

Literacy

Class Text: War Game/ The Boy in Striped Pyjamas

Narrative writing: War Game

- Poetry (WW1)
- Historical narrative - flash back
- Tension creation (Performance)

Grammar and Punctuation:

- How words are related by meaning as synonyms and antonyms
- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing including use of question tags [He's your friend, isn't he?]
- Use of the passive to affect the presentation of information in a sentence [I broke the window in the greenhouse/ The window in the greenhouse was broken (by me)]
- How hyphens can be used to avoid ambiguity [man eating shark/man-eating shark, recover/re-cover]
- Use of the semi-colon, colon and dash to mark the boundary between independent clauses [It's raining; I'm fed up]
- Linking ideas across paragraphs using a wider range of cohesive devices:
 - Ellipsis
 - Repetition of a word or phrase

Maths	<p><u>Missing Angles and Lengths</u></p> <ul style="list-style-type: none">• Angle facts• Triangles• Quadrilaterals• Missing angles <p><u>Coordinates and Shapes</u></p> <ul style="list-style-type: none">• Using a protractor• Intervals across zero• Translating points and shapes• Reflection and translation <p><u>Calculation</u></p> <ul style="list-style-type: none">• Four operations• Calculating with fractions
Science	<p><u>Evolution and Inheritance</u></p> <ol style="list-style-type: none">1. What can fossils tell us?2. What is variation?3. What is inheritance?4. What is an adaptation?5. Why do animals have adaptations?6. What is natural selection? <p><u>Working scientifically:</u></p> <ul style="list-style-type: none">• Ask relevant questions and use different types of scientific enquiries to answer them.• Make careful observations.• Report findings using simple scientific language, drawings, and labelled diagrams.

History	<p><u>Conflict and Resolution</u></p> <ol style="list-style-type: none"> 1. How did the First World War start? 2. Who fought for Britain in the First World War? 3. What was Trench Warfare? 4. What did women do during the First World War? 5. How did the First World War end and what followed?
Art	<p><u>Drawing: Make My Voice Heard</u></p> <p><u>Sessions:</u></p> <ul style="list-style-type: none"> • To explore expressive drawing techniques. • To consider how symbolism in art can convey meaning. • To apply understanding of the drawing technique chiaroscuro. • To evaluate the context and intention of street art • To apply an understanding of impact and effect to create a powerful image. • <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • Collect a good range of imagery, adding annotated notes and sketches. • Make relevant comparisons between different styles of art. • Use tools effectively to explore a range of effects. • Respond to the meaning of a spirit animal through drawing. • Generate symbols that reflect their likes and dislikes with little support. • Create a tile that is full of pattern, symbols and colours that represents themselves. • Discuss ideas to create light and dark through drawing techniques. • Explain the term chiaroscuro. • Apply chiaroscuro to create light and form through a tonal drawing. • Understand the impact of using techniques for effect.

Computing	<p>iData</p> <ul style="list-style-type: none"> • To identify some parts of a spreadsheet • To understand that spreadsheets can be used to store numerical data and to make calculations • To enter a formula to calculate totals • To understand that graphs and charts can be created and easily be changed from spreadsheet data To use a spreadsheet to model a costing exercise
RE	<p><u>Galilee to Jerusalem</u></p> <p>Hear: By the end of this unit of study, pupils will hear the following key texts:</p> <ul style="list-style-type: none"> • The Wedding at Cana (Jn 2:1-12) • Healing the official's son (Jn 4:46-54) • Healing the man at Bethesda (Jn 5:1-47) • Feeding the 5000 (Jn 6:1-4) • Walking on water (Jn 6:15-21) • Healing the Blind Man (Jn 9:1-41) • Raising of Lazarus (Jn 11:1-57) • 'I am the bread of life' (Jn 6:35) or 'I am the Resurrection and the life' (Jn 11:25) <p>Believe: By the end of this unit of study, students will know that the Church teaches that:</p> <ul style="list-style-type: none"> • God inspired the authors of Sacred Scripture. • Scripture is understood literally and spiritually. • Mary prays and asks Jesus for help at Cana. • The Church has seven sacraments. The sacraments of initiation are baptism, confirmation, and Eucharist. The sacraments of healing are penance and anointing of the sick. The sacraments in service to Holy Communion are marriage and Holy Orders. • The purpose of sacraments is to help people grow more like Jesus, and through him become children of God. • The sacraments engage all the senses, not just intellect and are earthly signs of the presence of God, especially in the Eucharist. <p>Celebrate: By the end of this unit of study, pupils will know:</p>

- The sacraments are meeting points with God that bring people into a closer relationship with God and the community of the Church. They are holy, visible signs of God's presence and action in the life of a Catholic. Through them Catholics experience the 'healing, forgiving, nourishing, strengthening, presence of God that enables them to love in turn' (YC p105).
- Different representations in art or music of one of the signs from St John's gospel **or** one of the 'I am' statements studied.

Live: By the end of this unit of study, pupils will know:

- How sacraments are celebrated in their local parish community and how these form part of the life of the local Church.
- How their local parish community (Parish priest and laity) hand on the teaching of Jesus.

Spanish	<u>The Weekend</u>
Music	<p><u>Theme and Variations</u></p> <ol style="list-style-type: none"> 1. To explore the musical concept of theme and variations. 2. To compare and contrast different variations in the piece The Young Person's Guide to the Orchestra. 3. To use complex rhythms to be able to perform a theme. 4. To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time. 5. To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms. <p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> • To know that a 'theme' is a main melody in a piece of music. • To know that 'variations' in music are when a main melody is changed in some way throughout the piece. • To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten. • To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.
RSE	<ul style="list-style-type: none"> • Body Image • Funny Feelings • Emotional Changes • Seeing Stuff Online • Making Babies (Part One Only*) • Menstruation
Immersive Events/Visits/Vistors etc	<p>Film: War Game</p> <p>Exploring and examining written artefacts and photographs from WWI</p>

