning.</p>	<p>What are the key periods of ancient Britain? (in French)</p> <p>WALT: name the six key periods of ancient Britain in French.</p> <p>WALT: recognise cognates and use prior knowledge from history to support our language learning.</p>	<p>What are the key periods of ancient Britain? (in French)</p> <p>WALT: name the six key periods of ancient Britain in French.</p> <p>WALT: recognise cognates and use prior knowledge from history to support our language learning.</p>	<p>What are the key periods of ancient Britain? (in French)</p> <p>WALT: name the six key periods of ancient Britain in French.</p> <p>WALT: recognise cognates and use prior knowledge from history to support our language learning.</p>	<p>What are the key periods of ancient Britain? (in French)</p> <p>WALT: name the six key periods of ancient Britain in French.</p> <p>WALT: recognise cognates and use prior knowledge from history to support our language learning.</p>
<p style="text-align: center;">Physical Education</p>	<p>Gymnastics: Complex Sequences</p> <p>CAN I USE FLEXIBILITY, STRENGTH AND BALANCE TO PERFORM PAIR AND GROUP BALANCES AND SEQUENCES?</p>				
	<p>Can I support my own body weight in a variety of ways?</p> <p>WALT: Move supporting body parts further away from each other</p> <p>Hold and receive body weight</p>	<p>Can I support my own body weight in a variety of ways?</p> <p>WALT: Move supporting body parts further away from each other</p> <p>Hold and receive body weight</p>	<p>Can I support my own body weight in a variety of ways?</p> <p>WALT: Move supporting body parts further away from each other</p> <p>Hold and receive body weight</p>	<p>Can I support my own body weight in a variety of ways?</p> <p>WALT: Move supporting body parts further away from each other</p> <p>Hold and receive body weight</p>	<p>Can I support my own body weight in a variety of ways?</p> <p>WALT: Move supporting body parts further away from each other</p> <p>Hold and receive body weight</p>