

## English

### Book studies: **Goodnight Mister Tom and the Varmints**

- To engage children with a story with which they will empathise.
- To explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connections with their own lives.
- To develop creative responses to the text through drama, storytelling and artwork.
- To compose poetry.
- To write in role in order to explore and develop empathy for characters.
- To write with confidence for real purposes and audiences.

## Maths

Converting, equivalent, ordering and amounts: Fractions, decimals and percentages.

- Geometry: coordinates, quadrants, translation and reflection.
- Algebra: Finding rules, forming expressions, substitution, simple problems
- Converting Units: Metric measurement, miles & kilometres and imperial.
- Perimeter, Area & Volume: Triangles, rectangles, cubes and cuboids.
- Ratio: Symbols, calculating, scale factors, word problems.

## Physical Education

- Dance – Charleston WWII Style Dance

## History

- Use a primary source to understand the impact of the announcements of WWII
- Understand the different type of sources and evaluate their authenticity and validity.
- Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
- Use dates and terms accurately in describing events.
- Use original ways to present information and ideas of what an evacuated child would pack in their suitcase
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children during WWII.

## Art

- Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).
- Show how the work of those studied was influential in society –use of propaganda.
- Study a war artist: Battle of Britain, 1941, by Paul Nash and use this to create original pieces that show his influences and styles.
- Comment on artworks with a grasp of visual language.



# Chocks Away

## PHSE

- Goals and aspirations and how we can take steps to work towards these – our New Year Resolutions
- How our health may be effected by drugs and alcohol,
- Equality within the LGBT community,
- Issues surrounding minority groups,
- Identity and belonging,
- Exploring race and ethnicity and challenging

## Geography

- Use different types of fieldwork we will look very close to, 'home' to locate where a WWII bomb fell onto the school grounds. Sampling to observe, measure and record the human and physical features in that area.
- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
- Recording the results in a range of ways.
- Using aerial maps – question and answer why certain areas of the UK were evacuated.
- Identify cities and counties in the U.K.
- Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps).
- Compare different maps

## Science

- An understanding of the human body and its functions
- Investigating and researching the impact of diet, exercise drugs and lifestyle on the way the human body functions
- Identify and name the main parts of the circulatory system
- Explain the functions of the heart, blood vessels and blood
- Classifying living things into broad groups.

## Music

- Perform solos or as part of an ensemble.
- Read and create notes on the musical stave.

## Religious Education

- What is the Qur'an and why is it important to Muslims?
- Expressing faiths through the arts

## Computing:

SAT Quizzes using Google forms

- 9) Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Social media/Self-esteem unit:
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.