

	1 8/1/24	2 15/1/24	3 22/1/24	4 29/1/24	5 5/2/24
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	We are working on: <b>V</b> ocabulary Have you noticed anything special about the way language is used in this book? <b>I</b> nference Why did this character react in this way? <b>P</b> rediction How do you think the story will end? <b>E</b> xplaining Why did this happen? <b>R</b> etrieval What was the name of the town in which she lived? <b>S</b> ummarising What is the main theme of this paragraph?				
History	History: World War Two				
	WHAT WAS THE IMPACT OF WW2 ON OUR AREA AND ON WIDER BRITAIN?				
	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	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.	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.	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.	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.

Computing	Creating media: History of computers				
	HOW HAVE COMPUTERS EVOLVED OVER TIME?				
	How have computers changed and what impact has this had on the modern world? Lesson 3 WALT: identify how computers have evolved over time WALT: understand that computers are everywhere in modern life WALT: recognise some of the earliest computers and how they impacted the modern world	Which computers have changed the world? Lesson 4 WALT: research information carefully and recognise whether information is reliable WALT: present information about one device that changed the world WALT: know how to correctly cite and record sources for information found on the Internet	What would a computer of the future look like? Lesson 5 WALT: understand how computers work WALT: recognise components of a computer and why they are important WALT: use my understanding of historic computers in order to design a computer of the future		
Art	Craft and design: Photo opportunity				
	HOW CAN PHOTOGRAPHY BE USED TO CREATE ART?				
	How can I create an effective photomontage advertising poster? WALT: explain what a photomontage is WALT: select appropriate images and experiment with composition to create an interesting layout. WALT: work in the style of an artist to meet a design brief.	How can I apply my understanding of abstract art through photography? WALT: understand that artists use photography to record and observe. WALT: compose a close-up photograph of a natural form. WALT: make decisions about cropping, editing and presenting photographic images in the style of Edward Weston. WALT: know and understand the terms macro and monochromatic.	How does an understanding of design choices made for effect enhance the use of digital photography techniques? WALT: discuss the features of a design and reflect on the effect. WALT: make design choices to plan, select and arrange props in an interesting composition to meet a design brief. WALT: edit a photograph to emulate the style of another artist.	How can an understanding of photography enable us to recreate a famous painting? WALT: choose and analyse a painting to understand its meaning and notice its features. WALT: make design decisions to select and arrange props to replicate a painting in a photographic way. WALT: use photographic equipment appropriately, considering composition and lighting for effect.	How does observation and proportion help to create art in a photorealistic style? WALT: use photographic equipment to take a clear self-portrait. WALT: apply the grid drawing method to translate a photo into a drawn image using careful observation. WALT: understand how the grid method helps me to retain the same proportions as an original image. WALT: show different tones in colour and patterns to create a photorealistic painting or drawing.

<b>Religious Education</b>	<b>Understanding Christianity</b> <b>CREATION AND SCIENCE: COMPLEMENTARY OR CONFLICTING?</b>			
	<b>What do Christians believe about Evolution and the Creation?</b>  WALT: understand and explain the accounts of creation in <i>Genesis</i> and contemporary scientific accounts	<b>Do all Christians believe the same about the Creation?</b>  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	<b>What does the Bible/ other religious texts say about the Creation?</b>  WALT: explain how discoveries of science make Christians wonder even more about the power and majesty of the Creator. WALT: show understanding of why some Christians find science and faith compatible.	<b>What are our beliefs about the Creation and Evolution?</b>  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. WALT: weigh up how far the <i>Genesis</i> 1 creation narrative is in conflict or is complementary, with a scientific account.

