



This topic will start with the children looking at the events that led up to the world wars, and how life in the UK was changed by this. The children will base some of their learning around the books *Warhorse* in Y6 and *A Medal for Leroy* in Year 5 which will enhance their understanding of WWI and lead to writing opportunities. As well as learning in the classroom, we will visit Bletchley Park to learn about the codebreakers. We will continue the topic by studying the experiences of men, women and children in WWII in combat and in Britain on the Home Front. Creatively, the children will also learn about dances through the decades and art and artists linked to the wars. In Science, the learning is focused around the life cycles of both mammals, humans and flowering plants.

A study of World War I and II, including Remembrance and the Enigma code breakers

## SUBJECT AREAS

### SCIENCE

- To present findings in written form, displays and other presentations
- To create own versions of models
- To name the parts of flowering plants including male and female reproductive parts and know the functions of these – pollination, fertilization
- To explain the life cycles of mammals
- To explain the human life cycle and milestones

### HISTORY

- To order an increasing number of significant historical events on a timeline with accurate dates, periods of history and when famous people lived
- To accurately use dates and terms to describe historical events
- To say where a period of history fits on a timeline
- To understand and describe in detail the main changes to an aspect within a period of history
- To make connections and contrasts between different time periods studied and talk about trends over time
- To use a wide range of sources of evidence to deduce information about the past
- To consider the reliability and validity of sources
- To understand that no single source of evidence gives the full answer to questions about the past
- To understand the differences between primary and secondary sources
- To devise historical questions about change, cause, similarities and differences, and significance relating to the period studied
- To use sources of information to form testable hypotheses about the past
- To describe the social, ethnic, cultural or religious diversity of past societies
- To describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children
- To show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace when talking about historical people and events
- To appreciate that significant events in history have helped shape the world we have today
- To show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied
- To identify continuity and change in the history including our locality
- To make connections, compare and contrast some of the times studied
- To know and show understanding of the vocabulary of abstract terms such as democracy, civilisation, social, political, economic, empire, parliament and government
- To present, communicate and organise information and ideas about the past using discussion, debates, myths, instructions, accounts, diaries, letters, information guides, news reports and posters

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>COMPUTING</b></p>	<ul style="list-style-type: none"> <li>Using search and word processing skills to create a presentation</li> <li>Developing searching skills to help find relevant information on the internet</li> <li>Understanding how apps can access our personal information and how to alter the permissions</li> <li>Learn about different forms of communication that have developed with the use of technology</li> <li>Learning about how permissions work and how to change them</li> <li>Identifying possible issues with online communication</li> <li>Understanding the importance of secure passwords and how to create them, along with two-step authentication</li> <li>Using search engines safely and effectively</li> <li>Recognising that updated software can help to prevent data corruption and hacking</li> <li>Considering their digital footprint and online reputation and future implications they may have</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>MUSIC</b></p>	<ul style="list-style-type: none"> <li>Sing with increasing control of breathing, posture and sound projections</li> <li>To recognize basic notation and the treble cleff notes</li> <li>Perform an independent part keeping to a steady beat</li> <li>Internalize short melodies and play these on pitched percussion</li> <li>Improvise rhythm patterns</li> <li>To recognize basic notation and the treble cleff notes</li> <li>Recognise and explore different combination of pitch sounds</li> <li>Identify melodic phrases and play them by ear</li> <li>Sing and perform using instruments using staff notation as support</li> <li>Create different effects using combination of pitched sounds</li> <li>To play pitched instruments with accuracy to achieve a tune</li> <li>Plan and perform a movement sequence showing contrasts in speed /level and direction</li> <li>Apply basic composition ideas to create compositions with a partner and in a small group</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>ART &amp; DESIGN</b></p>	<ul style="list-style-type: none"> <li>To produce increasingly accurate drawings of people</li> <li>Organise line, tone, shape to represent figures and forms in movement</li> <li>Work collaboratively on a larger scale project</li> <li>To select and use materials for texture effects</li> <li>To embellish work adding texture</li> <li>To shape, form, model and join using well-chosen materials</li> <li>Create work which is open to interpretation by the audience</li> <li>Discuss, explore and evaluate own work and that of well-known sculptors</li> <li>To discuss and evaluate own work and that of others</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>RELIGIOUS EDUCATION</b></p>	<ul style="list-style-type: none"> <li>To consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them</li> <li>To express views creatively as to why belonging to a faith community may be valuable both to different faith members and to their own lives</li> <li>To understand how people should be treated</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>PHYSICAL EDUCATION</b></p>	<p><i>Y5 will be doing gymnastics lessons with Mrs Turner (see below) and Year 6 will have swimming lessons taught by teachers from The Leys School</i></p> <ul style="list-style-type: none"> <li>To identify some muscle groups used in gymnastic activities</li> <li>To select and use the most appropriate skills, actions or ideas</li> <li>To move and use actions with co-ordination and control</li> <li>To select and use the most appropriate skills, actions or ideas</li> <li>To show good control in my movements</li> <li>Describe how their performance has improved over time</li> <li>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements</li> <li>To modify their use of skills or techniques to achieve a better result</li> <li>To explain how my work is similar and different from that of others</li> <li>To evaluate and improve dance/gym performances by recording and viewing their rehearsals</li> <li>To perform longer and more complex routines both with and without a partner that follow a theme on floor and along apparatus</li> <li>To adapt sequences to suit different types of apparatus and their partner's ability</li> <li>To work with a partner to create, repeat and improve a sequence with at least three phases</li> <li>To include changes of speed, level and direction in routines</li> <li>To combine action, balance, expression and shape</li> <li>To use equipment to vault in a variety of ways</li> <li>To carry out balances, recognising the position of their centre of gravity and how this affects the balance</li> <li>To develop strength, technique and flexibility throughout performances</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>MFL</b></p>	<ul style="list-style-type: none"> <li>I can listen and write short phrases including unfamiliar words more accurately, when focusing on transcription.</li> <li>I read familiar words and short sentences aloud with clear and comprehensible pronunciation.</li> <li>I can read aloud single unknown words more readily.</li> <li>I can use the words I know in a sentence to work out likely meanings of single unknown words.</li> <li>I use a dictionary</li> <li>I can use around 300/400 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.</li> <li>I distinguish and understand (in listening and writing): singular and plural articles (indefinite and definite),</li> <li>I distinguish and understand (in listening and writing): singular and plural forms of ÊTRE, AVOIR, (il y a),</li> <li>To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular and plural forms of ÊTRE, AVOIR</li> </ul>