Ladysmith Federation

Autumn	Spring	Summer
 ***Was world war II the most dangerous time to be alive?***	 ***Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.***	 ***What are the causes and effects of migration?***
Key Texts Goodnight Mr Tom, *Michelle Magorian* My Secret War Diary, *Marcia Williams*	**Key Texts** Wild Animals of the south, *Dieter Braun* Darwin's dragons, *Lindsay Galvin* The Great Kapok Tree, *Lynne Cherry*	**Key Texts** No Ballet Shoes in Syria, *Catherine Bruton* The Everyday Journeys of Ordinary Things, *Libby Deutsch and Valpuri Kerttula,*
As writers, we will: • write a persuasive letter using direct address and an informal tone • write a diary entry from world war 2 using the first person and organise our writing using paragraphs • write narratives focussing on character description and suspense	***As writers, we will:*** • plan and write a non-chronological report on a dragon using Darwin's Dragons as inspiration • write a formal persuasive text • write a narrative setting description incorporating action, dialogue and description	• **As writers, we will:** • plan and write a newspaper report using adverbials of time and place to give more information • write an explanation text using expanded noun phrases to convey complicated information precisely and relative clauses to give further detail
As mathematicians, we will explore: • place value to ten million • addition, subtraction, multiplication and division • factors, multiples and primes • fractions	***As mathematicians, we will explore:*** • fractions decimals and percentages • measure and converting units • area, perimeter and volume • co-ordinates and translation • algebra • geometry	***As mathematicians, we will explore:*** • ratio • statistics • projects and investigations
As scientists, we will: • investigate how to change the brightness of a bulb and the loudness of a buzzer • investigate how the thickness and length of a wire affects components in the circuit • investigate conductors and insulators • create and use a range of switches • identify and name the parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans	***As scientists, we will:*** • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	***As scientists, we will:*** • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution • recognise that light appears to travel in straight lines • 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 • 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 • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
In history, our big question is: ***Was world war II the most dangerous time to be alive?*** We will use information gained about participating countries and leaders and the timeline of WWII to discuss whether war is ever just and seek to understand the significance of the Battle of Britain and the Blitz. We will explore what a war memorial tells us about the impact of WWII on our community and learn about the roles of men, women and children in WWII.	***In geography, our big idea is:*** ***Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts*** We will research how land biomes, climate zones and flora and fauna are linked, *investigate how different biomes are structured and use this knowledge to inform our designs for printed art work. We will debate the global issues affecting biomes, research how the rainforest can be used sustainably and design and make a product and explore whether Antarctica should be developed.*	***In history and geography our big question is:*** ***What are the causes and effects of migration?*** We will investigate why migrants come to Britain, learn about the experiences of migrants in Britain and use this knowledge to help us inform our narrative drawings in art. We will also research the impact of migration on Britain and learn to cook dishes from countries that people have migrated from.
As musicians, we will: • learn to sing the song 'Happy' as a class • learn to play simple jazz tunes on the glockenspiel	***As musicians, we will:*** • Practice and perform the song You've Got a Friend using two vocal parts and two glockenspiel parts • Learn chords and finger picking techniques to play tunes on the ukulele	***As musicians, we will:*** • explore the concept of identity through learning about the music of inspirational women and composing our own music in various ways • revisit and reflect on songs and musical activities to consolidate our learning from the year
As artists and designers, we will: • create atmosphere in our art using pastels or charcoal to illustrate the Blitz • make do and mend presents based on the World War II era	***As artists and designers, we will:*** • develop repeating patterns and use printing to show the structures of different biomes • respond to a design brief to design and produce a fabric bag.	***As artists and designers, we will:*** • tell the stories of migrants using narrative drawings • learn to cook dishes from around the world and use these as inspiration to create our own plate of savoury food
Physical Education • Gymnastics • Basketball • Self Defence	***Physical Education*** • Dance • Tag Rugby • Tri Golf • Problem Solving	***Physical Education*** • Athletics • Striking and fielding
In PSHE, we will: talk about our health and well-being. This includes our physical and mental health.	***In PSHE, we will:*** discuss and learn about relationships and growing up.	***In PSHE, we will:*** explore belonging to a community; develop our media literacy and digital resilience and learn about money and work.
In French, we will: *learn to talk about pets and Christmas*	***In French, we will:*** learn about the weather and clothes	***In French, we will:*** learn to talk about our homes and shapes
In computing, we will: select use of effects that help to convey meaning and use technology to create a 3D model.	***In computing, we will:*** present to an audience and secure knowledge on how we use technology to communicate safely.	***In computing, we will:*** use appropriate methods to validate information and check for bias and accuracy; develop our coding skills and learn to understand filtering and monitoring.