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Maths	Fractions		Measurement	Ratio	Algebra	Decimals
Science	Science					
	Electricity HOW DOES AN ELECTRICAL CIRCUIT WORK?					
	What do we already know about Electricity?  WALT: recall key vocabulary and knowledge associated with Electricity	How can we affect the components within a circuit?  WALT: associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit	How can we investigate circuits further?  WALT: compare and give reasons for variations in how components function		How can we draw a circuit using symbols?  WALT: use recognised symbols when representing a simple circuit in a diagram.	
PSHE	Keeping Myself Safe:					
	HOW CAN I KEEP MYSELF SAFE?					
	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.	Why is addiction so dangerous? Rat Park  WALT: Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour	What does 'SAFE ROADS FOR ALL' mean? Road Safety Awareness  WALT: understand the risks for different road users WALT: identify how to make roads safer for all	Alcohol: what is normal? Alcohol: what is normal? WALT: understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; Describe some of the effects and risks of drinking alcohol.		What are my emotional needs and how can they be met? Joe's Story Part 1 WALT: Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; Explain how these emotional needs impact on people's behaviour; Suggest positive ways that people can get their emotional need met.

<b>Music</b>	<b>Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)</b>				
	<b>WHY ARE DYNAMICS, PITCH AND TEXTURE SO IMPORTANT IN MUSIC?</b>				
	<b>Why do you think music paints a certain picture?</b> WALT: appraise the work of a classical composer (Felix Mendelssohn)	<b>What do dynamics/pitch mean in music?</b> WALT: improvise as a group, using dynamics and pitch	<b>What is the difference between dynamics and texture?</b> WALT: improvise as a group, using texture	<b>What effect does changing the dynamics/ texture/ pitch have within a piece of music?</b> WALT: use knowledge of dynamics, texture and pitch to create a group composition	<b>What effect does changing the dynamics/ texture/ pitch have within a piece of music?</b> WALT: use teamwork to create a group composition featuring changes in texture, dynamics and pitch
<b>French</b>	<b>Les Vikings (The Vikings): Language Angels</b>				
	<b>HOW CAN I DESCRIBE MYSELF AND/OR ANOTHER PERSON AND TALK ABOUT MY DAILY ROUTINE (as a Viking)?</b>				
	<b>What are the key periods of ancient Britain? (in French)</b> WALT: name the six key periods of ancient Britain in French. WALT: recognise cognates and use prior knowledge from history to support our language learning.	<b>How can I describe my height and character in French?</b> WALT: describe ourselves physically in terms of height and character using 'je suis' from 'être'. WALT: understand and apply adjectival agreement in French. (Ext) WALT: describe someone in the third person. ('il est/elle est')	<b>How can I describe my hair in French?</b> WALT: describe ourselves physically in terms of hair colour, length and type using 'j'ai' from 'avoir'. WALT: understand and apply word order rules in French (adjective after noun). WALT: understand and apply adjectival agreement in French.	<b>How can I describe my eyes in French?</b> WALT: describe ourselves physically in terms of eye colour, using 'j'ai' from 'avoir'. (Ext) WALT: use possessive adjectives in French. (Ext) WALT: describe someone in the third person. ('il a/elle a')	<b>How can I talk about my daily routine in French as a Viking?</b> WALT: describe our daily routine in French using a wider range of verbs (including irregular and reflexive verbs). WALT: consolidate and apply our learning from the term in written form, (mini presentation) <b>What have I learnt this term? How would I evaluate my learning and progress?</b> WALT: consolidate our skills in listening, speaking, reading and writing (assessment).
<b>Physical Education</b>	<b>Gymnastics: Complex Sequences</b>				
	<b>CAN I USE FLEXIBILITY, STRENGTH AND BALANCE TO PERFORM PAIR AND GROUP BALANCES AND SEQUENCES?</b>				
	<b>Can I support my own body weight in a variety of ways?</b> WALT: Move supporting body parts further away from each other Hold and receive body weight	<b>What is a counterbalance?</b> WALT: Stretch, extend and elevate unused body parts Develop the use of counter balance	<b>Can I turn and spin on different parts of my body?</b> WALT: To use small points to create a spin Move supporting body parts further away from each other	<b>Can I balance body weight while extending?</b> WALT: Hold and receive body weight Stretch, extend and elevate unused body parts	<b>Can I link balanced and counterbalances with turns?</b> WALT: Develop the use of counter balance Use small points to create a spin