

R.E

6.1 Life as a journey: Is every person's journey the same?

Why do people of faith make pilgrimages?

Hinduism Islam Judaism Sikhism

6.2 Advent: How do Christians prepare for Christmas?

TRIPS/ ENRICHMENT

Tullie House local WW2

Solway Aviation Museum

WW2 loan box from Tullie House (History)

Trip to New Reform Synagogue in Newcastle - Class 2 and 3 (RE)

Forest Schools

WW2 What was the impact of WW2 on the locality, the country and the wider world?

Class 3 Autumn 1 Cycle A

QUALITY TEXTS (some or all dependent on cohort)

Carries War by Nina Bawden (p)

Goodnight Mr Tom by Michelle Magorian (p)

Flamingo Boy by Michael Morpurgo (p)

After the War by Tom Palmer (p)

Rose Blanche (p-pb)

Resist by Tom Palmer (p)

Anne Frank's Diary by Josephine Poole (p-pb)

Science- Light

Recognise light appears 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 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.



History- WW2

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: a significant turning point in British history, for example, the Battle of Britain.

Investigate and Interpret the past

- Use sources of information to form testable hypotheses about the past.
- Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.

*Understand that one event can have multiple consequences that impact on many countries and civilisations.

World History

- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Communicate Historically

- Use literacy, numeracy and computing skills to a competent standard in order to communicate information about the past.

DT- Anderson Shelters

Design

use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose

Make

learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures;

Evaluate

evaluate their ideas and products against the original design criteria, making changes as needed.

Cooking and Nutrition

Independently follow a recipe.

Adapt or refine recipes by adding or substituting one or more ingredients to change the taste, texture or appearance.

Alter methods, cooking times and/ or temperatures.

ART

Collage

add collage to a painted or printed background;

create and arrange accurate patterns;

use a range of mixed media;

plan and design a collage;

use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.

Sketching (warfare)

use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;

depict movement and perspective in drawings;

use a variety of tools and select the most appropriate;

use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.

Singing. 1940s Wartime Songs

*Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.

Listen and Understand

To know and recognise how music can express different intentions.

Develop a shared knowledge of the stories, origins, traditions, history and social context of the music they are listening to.

To begin to know musical vocabulary.

Use a range of words to help me describe music (pitch, duration, dynamics, tempo, timbre, texture and silence).

Composition Improvisation

Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). • Begin to make compositional decisions about the overall structure of improvisations.

PSHE- Jigsaw

Celebrating Differences Year 4

I can tell you a time when my first impression of someone changed as I got to know them.

I can explain why it is good to accept people for who they are

FRENCH

C'est moi (It's me)

P.E

Gymnastics and Ben

COMPUTING

Online Safety

protect their password and other personal information;

be a good online citizen and friend;

judge what sort of privacy settings might be relevant to reducing different risks;

seek help from an adult when they see something that is unexpected or worrying;

discuss scenarios involving online risk;

use key vocabulary to demonstrate knowledge and understanding in this strand: spam, link, privacy, virus, scam, phishing, inbox, junk, sender, subject, secure, safe, account, online, private, social media, adverts, cyberbullying, reporting, anonymous, victim, fraud/fraudulent, policy, private/personal.

Multimedia Sound and Motion

collect audio from a variety of resources including own recordings and internet clips;

use a digital device to record sounds and present audio;

trim, arrange and edit audio levels to improve quality;

publish their animation and use a movie editing package to edit/refine and add titles;

use key vocabulary to demonstrate knowledge and understanding in this strand: audio, record, edit, play stop, skip, waveform, input, output, record, edit, play podcast, digital content, downloadable, backing track, voiceover, mute, gain, production, post-production, documentary, project, evaluation, screening, ceremony, upload.