


English	Our Key Texts	Maths
<p>This term our focus is World War II. The children will be using a range of descriptive language to write creatively and empathetically about The Blitz and the experience of children as evacuees.</p> <p>The children will:</p> <ul style="list-style-type: none"> • Write a setting description of the Blitz. • Write letters home <p>Write diary entries.</p> <p>The children will be able to:</p> <ul style="list-style-type: none"> • Use and identify different sentence types. • Use a range of descriptive language to engage the reader. • Make predictions and inferences based on a text. <p>Emphasise with the thoughts and feelings of a character.</p>	<p>Friend or Foe- Michael Morpurgo, Non-fiction information texts about WW2.</p> <div style="text-align: center;">  </div>	<p>The children will know:</p> <ul style="list-style-type: none"> • The value of 4-digit numbers • How to add and subtract efficiently using formal written methods. • How to use mental methods to solve addition and subtraction problems. • Multiplication and division facts up to 12 x 12 <p>The children will be able to:</p> <ul style="list-style-type: none"> • Recognise, compare and order numbers up to and beyond 1000. • Mentally add 2- and 3 -digit numbers. • Add 4-digit numbers using a formal written method. • Solve problems involving multiplication, division, addition and subtraction.
Science	Jigsaw: Personal, Social and Health Education	Religious Education
<p>Electricity</p> <p>The children will know:</p> <ul style="list-style-type: none"> • Common appliances which need electricity to work. • Some appliances use batteries and some use mains. • What a simple circuit is and the basic parts which make it up e.g. cells, wires, bulbs. • How to make a simple working circuit. • The role of a switch in a simple circuit. • The definition of an electrical conductor and an electrical insulator. <p>The children will be able to:</p> <ul style="list-style-type: none"> • Construct a simple series working circuit (including cells, wires, bulbs, switches and buzzers). • Draw a simple series circuit as a pictorial representation. • Explain why a simple circuit will or will not work. • Recognise some common electrical conductors and electrical insulators. <p>Sound</p> <p>The children will know:</p> <ul style="list-style-type: none"> • When an object vibrates, a sound is made • How we hear sounds and how sound travels • How sounds change • How musical instruments make different sounds 	<p>The children will:</p> <ul style="list-style-type: none"> • Learn about being part of a team. • talk about attitudes and actions and their effects on the whole class. • learn about their school and its community, who all the different people are and what their roles are. • Discuss democracy and link this to their own School Council, what its purpose is and how it works. • learn about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. • Learn about considering other people’s feelings. 	<p>The children will know:</p> <ul style="list-style-type: none"> • That a Gospel is a life-story or biography of the life and teaching of Jesus. • That Christians believe God is Trinity: Father, Son and Holy Spirit. • That Christians describe God using symbols, similes and metaphors, in song, story, poems and art. • That Hindus believe there is one true God, known as Brahman. He is a ‘universal soul’, meaning that he is everywhere and in everything. • That there are lots of other gods and goddesses (deities) in the Hindu religion but they are believed to be just different forms of God (Brahman). • That Hindus believe that the different deities (God or Goddess) show different parts of God’s personality. • That Hindus often worship God using statues of the deities, called murtis in puja, either in a home shrine or at the Mandir. <p>The children will be able to:</p> <ul style="list-style-type: none"> • Explain what a Gospel is and give an example of the kinds of stories it contains. • Offer suggestions about what texts about baptism and Trinity might mean. • Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. • Express some ideas of what Christians believe God is like.

