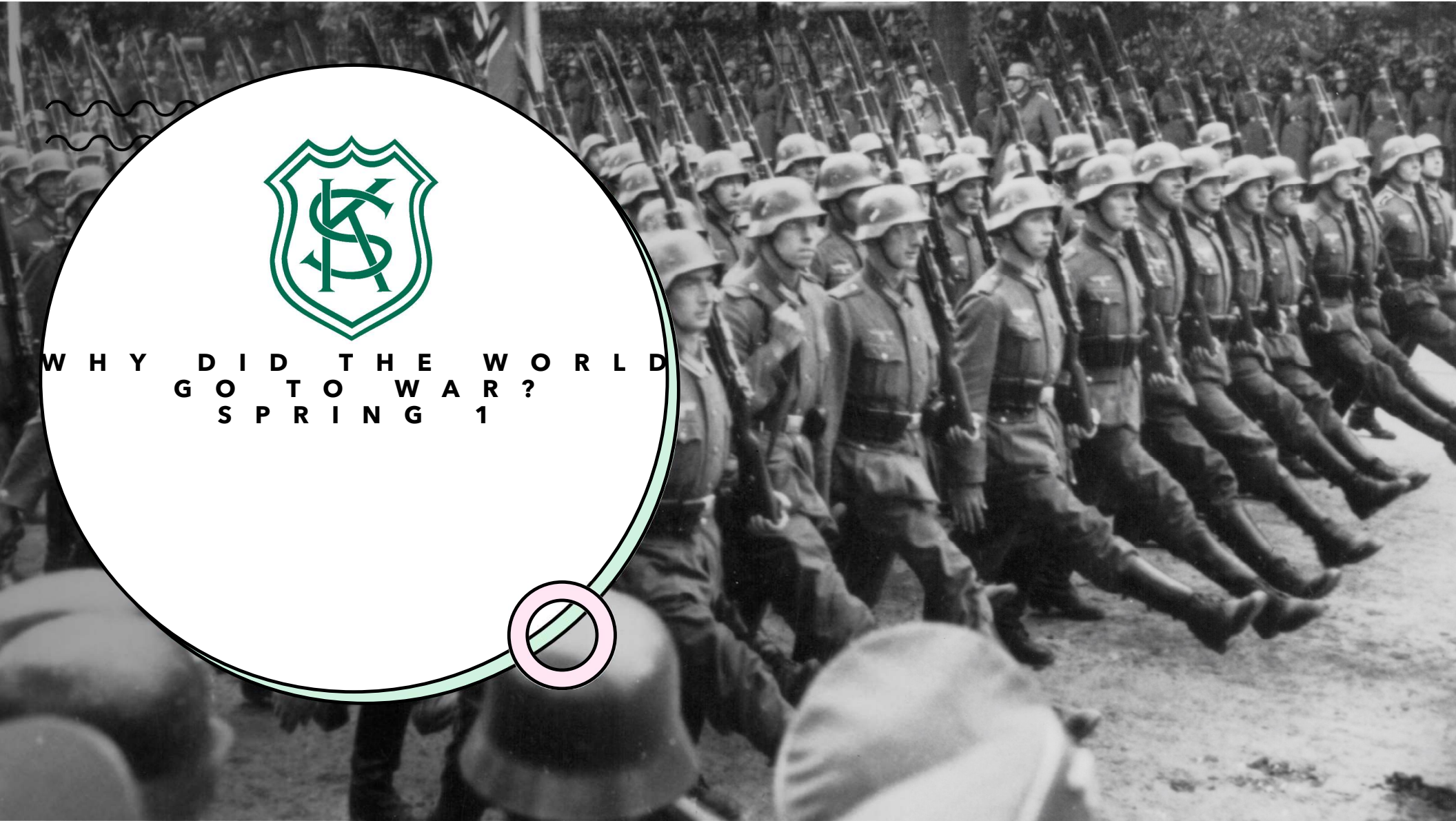




W H Y   D I D   T H E   W O R L D  
G O   T O   W A R ?  
S P R I N G   1

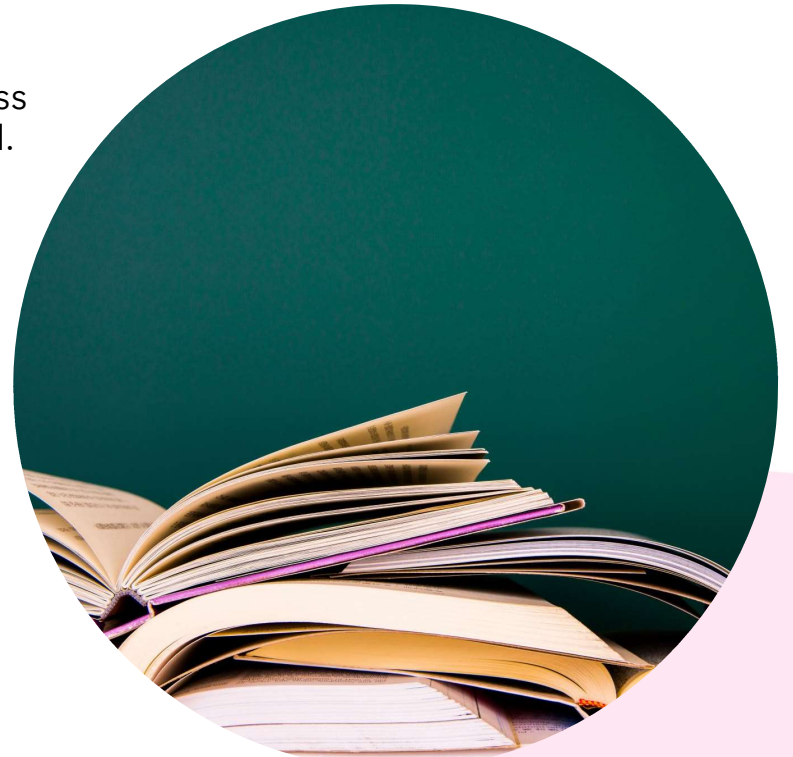




# READING

We will continue to cover the discrete reading skills through our class book "The Secret Garden" and specific texts relating to World War II.

- I can give/explain the meaning of **vocabulary** in context
- I can make **inferences** from texts and justify these using evidence.
- I can **predict** what might happen using evidence from the text.
- I can **explain** how information is related in a text and how meaning is enhanced through word choice.
- I can **retrieve** and record information from fiction and non-fiction texts.
- I can **summarise** the main ideas from more than one paragraph.





# WRITING

The text types we are learning about this half term are biography and narrative. The biography is the completion of our writing on Hatshepsut. Our narrative based on the short film "The Christmas Truce" directed by Ringan Ledwidge.

- I can write effective sentences for a biography.
- I can write effective sentences for a narrative.
- I can use dialogue effectively.
- I can use metaphor effectively.
- I can use a range of punctuation effectively.





# MATHS

We will be completing our unit on Fractions and then moving onto a Multiplication and Division focus, with longer written methods being the priority.

- I can add mixed numbers
- I can subtract fractions
- I can subtract fractions from mixed numbers
- I can subtract two mixed numbers
  
- I can multiply a four-digit number by a one-digit number
- I can multiply a two-digit number by a two-digit number (area model)
- I can multiply a two-digit number by a two-digit number
- I can multiply a two-digit number by a three-digit number
- I can use short division
- I can divide a 4-digit number by a 1-digit number







# SCIENCE

We will be learning about materials and how different properties of materials can be important for their uses. Our sequence of learning will be:

- I can identify how materials are used and their key properties
- I can conduct an investigation into magnetic materials
- I can conduct an investigation into sorting materials
- I can record and discuss the effect of changing variables to dissolve material (Two-part lesson on dissolving and evaporating)



- 1. Different materials are selected because of their properties, the way they act and can be used.**
- 2. A magnetic material will be attracted to a magnet, while non-magnetic materials will show no response.**
- 3. Materials can be separated in different ways; sieving is used for two solids.**
- 4. Materials can be separated in different ways; filtering is used for a solid and a liquid.**
- 5. Solids can be dissolved into liquids and recovered using evaporation.**





# HISTORY

We will be learning about the causes and consequences World War II. Our sequence of learning will be:

- I can explain why World War II began and order events from early World War II on a timeline.
- I can understand the role of opinion and propaganda during World War II
- I can understand how World War II impacted life in Britain.
- I can explain what the Holocaust was and describe some events that happened.
- I can describe what happened during some key events from World War II and order events on a timeline.



