



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	<p><u>Carrie's War</u> by Nina Bawden Read chp 1, 2, 3 *write descriptive setting *write an informal letter from Carrie to mum *character description of Mr Evans</p> <p>Grammar *identify different word classes *vocab</p> <p>Spellings *Challenge word list 8</p>	<p><u>Carrie's War</u> by Nina Bawden Read chps 4, 5, 6, *write next section of story *write a diary entry *write a character description of Mrs Gotobed</p> <p>Grammar *direct and reported speech *adverbials *brackets, dashes and commas *commas for clarity</p> <p>Spellings * Challenge word list 9</p>	<p><u>Carrie's War</u> by Nina Bawden Read chapters 7+8 *newspaper report about the war * diary entry as Carrie * non-chronological report</p> <p>Grammar *relative clauses * commas for clarity *advanced punctuation *formal / informal language *paragraphs</p> <p>Spellings * Challenge word list 10</p>	<p><u>Carrie's War</u> by Nina Bawden Read chapters 9 + 10 *write next section of story *write instructions for making a ration cake *recount</p> <p>Grammar *imperative verbs *adverbials * advanced punctuation</p> <p>Spellings * Spelling Rules: Words with the short vowel sound /i/ spelled y</p>	<p><u>Carrie's War</u> by Nina Bawden Read chapters 11+12 *plan and write a short WW2 story with a flashback</p> <p>Grammar *paragraphs *relative clauses *advanced punctuation *direct and reported speech *vocab</p> <p>Spellings * Spelling Rules: Words with the long vowel sound /i/ spelled with a y</p>	<p><u>Carrie's War</u> by Nina Bawden Read chapters 13+ 14 *recount of the farewell tea *next section of the story * setting description</p> <p>Grammar *semi-colon *colon</p> <p>Spellings * Spelling Rules: Adding the prefix '-over' to verbs</p>	<p><u>Carrie's War</u> by Nina Bawden Read final chapter *re-write the ending flashback when returning to house</p> <p>Watch the movie and make a comparison between film and book.</p> <p>Spellings Revision of all patterns this half term</p>
Maths	<p><u>Addition, Subtraction, Multiplication and Division</u> Reason from known facts; Mini assessment</p> <p><u>Fractions</u> Equivalent fractions; Simplify fractions; Improper fractions to mixed numbers</p>	<p><u>Fractions</u> Mixed numbers to improper fractions; Fractions on a number line; Compare and order (denominator); Compare and order (numerator); Add and subtract fractions (1)</p>	<p><u>Fractions</u> Add and subtract fractions (2); Add mixed numbers; Add fractions; Subtract mixed numbers</p>	<p><u>Fractions</u> Subtract fractions; Mixed addition and subtraction; Multiply fractions by integers; Multiply fractions by fractions; Divide fractions by integers (1)</p>	<p><u>Fractions</u> Divide fractions by integers (2); Four rules with fractions; Fraction of an amount; Fraction of an amount – find the whole; Mini assessment</p>	<p><u>Geometry: Position and Direction</u> The first quadrant; Four quadrants; Translations; Reflections; Mini assessment</p>	<p>Activity week</p>
Science	<p><u>Electricity</u> Love to Investigate: Can fruit light a bulb?</p>		<p><u>Electricity</u> Investigating circuits – associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p>		<p><u>Electricity</u> Love to Investigate: Can you turn a light down?</p>		
History	<p>War begins! Timeline of significant events</p>	<p>The Blitz; using historical sources; safety measures</p>	<p>Wartime Leaders; describe and explain the significance of a leader or monarch; speeches</p>	<p>Evacuation School life in the Second World War</p>	<p>Letters home: soldier letters; evacuee letters; evaluate the human impact of conflict Anne Frank – <i>Who was she and why is she remembered?</i></p>	<p>Homes now and then; Anderson shelters Rationing</p>	<p>War is over! Innovate: Street Party</p>
Geography	<p>Which countries were involved in WWII? Allies and Axis</p>	<p>Targets of the Blitz; German air raid targets in the UK</p>		<p>Evacuation locations;</p>			
PSHE	<p><u>Safe Relationships</u> How to recognise and respond to pressure from others to do something unsafe</p>	<p><u>Safe Relationships</u> How to get advice and report concerns about personal safety, including online</p>	<p><u>Safe Relationships</u> What consent means and how to seek and give/not give permission in different situations</p>	<p><u>Respecting Ourselves and Others</u> The link between values and behaviour; how to be a positive role model</p>	<p><u>Respecting Ourselves and Others</u> How to discuss issues respectfully; How to listen to and respect others points of view</p>	<p><u>Respecting Ourselves and Others</u> Debating – how to constructively challenge points of view you disagree with</p>	<p><u>Respecting Ourselves and Others</u> Ways to participate effectively in discussions online and manage conflict or disagreement</p>
PE – Coach	<p>OAA To build communication and trust whilst showing an awareness of safety.</p>	<p>OAA To work as a team to solve problems and to suggest ideas and listen to others.</p>	<p>OAA To develop cooperation and teamwork skills.</p>	<p>OAA To develop tactical planning and problem solving.</p>	<p>OAA To share ideas and work as a team to solve problems.</p>	<p>OAA To develop trust in others. To be able to listen to</p>	<p>OAA To develop navigational skills and map reading and to be able to use a key to</p>

						others and follow instructions.	identify objects and locations.
PE - Class Teacher	<u>Badminton</u> To demonstrate forehand and backhand grips when holding the racket.	<u>Badminton</u> To be introduced to badminton footwork and movement and to develop the use of the forehand and backhand grip.	<u>Badminton</u> To develop the backhand serve and to develop rallying using both grips.	<u>Badminton</u> To develop the backhand serve over a net and to develop rallying using an overhead forehand clear.	<u>Badminton</u> To develop the forehand serve over a net and to learn how to score points and play in competitive games.	<u>Badminton</u> To develop the backhand clears and to apply the backhand to game situations.	<u>Badminton</u> To show respect, honesty and fair play when competing against an opponent.
RE	<u>Should every Christian go on a pilgrimage?</u> What is a pilgrimage?	<u>Should every Christian go on a pilgrimage?</u> What is more important to Christians: the journey or the destination?	<u>How would Christians advertise Christmas to show what Christmas means today?</u> What meaning do different advertisements give to Christmas? How might Christians feel about that meaning?	<u>How would Christians advertise Christmas to show what Christmas means today?</u> What meaning do the different Gospel narratives give to Christmas?	<u>How would Christians advertise Christmas to show what Christmas means today?</u> How and why does the church advertise Christmas?	<u>How would Christians advertise Christmas to show what Christmas means today?</u> What should an advertisement include to show the meaning and Christian belief of Christmas?	Review and reflect