

2016/17

Autumn term – World Wars 1 and 2

Y5/6

Maths	See Maths planning
English	See English planning
Humanities <i>WW1 and 2</i>	<ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Science <i>Materials and forces.</i>	<p>Year 5</p> <ul style="list-style-type: none"> Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing. Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal) and response to magnets. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. <p>Year 6</p> <ul style="list-style-type: none"> Explain that unsupported objects fall toward the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effect of drag forces such as air resistance, water resistance and friction that act between moving surfaces. Describe, in terms of drag forces, why moving objects that are not driven tend to slow down. Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.
Art/Design and Technology <i>Propaganda posters, Blitz paintings and silhouettes.</i>	<ul style="list-style-type: none"> Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Mix and match colours to create atmosphere and light effects. Be able to identify primary, secondary, complementary and contrasting colours. Work with complimentary colours. Create imaginative work from a variety of sources
RE/PSHE <i>perseverance</i>	<ul style="list-style-type: none"> Persevering with the truth – to speak out for what is right. Persevering to finish tasks – what can help us/hinder us with this? Inspirational people who have persevered against all odds. Self-belief.
Computing <i>Using the internet.</i>	<ul style="list-style-type: none"> Open up different tabs on the Internet. Know how to save a website into favourites. To understand networks of information, including the Internet and school's network Continue to evaluate information found online; understand the difference in reliability between public wikis (Wikipedia) and official encyclopedias.
PE	<ul style="list-style-type: none"> Continue to apply and develop a broader range of skills. Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate e.g cricket, hockey, netball, and apply basic principles suitable for attacking and defending Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Music	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression Listen with attention to detail and recall sounds with increasing aural memory Develop an understanding of the history of music.