- 1. Britain declared war on Germany on 3 September 1939.**
- 2. The war ended in 1945. Germany surrendered in May and their ally, Japan, surrendered in September.**
- 3. The war involved the world's major powers, including Britain, France, Russia, the USA, China and Japan.**
- 4. Britain, France, Russia and the USA were known as the Allies, Germany, Italy and Japan were known as the Axis powers.**
- 5. Key events in the war were the Dunkirk evacuation, the attack on Pearl Harbour, the Battle of Britain and the D-Day landings.**

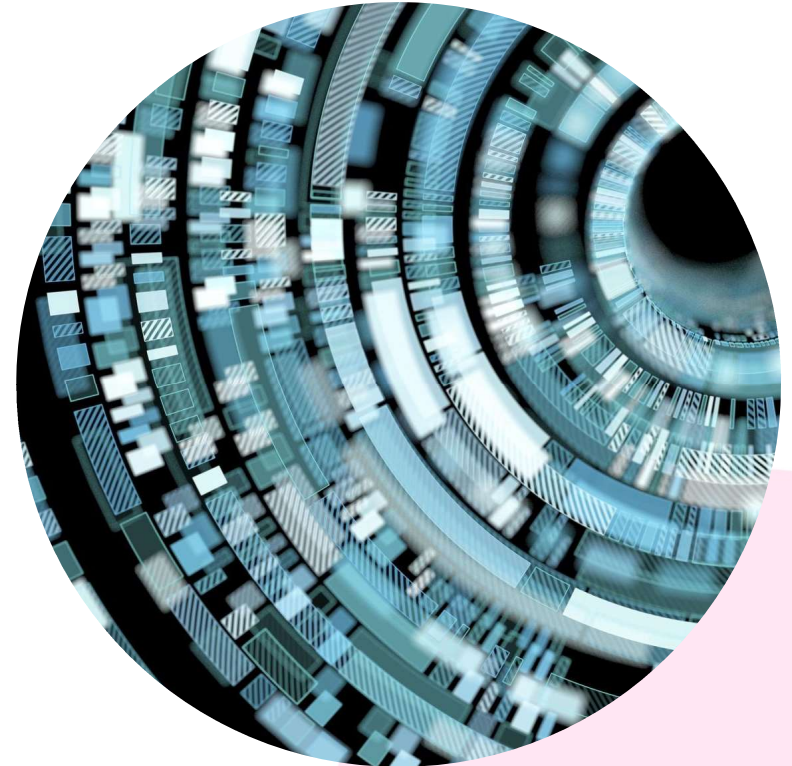




# COMPUTING

We will be learning about flat-file databases, including how they can be completed as paper or electronic formats.

- I can create a paper-file database.
- I can explain what a field and a record is in a database
- I can combine grouping and sorting to answer specific questions
- I can choose which field and value are required to answer a given question
- I can select an appropriate chart to visually compare data
- I can refine a search in a real-world context





# P S H E

We will be learning about diverse Britain and how our communities are made up of people from lots of different backgrounds.

- I can talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people
- I can explain what a community is and what it means to belong to one.
- I can explain why and how laws are made and identify what might happen if laws are broken.
- I can discuss the terms democracy and human rights in relation to local government.
- I can discuss the terms democracy and human rights in relation to national government
- I can investigate what charities and voluntary groups do and how they support the community



1. I dial 999 for emergency help.
2. Childline telephone is 0800 1111.
3. The SMART acronym for internet safety means SAFE, MEETING, ACCEPTING, RELIABLE, TELL.
4. The cognitive triangle links thoughts, feelings and behaviours.
5. A growth mindset helps to reframe challenges into positive opportunities to develop.







