Science (Spring 2): **Forces.**

-Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

-Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.

-understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.

We will link these ideas to WW2 and the effect on forces within the Blitz. Through scientific investigation we will look at the impact of air resistance, water resistance and friction.

English:

**Punctuation and Gramma** – Noun and pronoun use, formal and informal language, paragraphs,linking Paragraphs using adverbials, cohesion across and within paragraphs. Hyphens, active and passive and the use of semi-colons. We will work on recognising these within what we read to support our use of them within our own writing, related to our own year group expectation.

**Spelling** –yr 4:adding suffixes beginning with vowel letters to words of more than one syllable (e.g. forgotten), the ‘i’ sound spelt ‘y’ elsewhere than at the end of words (e.g. myth), the ‘u’ sound spelt ‘ou’ (e.g. trouble), prefixes (dis-, mis-, in-, il-, im-, ir-, re-), the suffix –ous (e.g. dangerous), endings which sound like –shal (e.g. official), endings in –ant, -ance/ -ancy, -ent, -ence/ -ency, words ending in –able and –ible (e.g. adorable, legible), words ending in –ably and –ibly (e.g. considerably), adding suffixes to beginning with vowel letters to words ending in –fer (e.g. referring) and words containing the letter string –ough (e.g. ought).

Year 5/6: Words ending in –ant, –ance/–ancy, –ent, –ence/–ency, Endings which sound like shus spelt –cious or –tious and endings which sound like shal.

Within our spelling practice we will embed cursive handwriting practice.

**Writing**–We will be using our topic of Time Travellers, with a focus on World War 2, to support our writing throughout this term. We will explore the use of formal in informal writing, by writing a postcard home as an evacuee and then a formal letter. To support our writing further, we will be using the short film ‘Beyond the Lines’. Throughout the use of this unit, we will explore figurative language and the use of imagery in our writing, looking at how we can add emotion and using all of this in our own descriptive pieces for example on the Blitz compared to life in the countryside.

**Reading**–As a class we will share a class book to explore together. With weekly guided reading sessions, we will develop our comprehension skills including those of inference and deduction. With focussed questioning, we will develop our deeper understandings when reading.

Maths: Within our daily Number Master sessions, we will focus on place value, the 4 operations, fractions and shape and measure – to consolidate previous years learning and current. This term we will be focusing on fractions, decimals and percentages across the three year groups, deepening prior learning as we go. Year four will firstly be focussing on multiplication and division of number.

Throughout our learning we will encounter problem solving and reasoning, whereby we will use our knowledge to solve these and justify our answers, breaking down the problems into steps to seek a solution. This will be supported by Nrich problems.

MFL (French): We will be developing our French speaking with day to day language, numbers and colours.

Music: Children are having Brass weekly lessons, with a Brass teacher.

History: As our topic is Time Travellers, we will be focussing on World War 2 (a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066). We will explore why World War 2 broke out and who between; looking at the impact of the War for different people and what they had to do during the war to survive for example, rationing and making food based upon the rations they have. We will also compare the lives of the child evacuees to modern day life, and how their lives changed because of WW2, putting ourselves in their position; thinking about how they would feel. We will explore the role of women in during this time and how it differed from times before, linking this to creating our own Propaganda pieces.

Our class reading book is going to be Boy in the Striped Pyjamas, throughout our creative curriculum we will use this to support our learning on the Holocaust and how that impact many people’s lives.

RE:What does it mean if God is holy and loving? Through exploring the theme of God, we will focus on Biblical texts to support our thinking, explain connections between Biblical texts and Christian ideas of God, using theological terms. We will make clear connection throughout, between what Christians believe and what they have studied in Biblical texts. We will describe what God is personally to us and compare our ideas, thinking about what God would like and dislike. We will read different texts to explore what other people think of God. Using our findings, we will write a comparative piece using our ideas on God.

PSHE: We will be discussing positive; healthy relationships and friendships and how to work collaboratively, linking this to the idea of conflict and responding to how others may feel. We will think about this in negotiation and compromising with others. We will work on listening to others and their points of view thinking about what makes people different; recognising and challenging stereotypes, discrimination and bullying.

Computing: Throughout computing we will be using Scratch to work on coding and manipulating objects through the codes we use. When problems arise we will solve the problem, making the changes we need to for the game to function correctly.

Art/ D.T: We will look at how the Government used propaganda during the war and from this create our own. After looking at The Blitz, we will paint our own scenery, thinking about colours and silhouettes. During D.T we will create our own Anderson Shelters – thinking about what is needed inside of them and the best material we can use, planning, editing and making.

PE –Multi Skills. As the term progresses we will move from dance onto ball skills in a range of different sports such as netball, football and tag rugby. Using a range of ball movements to get from point A to point B as well as working together in teams to achieve.

BV and SMSC: Through debates within the classroom we listen to and respect other people’s views and opinions. We work together collaboratively in our lessons, supporting and listening to one another to be able to help each another to improve. In the classroom, we read ‘First News’ and have discussions about what is going on in the world and what we think about it; understanding how things are different around the world and sharing our thoughts on this in a careful and respectful manner. We will be creating a current affairs board in our classroom, to be able to respond to the main news report of the week.

Time Travellers (WW2).