

Autumn 1, Cycle C, From Home to Front; WW1

Computing—Systems and searching

Learners develop their understanding of computer systems and how information is transferred between systems and devices. Learners consider small-scale systems as well as large-scale systems. They explain the input, output, and process aspects of a variety of different real-world systems. Learners discover how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search

Writing

Plan their writing by:

identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

precising longer passages

using a wide range of devices to build cohesion within and across paragraphs

using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:

assessing the effectiveness of their own and others' writing

proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

ensuring the consistent and correct use of tense throughout a piece of writing

ensuring correct subject and verb agreement when using singular and plural,

distinguishing between the language of speech and writing and choosing the appropriate register

proofread for spelling and punctuation errors

perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

PE— Ball Skills: Throwing and Catching, Swimming: Water Safety

Swimming:

About pool side and water safety

About self-rescue in water based situations

Throwing and Catching

Use throwing and catching effectively in competitive games.

Apply attacking and defending principles when passing and receiving.

Make decisions about positioning and movement to support teammates.

PSHE—What strengths, skills and interests do we have? Health and wellbeing

How does democracy help communities work together and how can I make a positive contribution?

Pupils will know:

Democracy is a system where people have a voice in decision-making.

Voting is one way people make decisions fairly.

Communities rely on cooperation and shared responsibilities.

Different groups within communities may have different needs and viewpoints.

Rules and laws help keep communities safe and fair.

Citizens can influence decisions and bring about positive change.

Respecting diversity helps communities flourish.

Everyone has a role to play in building strong communities.

Core Texts

1918: Coming home

Trips and visits

Cosford

Diversity Opportunities

Compare diversity

Reading

Pupils should be taught to:

maintain positive attitudes to reading and an understanding of what they read by:

continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

reading books that are structured in different ways and reading for a range of purposes

increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

recommending books that they have read to their peers, giving reasons for their choices

identifying and discussing themes and conventions in and across a wide range of writing

making comparisons within and across books

learning a wider range of poetry by heart

preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

understand what they read by:

checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

asking questions to improve their understanding

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

predicting what might happen from details stated and implied

summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas

identifying how language, structure and presentation contribute to meaning

discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

distinguish between statements of fact and opinion

retrieve, record and present information from non-fiction

participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

provide reasoned justifications for their views

Maths

Place value

Addition & subtraction

Statistics

Music—

Geography—From Home to Front; WW1

Who were the major countries involved in World War 1?

What are the most efficient sources to identify and investigate countries involved in WW1?

How does geography influence war strategy?

How did the geography of the Western Front impact the fighting during World War 1?

How did World War 1 set the stage for World War 2? Collaborative learning with Year 5/6

History —From Home to Front; WW1

What was the main reason why Britain entered World War 1?

How did the war affect the lives of British people, both on the front lines and at home?

What role did women play in Britain during World War 1?

What were some of the new technologies and weapons that were used during the war?

How did Britain's use of propaganda during World War 1 influence public opinion?

What was the Christmas Truce of 1914 and what did it reveal about the soldiers on both sides?

How did the war impact the economy of Britain?

DT— History WW1 PoP – frames and structures

Science— Light

Recognise that light travels in straight lines

Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye

Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes

Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

RE—Hinduism

Hindus believe actions have consequences through karma.

Many Hindus aim to follow their dharma or duty.

Hindus believe the soul (atman) is reborn through samsara.

Moksha is freedom from the cycle of birth, death and rebirth.

Living a good life helps Hindus move closer to moksha.

Sacred texts and stories help guide moral behaviour.

Hindu beliefs influence everyday decisions about kindness, honesty, responsibility and respect.

Different Hindus may interpret and express their beliefs in different ways.