

<p>History: We will learn about the changes in Britain from the Stone Age to the Iron Age. We will:</p> <ul style="list-style-type: none"> • Make simple deductions about evidence, going beyond the literal of what can be seen • Know the importance of archaeology when we are learning about pre-history • Differentiate within a longer period of time and talk about the past in terms of periods (i.e. Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age) • Know that some changes were gradual and that people of the time would not identify themselves as living in the Iron Age etc... • See that there are often different interpretations because the gaps in evidence are so large they have to be filled with imaginative reconstruction • Realise that history is continuously being rewritten 		
<p>Literacy: We will develop our reading, writing, spelling and grammar skills. Linked to our history learning, we will :</p> <ul style="list-style-type: none"> • Write a first person account, seeing a fictional event from different viewpoints • Write a detailed recount of our trip to Butser Ancient Farm • Use Wolf Brother by Michelle Paver to stimulate our writing of poetry, descriptive scenes and play-scripts • Write a non-chronological historical report about an Iron Age Village. 	<p>Computing: Information technology. We will use Publisher to:</p> <ul style="list-style-type: none"> • Create, resize, rotate and format a simple text box • Import and organise photographs from the internet • Copy and paste groups of objects <p>Computer science. We will use Scratch to:</p> <ul style="list-style-type: none"> • Thoroughly plan algorithms before inputting them • Use a variety of import features • Use and test time and wait commands • Use a range of strategies to debug programs <p>Digital literacy: Understand the dangers of communicating online with people we do not know.</p>	<p>Science: We will develop our scientific skills and knowledge and will be able to:</p> <ul style="list-style-type: none"> • Describe the simple functions of the basic parts of the digestive system in humans • Identify the different types of teeth in humans and their simple functions • Use simple investigations to make a series of observations, comparisons and measurements. • Set up a fair test to measure effects of drinks on teeth • Use pictures and tables to record observations • Construct and interpret a variety of food chains, identifying producers, predators and prey.
<p>Art: We will create drawings inspired by Stone Age cave paintings, coil pots inspired by the Beaker people and experiment with textured surfaces when we create our Iron Age Village.</p> <p>Skills include:</p> <ul style="list-style-type: none"> • Simple line drawings • Blending chalks and pastels • Mixing materials to create textured surfaces • Rolling and joining clay coils to make simple pots • Mixing colours to create realistic two tone colours 	<p>Geography: We will:</p> <ul style="list-style-type: none"> • Use maps to locate Skara Brae and Stonehenge • Use four figure grid references, symbols and keys from the Ordnance Survey maps • Make observations and describe the human and physical features of those locations • Express views and make judgements about the environments e.g. coastal defences near Skara Brae 	<p>Design and technology: As a group, we will make a model of a cave. As a whole class we will make a replica Iron Age Village.</p> <p>Design: Generate ideas using information from photographs, computer research and books.</p> <p>Making: Work with a variety of materials including chicken wire, Newplast and Paper Mache. Select and work with a range of tools and equipment. Problem solve issues to make structure stable.</p> <p>Evaluate: Suggest alternative ways of making a product if first attempts fail. Use finishing techniques to improve the appearance of the product.</p>
<p>Music: We will begin our ukulele lessons this term, to be taught once a week by a specialist tutor.</p>	<p>French: We will learn:</p> <ul style="list-style-type: none"> • To describe people • To talk about nationality • Basic adjectives • To talk about the time and daily activities 	<p>PE: We will develop skills in:</p> <p>Basketball: passing and receiving; shooting; rules and matches</p> <p>Football: moving; passing; ball striking; rules and matches</p> <p>Circuit training: exercises for 1/2/3minutes; muscle groups</p> <p>Gymnastics: shapes; balances; jumps and apparatus</p>
<p>RE: Judaism. We will focus on the importance of Shabbat (the Sabbath day) for Jews. We also learn about celebrations at home and in the synagogue, focusing on the festival of Hanukkah.</p> <p>PHSE: Know we can make healthy choices and the impact of sugar on teeth. Know how our actions affect ourselves and others. Learn that there are times when it is right to break a confidence. Knowing that their increasing independence brings responsibility to stay safe e.g. protecting passwords.</p>		
<p>Trips and Visitors: Butser Ancient Farm, Hampshire to learn about the Iron Age; visit from local dentist to help us look after our teeth; Horniman Museum, Forest Hill to look at teeth and food chains.</p>		

