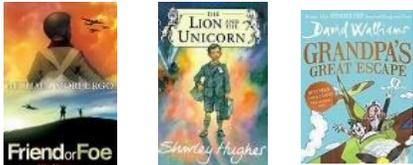


English	Our Key Texts	Maths
<p>This term our focus is World War II. The children will be using a range of descriptive language to write creatively and empathetically about The Blitz.</p> <p><b>As evacuees the children will:</b></p> <ul style="list-style-type: none"> <li>• Write a setting description of the Blitz</li> <li>• Write letters home.</li> <li>• Roleplay events of World War II</li> <li>• Perform and record their final pieces in front of the green screen</li> </ul> <p><b>The children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use and identify different sentence types.</li> <li>• Use a range of descriptive language to engage the reader.</li> <li>• Make predictions and inferences based on a text.</li> </ul>	<p style="text-align: center;"><b>Our Key Texts</b></p> <p style="text-align: center;"><i>The Lion and the Unicorn – Shirley Hughes, Friend &amp; Foe – Michael Morpurgo, Grandpa's Great Escape – David Walliams</i></p> <div style="text-align: center;">  </div>	<p><b>The children will know:</b></p> <ul style="list-style-type: none"> <li>• The value of 4-digit numbers</li> <li>• How to add and subtract efficiently using formal written methods</li> <li>• How to use mental methods to solve addition and subtraction problems</li> <li>• Multiplication and division facts up to 12 x 12</li> </ul> <p><b>The children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Recognise, compare and order numbers up to and beyond 1000.</li> <li>• Mentally add 2- and 3 -digit numbers.</li> <li>• Add 4-digit numbers using a formal written method.</li> <li>• Solve problems involving multiplication, division, addition and subtraction.</li> </ul>
Science	Personal, Social and Health Education	Religious Education
<p><b>The children will know:</b></p> <ul style="list-style-type: none"> <li>• Common appliances which need electricity to work.</li> <li>• Some appliances use batteries and some use mains.</li> <li>• What a simple circuit is and the basic parts which make it up e.g. cells, wires, bulbs.</li> <li>• How to make a simple working circuit.</li> <li>• The role of a switch in a simple circuit.</li> <li>• The definition of an electrical conductor and an electrical insulator.</li> </ul> <p><b>The children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Construct a simple series working circuit (including cells, wires, bulbs, switches and buzzers).</li> <li>• Draw a simple series circuit as a pictorial representation..</li> <li>• Explain why a simple circuit will or will not work</li> <li>• Recognise some common electrical conductors and electrical insulators.</li> </ul>	<p><b>The children will know:</b></p> <ul style="list-style-type: none"> <li>• The characteristics of healthy family life, and understand the importance of commitment to each other, including in times of difficulty.</li> <li>• About managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> <li>• The characteristics of friendships, including sharing problems and difficulties.</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> </ul> <p><b>The children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand my feelings and emotions and how to control these.</li> <li>• Explain that families are diverse.</li> <li>• Understand and manage conflict in different scenarios.</li> <li>• Understand how to maintain a healthy relationships.</li> <li>• Know how I can ask for help and how to do so.</li> <li>• Identify that relationships are different and that is ok.</li> <li>• Understand how to keep myself safe.</li> </ul>	<p><b>The children will know:</b></p> <ul style="list-style-type: none"> <li>• That a Gospel is a life-story or biography of the life and teaching of Jesus.</li> <li>• That Christians believe God is Trinity: Father, Son and Holy Spirit.</li> <li>• That Christians describe God using symbols, similes and metaphors, in song, story, poems and art.</li> <li>• That Hindus believe there is one true God, known as Brahman. He is a 'universal soul', meaning that he is everywhere and in everything.</li> <li>• 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).</li> <li>• That Hindus believe that the different deities (God or Goddess) show different parts of God's personality.</li> <li>• That Hindus often worship God using statues of the deities, called murtis in puja, either in a home shrine or at the Mandir.</li> </ul> <p><b>The children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain what a Gospel is and give an example of the kinds of stories it contains.</li> <li>• Offer suggestions about what texts about baptism and Trinity might mean.</li> <li>• Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</li> <li>• Express some ideas of what Christians believe God is like.</li> </ul>
Computing	History	Geography

<p><b>The children will know:</b></p> <ul style="list-style-type: none"> <li>• Which websites are appropriate and reliable sources of information.</li> <li>• How to save and insert images from online and use tools to crop and edit the image.</li> <li>• How to create text boxes and use various tools to alter the size, shape, colour and font.</li> <li>• How to save my work in an organised place and retrieve it.</li> </ul> <p><b>The children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use search technologies effectively by using the most appropriate search terms.</li> <li>• Create, insert and manipulate digital content which I can save and retrieve.</li> </ul>	<p><b>The children will know:</b></p> <ul style="list-style-type: none"> <li>• That there were many causes that led to the start of WW2.</li> <li>• The key figures who impacted WW2 (Axis &amp; Allies).</li> <li>• Most children were evacuated to the countryside.