

History/Geog—WW2

What was the Battle of Britain and why was it important?
Who were the countries fighting against each other in the Battle of Britain?
What were some of the weapons and technology used during the Battle of Britain?
How did the Battle of Britain affect people's lives in Britain, both during and after the war?
What were some of the important leaders involved in the Battle of Britain? What were Oswestry’s contributions to the war effort?
How did the geography of the United Kingdom and the English Channel impact the strategies and tactics used during the Battle of Britain?
Where are some of the key airfields and cities in the UK that were targeted by the German forces during the Battle of Britain?
What is radar, and how did the use of radar stations along the UK coast help the British to defend against German air raids?
How did the geography of the UK impact the evacuation and movement of people during the war, particularly during the Blitz?
How can geography and environmental factors impact peace and conflict between nations today, and what can we do to promote understanding and cooperation across borders?
How did World War 1 set the stage for World War 2?



Autumn Term 1
WW2

Core Texts



Maths

Place Value: Numbers up to 10,000,000, number lines, comparing integers, rounding and negative numbers.

Addition, subtraction, multiplication and division: common factors, common multiples, rules of divisibility, prime to 100, square and cubed, multiply 4 by2, multiplication problems, short division, problems involving division, multi-step, order of operations, mental calculation, known facts.

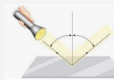
Fractions: Equivalent, compare and order, add and subtract, add/subtract mixed numbers, multi-step, x fractions by integers, fractions by fractions, divide fractions by integers, mixed questions, fractions of an amount

Measurements—converting units: Metric, conversion, calculate, imperial measures.



Science: Light (Crime Lab investigations)

- Light (6L)
 - i) recognise that light appears to travel in straight lines
 - ii) 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
 - iii) 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
 - iv) use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
- Working scientifically
- i) planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
 - ii) taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
 - iii) recording results using scientific diagrams and labels, tables, scatter graphs, bar and line graphs
 - iv) using test results to make predictions to set up further comparative and fair tests
 - v) reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
 - vi) identifying scientific evidence that has been used to support or refute ideas or arguments



R.E

Make sense of belief:
Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately
Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.
Understand the impact:
Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live
Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.
Givè evidence and examples to show how Hindus put their beliefs into practice in different ways

PSHE: What will change as we become more independent? How do friendships change as we grow? Relationships

Friendship
I can identify good attributes of a good friendship.
I can accept that people have different opinions.
Reflect on the need to care and be kind for yourself and individuals.
I can suggest ways to help.
How relationships have changed and will change in the future.



Computing: Computing Systems and Networks communication and collaboration
Explain the importance of internet addresses.
Recognise how data is transferred across the internet
Explain how sharing information online can help people to work together
Evaluate different ways of working together online
Recognise how we communicate using technology
Evaluate different methods of online communication



Art and Design

(painting and drawing faces, hands, sketching, colour)
Using drawing and painting skills to create Propaganda Posters.



Writing

Plan: Plan, edit and present a range of independent piece of writing, plan for audience, plan writing by discussing the structure, vocab and grammar of similar writing, discuss, plan and record ideas and panning key vocabulary and punctuation.

Draft and write: Compose and rehearse formal sentences orally, build a varied and rich vocabulary, build an increasing range of sentence structures (short sentence and descriptions, and in non-narrative use simple organisational devices such as script.

Evaluate and edit: Assess the effectiveness of own and others’ writing , propose changes to grammar and vocabulary to improve consistency (formal), proof-read for spelling and punctuation errors (capital letters and full stops).

Writing Genre’s to cover: science—explanation, Geography—leaflet, English - persuasive writing, letter writing, diary writing.

PE: Ball Skills—Throwing and Catching

Consolidate different ways of throwing and know when each is appropriate in a game.
Throw accurately and successfully under pressure in a game.
Think tactically about the choice of throw used in a situation.
Use a safe throw or overarm bowl.

Swimming—Water Safety

Swim competently, confidently and proficiently over a distance of at least 25 metres using a stroke of their choice.

Perform safe self-rescue in different water-based situations.

Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].

Music: Music and Technology

Use and understand staff and other musical notations and listen with attention to detail and recall sounds with increasing aural memory.
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians and develop an understanding of the history of music .
Improvise and compose music for a range of purposes using the inter-related dimensions of music .

Recorder—Blown Away 2

Book 2 introduces the new notes low C, F, high C, low C, B, high E and high F. This completes all the notes of the scales of C, D, F and G and you can use these to play a wide range of music.

Enrichment/Fieldwork:

Artefact workshop/pack
Bryntysillio Team building -