Geography - Linked to our water theme, we will:

- Name and locate counties and cities of the United Kingdom and key topographical features such as their position next to rivers
- Describe and understand key aspects of the water cycle
- Research and describe the features of a river using primary and secondary sources
- Research and understand the impact of humans on the River Thames e.g. pollution, embankments and the Thames Barrier
- Draw sketch maps using agreed keys and symbols

Literacy: We will develop our reading, writing, spelling and grammar skills.

In the first half term we will:

- Write a comparative non-chronological report, using precise vocabulary
- Use survivor accounts and film clips to write a dramatic first person account of the Titanic sinking

In the second half term we will:

- Write a descriptive story from the point of view of a main character
- Write an explanation text, to explain how and why the processes involved in the water cycle take place.

Computing:
Multimedia

Computer science. We will use Scratch to:

- Use the mouse click to change features of the game
- Use the zoom tool to work at pixel level
- Use a range of strategies to debug programmes

Information Technology:

- Improve internet research skills
- Open multiple web pages without leaving the search
- Open, create and send emails
- Attach files to an email

Digital literacy: understand how the world wide web works and appreciate how results are ranked.

Science: We will focus on states of matter and will:

- Compare and group materials together, according to whether they are solids, liquids or gases
- Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C)
- Identify the part played by evaporation and condensation in the water cycle
- Use data loggers to make a series of measurements
- Present information in diagrams, tables and orally
- Compare predictions with actual results

Art: Using the theme of water, we will:

- Observe the work of seascape artists such as Hokusai's Wave, Monet and Turner
- Revisit the importance of sketchbooks using Turner's sketch books as inspiration
- Learn about the use of brushes in painting the sea, focusing on size and stroke
- Match colours using a restricted palette within Turner's seascapes
- Paint a seascape using a restricted palette
- Experiment with wax resist and mixed media techniques to create seascapes.

History:

We will learn about the tragic maiden voyage of The Titanic and will understand:

- Why there may be complex reasons for a historical event
- That eye witness accounts may be a valuable source of information
- That sources of information may be biased
- That social conventions have changed over time

Design and technology: In groups, we will make a bridge with moving parts, using wood as the main material.

Design: Generate ideas using information from different sources.

Plan step-by-step stages of making.

Making: Measure, mark out and cut accurately.

Assemble, join and combine materials to make a mechanism.

Use tools such as saws and vices safely and accurately. Use triangulation to create stable structures.

Evaluate: Evaluate finished product against design brief.

Music: We will continue with our ukulele lessons, learning more individual notes and adding to our repertoire of songs.

French: We will learn:

- Numbers 31-60
- To give and understand instructions
- About French cities and vocabulary for basic directions
- To talk about the weather

PE: We will develop skills in:

Tag rugby: running with the ball; passing; attacking and defending; game rules and matches

Athletics: running technique; relay and hurdles; power jumping; discus and shot-put; javelin

Swimming: body position; legs; arms; breathing and timing.

RE: Christianity. We will learn that there are many different places of worship for Christians; the importance of prayer and the Bible for Christians. We will also learn about Lent and the festival of Easter.

PHSE: Know we can make healthy choices and the effects of smoking. We will learn about some voluntary agencies in our local area and think about what we can do to make a contribution to our community.

Trips and Visitors: Local walk to River Thames. Trip to either: River Darent in Kent, the Thames Barrier or Museum of London Docklands.

