



World War 1

Science:

Animals including humans:

- Identify and name the main parts of the human circulatory system.
- Describe the functions of the heart, blood vessels and blood.
- Describe the ways in which nutrients are transported within animals and humans.
- Recognise the impact of diet, exercise and lifestyle on the way our bodies function.

- **Begin to plan different types of scientific enquiries to answer questions.**
- **Begin to recognise when controlling variables is necessary.**
- **Begin to make informed predictions and justify them using scientific knowledge.**
- **Use standard units to measure and compare, including decimals.**
- **Begin to record data and results of increasing complexity.**
- **Begin to report and present findings.**

- **Plan different types of scientific enquiries to answer questions.**
- **Recognise when controlling variables is necessary.**
- **Make informed predictions, using scientific language and justify them using scientific knowledge.**
- **Use standard units to measure and compare, rounding where necessary.**
- **Record data and results of increasing complexity.**
- **Report and present findings.**

History:

World War One

- To investigate elements that led to the start of World War 1.
- To investigate what life was like on the Western Front.
- To explore the advancements of warfare that occurred during WW1.
- To explore the involvement of animals in WW1.
- To explore what life was like for the people in Britain during WW1.
- To investigate the end of WW1 and what happened afterwards.

- **Know which sources are generally considered most reliable for gaining an accurate understanding of historical events or periods in time.**
- **Make inferences based on knowledge of different societies.**
- **Understand that changes do not impact everyone in the same way and the same time.**
- **Begin to understand that historians select criteria for significance and that it changes.**
- **Understand that events have immediate and long-term effects.**

- **Understand that a source may be biased or inaccurate.**
- **Use a range of sources to find out about a particular aspect of the past.**
- **Describe how secondary sources are influenced by the beliefs, cultures and time of the author.**
- **Identify who is important in historical sources and accounts.**
- **Explain the significance of events, people and developments.**
- **Understand that change can be brought about by conflict.**
- **Analyse and explain the reasons for, and result of, historical events, situations and change.**

English:

Whole Class Reading Novel
War Horse

Narrative: Write a story

Text used: The Whistle and the Photograph

Letter: Write contrasting formal and informal letters

Text used: War Game

Poetry: Create an emotive poem

Text used: 'In Flanders Fields'

Rainbow Grammar

Subject/verb,
compound
adjectives
(hyphens), main
clause, subordinate
clause, appropriate
choice of
nouns/pronouns,
adverbials

Computing:

Basic Skills

- Practise proper finger placement for touch typing
- Increase typing speed and reduce errors
- Type longer passages with formatting
- Navigate folders and subfolders confidently
- Understand file extensions (.docx., .pdf)
- Rename, move and organise files
- Save documents to cloud storage
- Use styles and themes to format documents consistently
- Insert tables and format them
- Use headers, footers and page numbers
- Track changes and add comments
- Export documents to other formats

Religious Education:

What Matters Most?

- To express your own values while respecting the values of others.
- To understand the importance of making good choices by exploring the concept of Karma in the Hindu faith.
- To understand what is important to a Humanist's way of life by looking at the Golden Rule and the beliefs of Humanists.
- To understand how belief in the teachings of Jesus shapes a Christian's life and role in society by exploring Christian values and what they might look like in action.
- To compare the different ways of worship within the Jewish faith by looking at some of the traditions in Orthodox and Reform Judaism.
- To understand why the First of the Five Pillars of Islam is especially important to Muslims.
- To know that people from different faiths and worldviews have the same and different values.

Key Vocabulary:

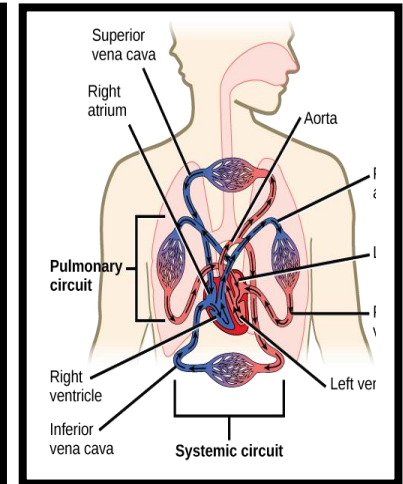
Allies
Civilian
Conflict
Infantry
Battlefield
No Man's Land
Troops
Western Front
Armistice
Poppy
Flanders' Field



Art and Design:

Textiles

- To experiment with the weaving process.
- To learn about the permanency of natural dye and discuss how to fix colours with salt.
- To set up a loom and reinforce understanding of warp and weft.
- To experiment with the process of weaving using the plain weave technique.
- To develop weaving technique using fabrics/wool and colours related to the project.
- To back weave in suitable fabric and make a hanging.
- To evaluate and analyse the creative work of artists, designers and architects.



Physical Education:

Hockey
Tag Rugby (Sports Coach)

French:

Les Vetements (Clothes)

- To learn nouns and articles for items of clothing.
- To introduce the verb structure 'I wear' – je porte.
- To understand adjectival agreement by describing clothes in terms of colour.
- To learn about possessive adjectives.

RSHE:

Healthy Relationships

- Know what a good (healthy) friendship/relationship is.
- Know that different things can influence me: friends, family, media
- Understand how and why my body responds to different situations: gut feelings, butterflies etc.
- Have some skills to manage different/difficult feelings and emotions.