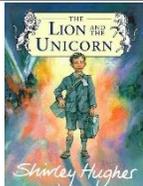


**Year 5 Term 4 theme:
World War II**



Breadth:

As writers (English):

Core text for this term:

***The Lion and the Unicorn* by Shirley Hughes**

- We will explore the genre of historical fiction, investigating how authors use historical events to tell compelling stories.
- We will look at how authors use language to contribute to meaning when they describe characters.
- We will investigate the differences between formal and informal language, including situations where formal language is used (including in essays and reports).
- We will write to discuss the experiences of evacuee children during WWII.
- We will continue to develop our editing skills.

As readers (guided reading):

Core text for this term:

***When the Sky Falls* by Phil Earle**

- We will read with confidence, fluency and prosody.
- We will identify and discuss themes and conventions in and across a range of writing (fiction, non-fiction and poetry).
- We will discuss understanding and explore the meaning of words in context (vocabulary).
- We will make inferences from the text using evidence.
- We will be able to predict what might happen from details stated and implied.
- We will explain how language, structure and presentation contribute to meaning.

As mathematicians: division, multiplication (fractions), decimals & percentages, area and perimeter

- We will divide up to four digits by a 1-digit number using the formal written method of short division.
- We will multiply proper fractions and mixed numbers by whole numbers.
- We will read, write, order and compare numbers with up to 3 decimal places.
- We will write percentages as a fractions.
- We will measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.

As scientists: Earth and Space

- We will investigate the planets by exploring the heliocentric model of the solar system.
- We will investigate how the rotation of the Earth in relation to the sun causes day and night.
- We will explore what causes the amount of daylight and average temperatures to vary dependent on the season.
- We will understand the different phases of the moon.

As musicians: music and colour (Holi theme)

- We will explore how music can be represented by colours and create our own piece based on a colour of our choice.
- We will investigate effects created using voices.
- We will know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.

Being physically active: PE (Flag football)

- We will learn how to correctly hold and throw an American football.
- We will develop skills in throwing, passing, intercepting and running.
- We will understand the rules of play and apply these to games within a mini tournament.

As linguists (French): Chez moi

- We will learn how to describe our homes and name rooms and items found inside.
- We will learn how to express a variety of opinions.
- We will learn how to join two clauses with 'et' or 'mais' appropriately.

As computer experts: data

- We will explain that a computer program can be used to organise data.
- We will outline how ordering data allows us to answer questions.
- We will choose which attribute and value to search by to answer a given question (operands).

<p>As historians: WWII</p> <ul style="list-style-type: none"> We will understand how our knowledge of WWII is constructed from a range of historical sources. We will explain when, where and why children were evacuated during World War II. We will discuss and show an understanding of how evacuation experiences could be both positive and negative for the individuals involved. We will investigate the changes that British households had to make during WWII and the changing role of women during the war. We will challenge the traditional view of WWII and explore the narrative of the war from a global context. We will explore the impact of WWII on our locality. 	<p>As design technologists: frame structures</p> <ul style="list-style-type: none"> We will explore different types of frame structure and explore how these might be constructed. We will design our own frame structure for a tetrahedral kite using evaluative skills throughout the design process, including making a prototype. We will construct our tetrahedral kite using knowledge gained during the design process. We will evaluate our final designs. 	<p>Religious Education: Christianity and Islam</p> <ul style="list-style-type: none"> Key question: How significant is it for Christians to believe God intended Jesus to die? Key question: what is the purpose of fasting and why is it important? We will explore the Christian belief that Jesus was the incarnation of God on Earth, sent to die as a sacrifice. We will learn about the events of Holy Week culminating in the crucifixion of Jesus. We will investigate the importance of fasting for Muslims during Ramadan. 	<p>As citizens (PSHCE): healthy mind, healthy body</p> <ul style="list-style-type: none"> We will know the health risks of smoking and drinking alcohol. We will practise basic emergency aid procedures and know how to get help in emergency situations. We will explore how social media and celebrity culture promotes certain body types. We will describe the different roles food can play in people's lives and explain how people can develop eating problems (disorders) relating to body image pressures.
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Key Vocabulary:	Blitz, evacuee, evacuation, rationing, air raid, resistance, propaganda, civilians, combat, solar system, rotation, sphere, spherical, axis, orbit, phase, planet, crucifixion, Easter, sacrifice, sin, Ramadan, fast, devotion, reflection, decimal, percentage, perimeter, area, prototype.
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Curriculum Drivers:	<p>Curiosity:</p> <ul style="list-style-type: none"> What happened to children in Britain during WWII? What was life on the Home Front like? What do Christians believe about Easter? Why do Muslims fast during Ramadan? 	<p>Knowledge of the wider world:</p> <ul style="list-style-type: none"> Why should we challenge an Anglocentric narrative of WWII? Why is it important to appreciate a range of religious beliefs and customs? Why do we need to be more aware of how social media can affect our self-image and mental health? 	<p>Aspirations:</p> <ul style="list-style-type: none"> Knowledge of different career paths, particularly in STEM industries. Understanding how historical events can influence current political situations both nationally and globally. Knowledge of how to lead a healthy lifestyle and be open about issues surrounding mental health.
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Home learning:	<ul style="list-style-type: none">• Weekly logging into Spelling Shed to practise the weekly spellings (6 games per week). Spellings can be practised in homework books too, if preferred.• Weekly logging into Times Tables Rockstars (15 minutes to release other games).• Reading 4 times per week, recorded into the reading diary. <u>Reading diary to be handed in every Wednesday</u> to be eligible for the readers' raffle (4 reads = 1 raffle ticket, 5 reads or more = 2 raffle tickets).• 2 items to be chosen from the homework grid (<u>to be handed in on the last Wednesday of term, 27th March</u>).
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