

## TRIPS &amp; VISITS – The National Army Museum

## Class Text – The Missing

## Additional Texts – The Arrival

Genres for writing – Poetry, persuasive writing, documentary script, autobiography

Writing
<ul style="list-style-type: none"> <li>Note-taking</li> <li>Timelines</li> <li>Letter Writing</li> <li>Free verse poetry</li> <li>Persuasive and campaign writing</li> <li>Documentary script writing</li> <li>Autobiographical writing</li> </ul>



Reading
<ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Identifying how language, structure and presentation contribute to meaning</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>



## Speaking and Listening

use relevant strategies to build their vocabulary  
 articulate and justify answers, arguments and opinions  
 give well-structured descriptions and narratives for different purposes, including for expressing feelings  
 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  
 use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas  
 participate in discussions, role play and debates  
 consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication.

**Power Maths****Four Operations**

This unit allows children to develop fluency with efficient columnar written methods for addition and subtraction, without and with exchanges. Children will make links to methods they have met before and apply new learning to contextual word problems. They will learn to recognise and find common factors and multiples, before looking at prime numbers as a special example of numbers with specific factors. Next, children investigate the effects of squaring and cubing, linking this to what they know about the dimensions of the namesake shapes.

**Fractions**

This unit, children extend their understanding of fractions and mixed numbers by adding and subtracting unrelated fractions by finding common denominators. Children continue to develop their reasoning and problem-solving skills while exploring efficient methods.

**Measures**

This unit builds on the concepts of imperial and metric measures from Year 5. Prior knowledge of prefixes of metric units is used as a reminder of the equivalences of different units before converting. Children will revise imperial measures and learn the relationship between miles and kilometres.

**Computing**

**Web Page Creation** – This unit introduces learners to the creation of websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.

## Physical Development

**Badminton-** In this unit pupils will develop their understanding of the principles of net and wall games. Pupils to think how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.

**Fitness-** In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. They will learn different components of fitness including speed, stamina, strength, co-ordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve on their personal fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same.

## PSHE

### Celebrating Difference

Children will explore the concept of difference and diversity. They will learn that there are various perceptions of what “normal” means and understand how being different can affect someone’s life. Pupils will discuss how one person or group can have power over another and consider some of the reasons why people may use bullying behaviours. They will also look at inspiring examples of people with disabilities who lead amazing lives, helping them to appreciate and celebrate individuality. Finally, children will learn how differences between people can sometimes lead to conflict, but can also be a powerful source of celebration and strength within communities.

## Religious Education

### What do religions say to us when life gets hard?

Children will explore ways in which religions help people to live, even when times are tough, e.g. through prayer, giving a sense of purpose, a guide to deciding what is right and wrong. They will be introduced to the idea that most religious traditions teach about some form of life after death, which can bring comfort to people as they face suffering, or if they are bereaved. They will also learn that some people believe that death is the end of life, and that there is no afterlife. Children will learn some key concepts about life after death in Christianity (such as judgement, heaven, salvation through Jesus); and Hinduism (karma, soul, samsara, reincarnation and moksha); also, one non-religious view about what happens after death, e.g. Humanism. We will look at examples of ‘art of heaven’ in which religious believers imagine the afterlife; explore how these art works reflect Christian, Hindu and non-religious beliefs; get pupils to respond with art work of their own. How do ideas of life after death help people in difficult times. Children will read and respond to prayers, liturgies, meditation texts and songs/hymns used when someone has died, and think about the questions and beliefs they address. They will reflect on and express clearly their own ideas, concerns and possibly worries about death.

## French

Topic: Sport and Hobbies

Children will be talking about their sports and hobbies in further detail.

Focus: They will be using Verb-er in sentences.

## ART and Design & Technology

Artist: John Piper

Skills: Drawing & painting

## Science

### Science: Light

In our Science lessons we will be looking at Light.

Children will be learning about light and how it helps us to see the world around us. They will discover that light travels from a source, whether artificial or natural, and that it moves in straight lines.

## Music

In music, we will be learning to use correct musical terminology and to play well known songs using Charanga.

## Humanities

### History: WW2

Children will be learning about World War Two, exploring who fought in the war and the key events that took place throughout this significant period in history. They will study the early stages of the conflict, including *The Phoney War*, before learning about *Blitzkrieg* tactics and the dramatic events at *Dunkirk* in 1940. The topic will continue through 1941 to 1943, looking at how the war developed across Europe, before moving on to 1943 to 1945 when the war began to draw to a close. Pupils will also learn about the devastating atomic bombings of *Hiroshima* and *Nagasaki*, understanding their impact on the world.