

<b>Dolphins</b>	<b>Year B / Autumn B1 2024</b>
<b>Key Question</b>	<b><i>What can we learn about the past from the Battle of Britain?</i></b>
<b>Hook/Trip</b>	RAF Cosford Visit, Boreatton PGL residential
<b>English</b> <b>JC genres of writing</b> <b>Writing genres</b> <b>Key books</b>	<b>Recount - Letters - Newspaper Report - Poetry - persuasive writing</b> Historical narrative with a theme; formal reports Rose Blanche (by Ian McEwan) Letters from the Lighthouse (by Emma Carroll) WW2 Propaganda
<b>Maths</b>  <b>Key areas of learning</b>	  Number and place value; four operations (addition, subtraction, multiplication and division)
<b>Science</b> <b>Scientific Knowledge</b>  <b>Working Scientifically</b>	<b>Forces</b> ; to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object; to recognise that some mechanisms, including pulleys. Allow a smaller force to have a greater effect; to identify the effects of air resistance, water resistance and friction, that act between moving surfaces Identifying scientific evidence that has been used to support or refute ideas or arguments; taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate; planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
<b>Art and Design</b>	<b>Post War Architecture- Digital Art</b> -develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art and design. Record their observations and use them to review and refine. Learn about artists and how their work influenced (or was influenced by) society- Basil Spence (Coventry Cathedral designer).
<b>Computing</b>	<b>Unit 3 Creating Media (Y5 and Y6)</b> Pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world; design and debug programs that accomplish specific goals; use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals
<b>Design &amp; Tech.</b>	
<b>Geography</b>	

<b>History</b>	<b>Battle of Britain</b> ; a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Know and understand the chronological history of the British Isles from Prehistoric times to the present day. Understand historical concepts, make connections, analyse trends and create their own structured accounts, including written narratives and analyses. Understand how we learn about the past including how evidence is used and why we get contrasting arguments and interpretations. Understand the connections between local, regional, national and international history across a variety of areas.
<b>Languages</b>	<b>Spanish: Phonics 1 and 2, Fruits ( more details in KO)</b>
<b>Music</b>	<b>Unit 1 - Pulse</b> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music. Learn to play the Ukulele - WCIT
<b>PE</b>	Football, TAG Rugby and Table-Tennis
<b>PSHE</b>	<b>Rights, Rules and Responsibilities, MMR- Beginning and Belonging</b> Respect for the self and others and the importance of responsible behaviours and actions. How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts.
<b>Religious Ed.</b>	<b>U2.3 Incarnation- Why do Christians believe that Jesus is the Messiah?</b> Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms. Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.
<b>Key Vocabulary</b>	gravity; air resistance; water resistance; friction; surface; force; effect; move; accelerate; decelerate; stop; change direction; brake; mechanism; pulley; gear; spring; lever; theory of gravitation; Galileo Galilei; Isaac Newton; add; more; extra; increase; gain; plus; sum; subtract; less; take-away; difference; minus; whole; part; group; addition; subtraction; total; altogether; more; less; more than; less than; similar; different; nearly; almost; combine; separate; digit; number; place; value; ones; tens; hundreds; thousands; ten thousands; decimals; tenths; hundredths; multiply; column method; times; repeated addition; group; multiplication; tables; division; divide; grouping; sharing; repeated subtraction; inverse; bus shelter; long division