



<p><b>English:</b></p> <p><b>Autumn 1-</b> <b>Boy at the Back of the Class by Onjali Rauf</b> The Boy at the Back of the Class is a child's perspective on the refugee crisis, highlighting the importance of friendship and kindness in a world that doesn't always make sense. The children have the opportunity to learn about the life of a refugee and empathise with their circumstances and linked emotions.</p> <p><b>Autumn 2-</b> <b>War Horse by Michael Morpurgo</b> In the deadly chaos of the First World War, one horse witnesses the reality of battle from both sides of the trenches. This story enables the children to experience the unforgettable journey of a War Horse.</p>	<p><b>Mathematics:</b></p> <ul style="list-style-type: none"> <li>• Work confidently with numbers to 10,000, with an awareness of place value</li> <li>• Round 2 and 3-digit numbers to the nearest 10 or 100</li> <li>• Use part-whole models to demonstrate standard and non-standard partitioning of numbers</li> <li>• Compare and order numbers</li> <li>• Have a simple understanding of negative numbers</li> <li>• Represent numbers using Roman numerals up to 100</li> <li>• Use formal written methods to add and subtract up to 4-digit numbers, with an understanding of exchange.</li> <li>• Focus on times tables, with regular times table practice up to 12 X 12</li> </ul>	<p><b>Science:</b></p> <p><b>Autumn 1-</b> <b>Human Body – Circulatory System</b> Pupils will be able to label the main organs within the human body and talk about their functions. They will know that humans have a circulatory system which uses the heart to pump blood around the body through blood vessels. They will label and learn about the function of the lungs, the heart and the properties of blood in more detail.</p> <p><b>Autumn 2-</b> <b>Light</b> Pupils will know that light is produced by a light source. They will understand the basic functions of an eye and that light is reflected into our eyes which is why we can see. They will learn how reflections and shadows are formed and the difference between transparent, translucent and opaque materials.</p>
<p><b>History:</b></p> <p><b>Autumn 1-</b> <b>Nurturing Nurses</b> -Mary Seacole, Florence Nightingale and Edith Cavell</p> <p>The children will be able to talk about significant people in history, events in their lives and the effect of their actions in history. They will be able to make comparisons and contrasts during the different periods of time and explain the chronological order of events.</p> <p><b>Autumn 2-</b></p> <p><b>World History-World War 1</b></p> <p>The children will learn about historical events in time. They will be able to identify the causes of World War 1, those countries that were involved and explain the chronological order of significant events. They will research about life as a soldier in the trenches, the home-front, animals in war and weaponry.</p>	<p><b>SEMH:</b></p> <p>Our SEMH curriculum follows the Nurture and Thrive models. Thrive uses a systematic approach to identifying the emotional developmental need in children and young people so that a differentiated approach can be offered to each child.</p> <p>The Six Strands of Emotional Development are: <b>Being, Doing, Thinking, Power and identity, Skills and Structure and Interdependence</b></p> <p><b>The Six Principles of Nurture are drivers which will inform planning:</b></p> <ol style="list-style-type: none"> <li>1. Children's learning is understood developmentally</li> <li>2. The classroom offers a safe base</li> <li>3. The importance of nurture for the development of wellbeing</li> <li>4. Language is a vital form of communication</li> <li>5. All behaviour is communication</li> <li>6. The importance of transition in children's lives</li> </ol>	<p><b>Geography:</b></p> <p><b>Syria / Countries at War</b></p> <p>The children will use maps and globes to locate the world's countries, focussing in particular on the country of Syria (linking to Core Text – Boy at the back of the Class) and those countries involved in World War 1.</p>
<p><b>Art and Design:</b></p>	<p><b>Music:</b></p>	<p><b>Religious Education:</b></p>

<p><b>Drawing</b> Children will produce a variety of art pieces based on the theme 'Contrasting Landscapes' They will be studying the changes of landscape before, during and after World War 1. They will investigate and experiment with formal elements (line, tone, shape, texture, pattern, colour, and form) to develop their drawing skills.</p> <p><b>Artist study: Keith Haring – Pop Art</b> . Children will look at art produced by Keith Haring They will explore his creative style and produce their own Keith Haring inspired work.</p> <p><b>Design and Technology:</b></p> <p><b>Anderson Shelters and Trenches:</b> Children will be using their research about World War 1 to design an Anderson Shelter and a World War Trench. They will select from and use a wide range of tools and equipment to perform practical tasks. The children will be working as a group to produce their final product.</p>	<p><b>War of the Worlds:</b> The children will be encouraged to appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. This term they will be listening to Jeff Wayne's musical version of War of the Worlds to link with their history topic.</p> <p><b>Physical Education:</b> Outdoor and Adventurous</p> <p>Pupils will take part in outdoor and adventurous activity challenges both individually and within a team. These activities include obstacle courses, climbing wall, fire starting, gardening and caving.</p>	<p><b>Why is Mohammed called the messenger of God?</b></p> <p>Children will learn about the role of Mohammed within the faith of Islam, and what it means to be a messenger within all faiths.</p> <p><b>How can we live in Peace?</b></p> <p>Children will develop an understanding of a range of beliefs and symbols and how they are expressed in the actions of believers. They will be able to identify a variety of symbols which signify peace and understand where they originate from.</p>
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*Joy, Love and Respect*