<ul style="list-style-type: none"> • Sounds get fainter as the distance from it increases <p>The children will be able to:</p> <ul style="list-style-type: none"> • Vary the pitch and volume of sounds • Explain the pattern between the volume of a sound and the strength of a vibration that produced it • Explain the pattern between the pitch of a sound and features of the object that produced it. • Suggest the best insulation for sound proofing 		
Computing	History	Physical Education
<p>Hardware and software: The children will:</p> <ul style="list-style-type: none"> • To understand what technology is, where we see it in everyday life, and how it helps us at school, home and beyond. • To identify and describe different pieces of computer hardware and understand their functions. • To understand what software is and how we use it to complete tasks. • To explore how hardware and software interact to complete everyday tasks <p>Animation</p> <ul style="list-style-type: none"> • To understand what animation is. • To understand the term onion skinning and be able to use this technique for 2D computer animations. • To know how to enhance simple animations using animation software. • To plan an animation. • To create a narrative through animation. • To evaluate animations. <p>Online Safety: The children will:</p> <ul style="list-style-type: none"> • Understand how they can protect themselves from online identity theft. • Understand what a digital footprints is. • Know what 'plagiarism' is. • Identify appropriate behaviour when working and playing online • Identify the positive and negative influences of technology on health and the environment. 	<p>The children will know:</p> <ul style="list-style-type: none"> • How the war started and which countries were involved. • That Britain had to make preparations to resist invasion and protect its people. • The process of evacuation of children. • What the Blitz, Blackout and shelters were and the impact they had on children's lives. • The impact of the war on the local area. • That the invasion of Britain was prevented and VE Day celebrated Victory. <p>The children will be able to:</p> <ul style="list-style-type: none"> • Use timelines and sources effectively to understand the key dates of WW2. • Explain the different experiences of children during evacuation. • Explain the impact of WW2 on people and places. • Describe features of the Home Front. 	<p>Autumn 1: Swimming 10 weeks per class (ongoing into Spring Term) Pilates We will:</p> <ul style="list-style-type: none"> • Perform sequences to link actions and sequences of movement • Develop flexibility, strength, technique, control and balance. <p>OAA We will:</p> <ul style="list-style-type: none"> • Perform tasks as a member of a team. • Suggest ways to solve a problem. <p>Autumn 2: Tag Rugby We will:</p> <ul style="list-style-type: none"> • Learn how to pass and receive a ball. • Keep control and possession with increased accuracy. • Work as part of a team. <p>Football We will:</p> <ul style="list-style-type: none"> • Develop defensive skills • Dribble in different directions using different parts of feet • Pass for distance with increasing accuracy

Music	Design and Technology	Art and Design
<p>The children will know:</p> <ul style="list-style-type: none"> • How to sing in unison with accuracy. • How to play tuned and untuned instruments to a given pulse. • How to follow the structure of a certain genre in order to improvise (pop and rap). • How to work with the peers when composing. • How to perform with control and confidence to an audience. • How to listen to others whilst they're performing. • How to provide relevant, constructive feedback. <p>The children will be able to:</p> <ul style="list-style-type: none"> • Sing a widening range of unison songs pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). • Be exposed to pieces of music from different traditions and cultures. • Play a variety of tuned and untuned instruments with accuracy. • Compose and perform a piece of music of a certain genre. • Identify how music has a clear beginning, middle and end. 	<p>The children will know:</p> <ul style="list-style-type: none"> • A variety of tools and materials (from KS1 and linked to product). • Which tools and materials to use based on the design criteria. • How to use different tools correctly and safely. • How key events and individuals in D&T have helped shape the world. <p>The children will be able to:</p> <ul style="list-style-type: none"> • Generate a design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. • Develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes and pattern pieces. • Measure, mark out, cut, score and assemble with accuracy. • Use finishing techniques to strengthen and improve using a range of equipment. • Select from and use a wider range of tools (from KS1) and equipment to perform practical tasks (e.g cutting, shaping, joining and finishing accurately). • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 	<p>The children will know:</p> <ul style="list-style-type: none"> • How to describe and evaluate the compositions of Georgia O'keefe • Use a range of drawing techniques inspired by the artist • Plan and create a poppy design inspired by the artist • Evaluate their work and the work of others <p>The children will be able to:</p> <ul style="list-style-type: none"> • Use drawing techniques including dot, dash, circle, spiral <ul style="list-style-type: none"> • Use different grades of pencil to scribble and change shade and tone, thickness and softness of line. • Work on top of a background to create detail • Use observation and sketch objects quickly. • Draw objects in proportion to each other. • Use charcoal and a rubber to draw tone.
	Modern Foreign Languages (French)	Geography
	<p>As linguists the children will</p> <ul style="list-style-type: none"> • To talk about preferences • To uses plurals • To describe things and people • To describe myself and others and what I have. 	<p>The children will know:</p> <ul style="list-style-type: none"> • The location of countries in Europe such as; Poland, Russia and Austria • Which countries border one another • Location of Pontardawe in Wales. • Human and physical features of the town. <p>The children will be able to:</p> <ul style="list-style-type: none"> • Locate countries in Europe using 8 compass points, globes and atlases. • Locate Pontardawe in Wales on a map of the UK. • Describe the town in terms of geographical features. • Explain what it would be like to live there.