# ART

We will create World War II art and emulate artists relating to World War II

- I can create Blitz night scenes
- I can design a World War II propaganda poster
- I can develop an understanding of artists work (LS Lowry) and apply it to their own work of an urban landscape of WWII Britain.
- I can explore media (pencil, chalks, paint), line, shape and tonal qualities to create perspective.



# RE

Christianity: Why do Christians think Jesus was the Messiah?

- How does Incarnation and the idea that Jesus is the Messiah fit into the timeline of the Bible's 'Big Story'?
- Why do Christians believe Jesus was the Messiah?
- What qualities does a Saviour need?
- How do Christians put their beliefs about Incarnation into practice in different ways when celebrating Christmas?
- How is the idea of Jesus as the Messiah important in the world



**1. Christians believe that Jesus is God Incarnate, which means God in the flesh**





# FRENCH

Je me présente (Presenting Myself)

- Use basic greetings in French, ask somebody how they are feeling and reply when asked.
- Ask somebody their name in French and reply when asked.
- Recall numbers 1-20 in French.
- Ask somebody how old they are in French and reply when asked.
- Ask somebody where they live in French and reply when asked.
- Express my nationality in French and understand basic gender agreement rules.

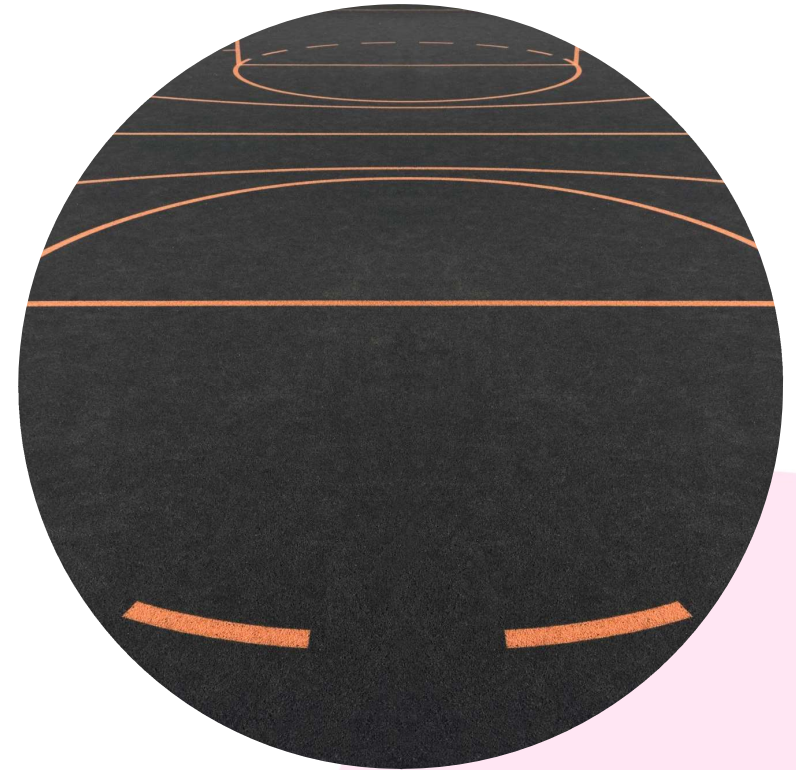




# P E

We will be playing tag rugby this half-term in our P.E. lessons with the class teachers. We will also play invasion and ball games with DT coaching every week.

- Step 1: To travel and dodge at speed with the ball.
- Step 2: To mark and tackle in game situations.
- Step 3: To attack in opposed situations.
- Step 4: To understand the rules of a rugby game.
- Step 5: To move forward to attack as a team.
- Step 6: To defend in a line as a team.







Our class books this half-term will be 'Reggie House has the Power' and 'The Secret Garden'.



We will complete some of our science learning on materials outside.



In history our Kea Task to assess pupil's learning will be to create a Movie trailer about different aspects of WWII.



We will learn about the impact of World War II in Cornwall.



We will learn about how diverse Britain is through our PSHE learning.



We will bake some treats as part of our Dojo reward this half term.



We will investigate changing variables when dissolving salt in water.



We will be learning a modern Nasheed, which is a type of Islamic song. We will explore other Islamic songs as well.



We will think about our shared responsibilities to protect our planet as part of our community in PSHE.