</li> <li>• What the Blitz, Blackout and shelters were and the impact it had on people's lives.</li> <li>• What rationing was and why it happened.</li> <li>• Where the war started and how it progressed.</li> </ul> <p><b>The children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use timelines effectively to understand the causes and key dates of WW2.</li> <li>• Explain the different experiences of children during evacuation.</li> <li>• Explain invasion across Europe during WW2.</li> </ul>	<p><b>The children will know:</b></p> <ul style="list-style-type: none"> <li>• Key European countries and their capital cities e.g. Poland, France, Italy.</li> <li>• What a county is and what a city is.</li> <li>• The human and physical features of a city and countryside.</li> </ul> <p><b>The children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Name and locate key counties and cities of the UK, during WW2.</li> <li>• Use their geographical knowledge to compare and contrast the features of a city and countryside.</li> </ul>
<b>Music</b>	<b>Design and Technology</b>	<b>Art and Design</b>
<p><b>The children will know:</b></p> <ul style="list-style-type: none"> <li>• The background of Billy Strayhorn and Take the 'A' Train</li> <li>• How to listen intently and visualise the music.</li> <li>• How to identify music with different musical ideas.</li> <li>• How to compose and perform music with different musical ideas</li> <li>• How to play tuned and untuned percussion instruments.</li> <li>• The importance of creating a significant beginning, middle and ending when composing.</li> <li>• Fading can be used to symbolise a clear ending.</li> <li>• Graphic symbols, dot and stick notation can represent created sounds.</li> <li>• When performing, how to develop a sense of confidence and ownership, respect other performers, maintain audience engagement, acknowledge applause.</li> <li>• How to provide constructive feedback and to evaluate their own compositions.</li> </ul> <p><b>The children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Sing a widening range of unison songs pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</li> <li>• Sing rounds and partner songs in different time signatures.</li> <li>• Be exposed to pieces of music from different traditions and cultures.</li> <li>• Play a variety of tuned and untuned instruments with accuracy.</li> <li>• Compose and perform a piece of music with two musical ideas.</li> <li>• Identify how music has a clear beginning, middle and end.</li> <li>• Fade music out to show a clear ending.</li> <li>• Perform sensibly as part of a group in front of an audience.</li> </ul>	<p><b>The children will know:</b></p> <ul style="list-style-type: none"> <li>• A variety of tools and materials (from KS1 and linked to product).</li> <li>• Which tools and materials to use based on the design criteria.</li> <li>• How to use different tools correctly and safely.</li> <li>• How different mechanisms work within different products.</li> <li>• How key events and individuals in D&amp;T have helped shape the world.</li> <li>• How air pressure can make things move.</li> </ul> <p><b>The children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Generate a design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</li> <li>• Develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes and pattern pieces.</li> <li>• Understand and use mechanical systems in their products (e.g. pneumatics).</li> <li>• Measure, mark out, cut, score and assemble with accuracy.</li> <li>• Assemble components using a variety of techniques and materials.</li> <li>• Use finishing techniques to strengthen and improve using a range of equipment.</li> <li>• 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).</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul>	<p><b>The children will know:</b></p> <ul style="list-style-type: none"> <li>• How to use shading to show light and shadow.</li> <li>• How to use different grades of lead pencil (HB, 2B, 2H) to scribble, shade (hatch &amp; cross hatch), dot, dash, circle, spiral.</li> <li>• How to use glass paints with different brush techniques to produce lines, patterns and shapes.</li> <li>• How to draw with pen to make different line strokes.</li> <li>• The greater detail of natural objects through using view finders/ magnifying glasses, and replicate images.</li> </ul> <p><b>The children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Clearly show lines, tones and textures.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Use sketching techniques for a purpose, including light sketching, shading, hatching, cross-hatching.</li> </ul>
	<b>Modern Foreign Languages</b>	<b>Physical Education</b>
	<p><b>As linguists the children will :</b></p> <ul style="list-style-type: none"> <li>• Describe how they are feeling in French.</li> <li>• Learn French words and phrases for classroom objects.</li> <li>• Use numbers in French to go shopping.</li> <li>• Learn to write basic French words and phrases.</li> </ul>	<p><b>Football /Netball</b></p> <p><b>As athletes the children will learn:</b></p> <ul style="list-style-type: none"> <li>• Simple attacking tactics to use to outwit their opponents.</li> <li>• To evaluate the performance of others and themselves to improve their skills.</li> </ul> <p><b>Gymnastics</b></p> <p><b>As gymnasts the children will:</b></p> <ul style="list-style-type: none"> <li>• Perform actions and skills more fluently.</li> <li>• Understand strength and flexibility.</li> <li>• Describe how the body reacts during different types of activity.</li> <li>• To evaluate the performance of others and themselves to improve their skills.</li> </ul>