

QUESTION: ARE ALL LEADERS AN EXAMPLE TO FOLLOW?

	October 29th	November 5th	November 12th	November 19th	November 26 <sup>th</sup>	December 3rd	December 10th	December 17th
Outcomes.		Present WW2 presentations for Oral skills.			Write and record speech.			
Special Events/ Launch Day / Visitors.			Remembrance day.			Pearl Harbour		
Peer critique.		Peer critique oral skills.						
Maths	IALT: decide which operation to use and why. IALT: solve problems involving additions, subtraction, multiplication and division.	IALT: use their knowledge of the order of operations to carry out the four operations. BODMAS. - identify common factors, common multiples and prime numbers.	IALT: use common factors to simplify fractions; use common multiples to express fractions in the same denomination.	IALT: compare and order fractions including fractions below 1. IALT: generate and describe linear number sequences (with fractions).	IALT: use mixed number and improper fractions, using knowledge of equivalent fractions.	IALT: add and subtract fractions.	IALT: multiply simple pairs of proper fractions, writing the answer in its simplest form. IALT: divide proper fractions by whole numbers.	IALT: apply knowledge of fractions to a range of problems.
SPAG	IALT: identify different types of clauses and phrases	IALT: identify different types of clauses and phrases.	IALT: identify commands, statements, questions and exclamations.	IALT: identify and use synonyms and antonyms.	IALT: develop accurate use of prefixes and suffixes.	IALT: recognise and use standard English accurately.	IALT: use and understand active and passive tenses.	IALT: use and understand active and passive tenses.

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English	<p>Character Description</p> <ul style="list-style-type: none"> <li>- identify the audience and the purpose of writing, selecting appropriate form and using other similar writing to their own as models.</li> <li>- select appropriate grammar and vocabulary and understand how such choices can change and enhance meaning.</li> <li>- describe characters.</li> <li>- consistent and correct use of tense throughout a piece of writing.</li> <li>- evaluate and edit.</li> <li>- expanded noun phrases to convey complicated information.</li> </ul>	<p>Emotive Poem</p> <ul style="list-style-type: none"> <li>- describe atmosphere.</li> <li>- perfect verb form.</li> <li>- select appropriate grammar and vocabulary and understand how such choices can change and enhance meaning.</li> </ul>	<p>Diary</p> <ul style="list-style-type: none"> <li>- identify the audience and the purpose of writing, selecting appropriate form and using other similar writing to their own as models.</li> <li>- select appropriate grammar and vocabulary and understand how such choices can change and enhance meaning.</li> <li>- describe characters, settings and atmosphere.</li> <li>- organisational and presentational devices to structure text and guide the reader.</li> <li>- consistent and correct use of tense throughout a piece of writing.</li> <li>- evaluate and edit.</li> <li>- distinguishing between the language of speech and writing and choosing the appropriate register.</li> </ul>	<p>Setting Description</p> <ul style="list-style-type: none"> <li>- select appropriate grammar and vocabulary and understand how such choices can change and enhance meaning.</li> <li>- describe settings.</li> <li>- evaluate and edit.</li> <li>- expanded noun phrases to convey complicated information.</li> </ul>	<p>Newspaper</p> <ul style="list-style-type: none"> <li>- organisational and presentational devices to structure text and guide the reader.</li> <li>- use a wide range of devices to build cohesion across paragraphs.</li> <li>- recognise vocabulary and structures that are appropriate for formal speech and writing.</li> <li>- distinguishing between the language of speech and writing and choosing the appropriate register.</li> <li>- modal verbs.</li> </ul>	<p>Newspaper</p> <ul style="list-style-type: none"> <li>- identify the audience and the purpose of writing, selecting appropriate form and using other similar writing to their own as models.</li> <li>- select appropriate grammar and vocabulary and understand how such choices can change and enhance meaning.</li> <li>- précisising longer passages.</li> <li>- consistent and correct use of tense throughout a piece of writing.</li> <li>- evaluate and edit.</li> </ul>	<p>Wolf Wilder Story</p> <ul style="list-style-type: none"> <li>- identify the audience and the purpose of writing, selecting appropriate form and using other similar writing to their own as models.</li> <li>- describe characters, settings and atmosphere.</li> <li>- integrate dialogue to convey character and advance the action.</li> <li>- use a wide range of devices to build cohesion across paragraphs.</li> <li>- consistent and correct use of tense throughout a piece of writing.</li> <li>- evaluate and edit.</li> </ul>	<p>Wolf Wilder Story</p> <ul style="list-style-type: none"> <li>- précisising longer passages.</li> <li>- consistent and correct use of tense throughout a piece of writing.</li> <li>- distinguishing</li> </ul>
Science	<p>IALT: recognise that light appears to travel in straight lines.</p>	<p>IALT: 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.</p>	<p>IALT: identify scientific arguments. Use ideas about how to avoid being seen in the Blitz.</p>	<p>IALT: 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.</p>	<p>IALT: understand how different materials/shapes reflect light in different ways.</p>	<p>IALT: use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>IALT: take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p>		

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History	IALT: develop a chronological secure knowledge and understanding of British, local and world history. The Blitz.	IALT: construct informed responses that involve thoughtful selection and organisation of relevant historical information.  The holocaust.	IALT: make connections, contrasts and trends over time and develop the appropriate use of historical terms.  Equipment and machinery in WW2. How does it differ to other sources?	IALT: address and devise historically valid questions about change, cause, similarity, difference and significance.  How has WW2 changed now? What would have been different? Child led questions.
Geography	IALT: study environments and compare similarities and differences in a range of some features listed above.  Soldiers' environments - how would it change in the places we have learned about?			
Computing	IALT: use sequence, selection, and repetition in programs; work with variables and various forms of input and output.  Creating PowerPoints.	IALT: select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information PowerPoints/QR codes.	IAT: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	
Music	See Separate planning			
Spanish	See separate planning			
Art	IALT: use art to express an abstract concept (e.g. love, war etc)		To be continued next term.	

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