History: An in-depth local history study of a period beyond 1066 that is significant in the locality (The Blitz). Through our local study we will:

- Evaluate the usefulness of different sources of information
- Understand that some sources of information are biased
- Sequence events chronologically and create our own timelines
- Recognise the importance of oral history and understand that we can not rely solely on only one source
- Understand that the past has a direct impact on our lives today e.g. new homes built on bombsites in nearby streets

Literacy: Using the Blitz as our stimulus, we will write in different forms:

Poetry

- Study poems, discussing form and emotional impact
- Write our own poems about the Blitz

Extended narrative flashback story:

- Read the novel, discussing how the author develops character, sets scenes and builds suspense
- Children to write own story, developing skills by varying pace by using direct and reported speech
- varying sentence length and including examples of complex sentences
- using a range of connectives effectively to create links and indicate changes in time or place

Persuasive text:

- Write a persuasive text, based on a current issue

Computing:

Computer science: Use Scratch to create own quiz

- Use *if* and *else* selection
- Use broadcasting to trigger other blocks
- Use variables to score
- Independently employ a range of debugging strategies

Information technology:

- Capture video for a purpose
- Trim and arrange clips to convey meaning
- Add titles, credits, slide transitions, special effects and talk about the effect these have on the audience
- Create PowerPoint presentations with transitions between slides

Digital literacy:

- Understand that photographs can be altered digitally
- Positive and negative outcomes of editing photos.

Science: We will focus on ‘sound’ and will:

- Identify how sounds are made, associating some of them with something vibrating
- Recognise that vibrations from sounds travel through a medium to the ear
- Find patterns between the pitch of a sound and features of the object that produced it
- Find patterns between the volume of a sound and the strength of the vibrations that produced it
- Recognise that sounds get fainter as the distance from the sound source increases
- Plan and carry out investigations, choosing how to present the results.

Art: Using WWII as a stimulus, we will:

- Use visual reference materials to create sketch book covers, exploring both collage and decoupage techniques
- Learn about the first war artist Eric Ravilious, focusing on his watercolour works
- Visit Eric Ravilious’s work at the National Maritime Museum in Greenwich
- Learn and experiment with a wide variety of watercolour techniques used by Ravilious
- Use Henry Moore sketches to inspire tonal drawings in sketch books, exploring light and dark and 2D and 3D shape drawing techniques.

Geography:

Using WWII and the London Blitz as our focus, we will:

- Use maps, globes and atlases to locate countries and continents involved in WWII
- Compare aerial photographs and satellite images
- Use fieldwork to observe and record present human features of the local area, including sketch maps, and digital technologies
- Describe and understand the distribution of natural resources, including food.

Design and technology: Make Do And Mend Project Linked to WWII, we will be making a bag using old clothes.

Design: Select old clothes for the project based on strength and thickness of fabric. Draw out three designs before choosing one to use as template for simple pattern.

Making: Cut, sew and assemble bag, choosing stitches for strength and appearance. Applique design before sewing seams together.

Evaluate: Take photos of own bag and evaluate against design criteria. Check strength of handles and seams.

Music: We will continue with our ukulele lessons, learning chords and preparing for a short class performance at the end of term.

French: We will learn:

- To go shopping for food
- To talk about activities at a party
- To give opinions
- To describe clothing

PE: We will develop our skills in:

Rounders: catching; bowling and batting; fielding; following rules and taking part in matches

Netball: ball control; catching; footwork; defending; opposed possession; shooting and taking part in matches

Cricket: catching; throwing; bowling and ball striking. Following rules of diamond cricket in matches

Dance: creating movements to music; following an eight step routine; creating a routine from a given stimulus

RE: Islam: We will learn about Ramadan and why Muslims fast at this time and how Eid al-Fitr is celebrated at the end of the fast. We will also learn about the importance of pilgrimage to Muslims and about Hajj and the Eid al-Adha celebration.

PHSE: We will learn about different types of relationships . We will also learn about changes during puberty and how we can deal with difficult feelings.

Trips and Visitors: Visit to the Imperial War Museum, local walks to identify bomb sites and possible trip to HMS Belfast. Visit from evacuee if able to arrange.