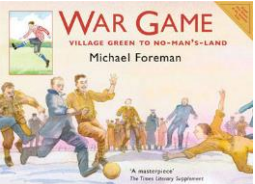
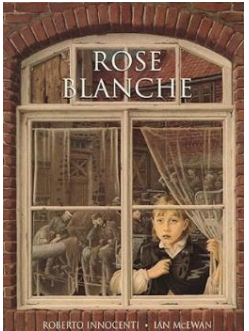




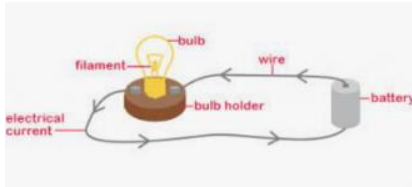
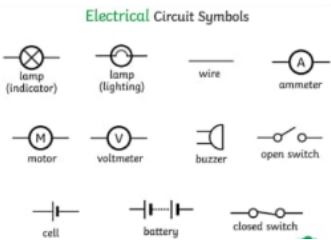

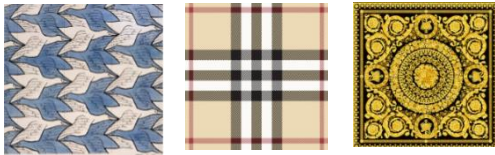
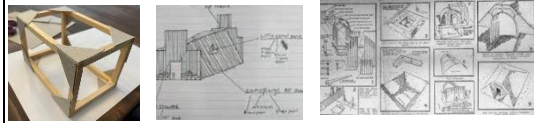




Writing	Reading	Maths	Humanities History and Geography
<p>This term we are focusing on writing:</p> <p>Spring 1:</p> <ol style="list-style-type: none"> 1. Story with a Flashback 2. Historical Story 3. Recount <p>Spring 2:</p> <ol style="list-style-type: none"> 1. Adventure Story 2. Play Script 3. Explanation <p>Our key texts this term are:</p> <ul style="list-style-type: none"> • War Game by Michael Foreman • Rose Blanche  	<p>Fluency Development of reading accuracy and fluency across a range of age-appropriate and challenging texts.</p>  <p>Vocabulary- Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context. Inference- Draw inferences such as inferring character' feelings thoughts and motives from their actions, and justifying inferences with evidence. Prediction- Predict what might happen from details stated and implied. Explain- Identify how language, structure and presentation contribute to meaning. Retrieve- Retrieve, record and present information from fiction and non-fiction Summarise- Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.</p> <p>Reading spine:</p> <ul style="list-style-type: none"> • War Horse by Michael Morpurgo • Carrie's War by Nina Bawden <p>There is a visit to Lichfield Garrick to see Farm Boy by Michael Morpurgo.</p>	<p>Y5</p> <ul style="list-style-type: none"> • Fractions • Multiplication and Division • Decimals and Percentages • Perimeter and Area <p>Y6</p> <ul style="list-style-type: none"> • Fractions • Converting Units • Ratio • Algebra • Fractions, Decimals and Percentages • Area, Perimeter and Volume 	<p>History World War 2 Power and Conflict: Bombs, Battles and Bravery</p> <p>Children will explore why and how the Second World War started. They will find out about evacuation, women's contributions to the war, propaganda, rationing and the Blitz. Children will explore an aspect of local history – what happened the night the bomb fell on Kingsbury. They will consider how life changed after the war ended.</p>   <p>Children will also be visiting the National Memorial Arboretum.</p>  <p>Historical Person under the spotlight:</p> <p>Winston Churchill: His contribution to securing victory in World War Two.</p>

Science		PSHE/RSE	PE
<p>Electricity Children will explore the components of a circuit. They will build electric circuits and draw circuits pictorially and scientifically. Children will make a circuit for a celebration.</p>  <p style="text-align: center;">Electrical Circuit Symbols</p> 		<p>Belonging to a Community Children will find out about how resources are allocated and what effect these resources have on individuals, communities and the environment.</p> <p>Media literacy and digital resilience Children will explore different types of media and understand how they can identify suspicious content online.</p> <p>Money and Work Children will consider what jobs might interest them in the future. They will explore what might influence decisions about choosing a job or career and what training and skills might be needed for particular jobs. The importance of diversity and inclusion will also be explored when promoting people's career opportunities.</p>	<p>Table Tennis Children will develop skills in ball control, including the use of backhand. They will learn to keep a rally with a partner.</p> <p>Tag Rugby Children will learn the difference between attack and defence. They will learn to create space and will understand their position within the game.</p>
<p>Scientist under the spotlight:</p> <p>Thomas Edison: His inventions and his influence on modern life.</p> 		<p style="text-align: center;">Art</p> <p>Drawing and Printing – Islamic Art Explore and experiment with pattern such as repeating patterns, symmetry, tessellation, and rotation. Children will create a repeating pattern using a block print.</p> 	<p style="text-align: center;">Design and Technology</p> <p>Structures: Frame Structures - shelters Explore how structures can be strengthened. Create a strong structure, test, and evaluate the product.</p> 
French	Computing	Music	RE
<p>Families Children will continue to develop their skills in French phonics. They will learn to say who is in their family and use the word 'my' correctly in French.</p> <p>There is a Year 6 visit to Paris, France.</p> 	<p>Variables in games</p> <ol style="list-style-type: none"> 1. What is a variable? 2. Why is a variable used in a program? 3. Can I improve a game using variables? 4. Can I design a game that includes variables? 5. Can I test the code that I have written? 6. Can I improve my code? <p>Spreadsheets</p> <ol style="list-style-type: none"> 1. What is a spreadsheet? 	<p>Year 5 – ukulele: weekly lesson on a Thursday to develop musical skills to be able to make a good sound on a ukulele.</p> <p>Year 5 and Year 6 - Texture, Pitch and Diction – World War 2 and Jazz Children will explore how music was used in times of war. They will improve diction, posture and breathing when learning traditional songs. Children will also find out about jazz music and create their own 'improvisation' in jazz style.</p> 	<p>Attributes of God Children will consider the qualities which God may have. They will explore how the Bible describes God and how the Qur'an describes Allah. Children will explore a Hindu God and will consider how the core values and attributes of a non-religious person differ from those of a religious person?</p> <p>Journey of a Pilgrim Children will consider what a pilgrimage is and what Christian, Sikh and Muslim pilgrimages look like. They will explore why pilgrimages are important to religious people.</p>

- | | | | |
|--|--|--|--|
| | <ol style="list-style-type: none">2. Can I modify a spreadsheet?3. What is formula?4. Can I apply formulas?5. Can I create a spreadsheet?6. Can I present the data I have found? | | |
|--|--|--|--|