**Reading:**

* War Horse – Michael Morpurgo
* Goodnight Mr Tom – Michelle Magorian
* Flood – Alvario F. Villa

**Writing:**

* Diary entries
* Narrative (putting the words to the pictures in ‘Flood’
* Non-chronological reports/fact files for natural disasters
* WW2 enlistment persuasive writing

**Maths:**

* Number and Place Value
* Addition
* Subtraction
* Multiplication
* Division
* Fractions
* Decimals
* Percentages
* 2D shape
* Angles in triangles
* Problem solving

**Computing:**

**Using a computer (or IPAD or digital media)** fine-tuning touch-typing skills

**Creating and Publishing:** - full use of Word and Office Facilities to create state of the art supported documents

**E Safety** – **Using the internet** effective, safe use of the Internet – reliability, validity, volume: benefits and defects compared to traditional methods

**RE:**

What does it mean if God is Holy and loving?

Why do some people believe in God and some people not? How do religions help people live through good times and bad?

**We are Explorers:**

**History**

As part of our unit on WW2, pupils will …

 - choose reliable sources of information to find out about the past

- give reasons why changes may have occurred, backed up by evidence

- describe similarities and differences between some people, events and artefacts studied

- describe how some of the things studied from the past affect/influence life today

- order significant events, movements and dates on a timeline

- identify and compare changes within and across different periods

- use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past

- choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions

- investigate my own lines of enquiry by posing questions to answer

- evaluate evidence to choose the most reliable forms

- give clear reasons why there may be different accounts of history, linking this to factual understanding of the past

- communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT

**Geography**

As part of our unit on natural disasters, pupils will …

-name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time

**PE:**

Monday – Dance/Yoga

Friday – Ball Skills/Games

**Geography Continued …**

- name and locate the countries in the continents linked to the project and identify their main physical and human characteristics

-identify and describe the geographical significance of latitude, longitude, Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic circles and date time zones

-describe how locations around the world are changing and explain some of the reasons for change

- describe how countries and geographical regions are interconnected and interdependent

- name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time

-name and locate the countries in the continents linked to the project and identify their main physical and human characteristics

-understand some of the reasons for geographical similarities and differences between countries

- identify and describe how the physical features affect the human activity within a location

-use a range of geographical resources to give detailed descriptions and opinions of the characteristics features of a location

-create maps of locations identifying patterns (such as land use, climate zones, population densities, height of land)

**PSHE:**

What does discrimination mean?

What are human rights?

**French:**

Ma Famille (Autumn 1)

On Fait la F*ê*te (Autumn 2)

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