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| **As technology users we will be…** |
| * Creating Powerpoints.
* Using ICT to conduct research.
* Understanding algorithms and how to writ them.
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| **As a theologian we will be…** |
| * Looking at Judaism, its traditions and fables.
* Comparing the festivals of Judaism with other religions.
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| **As historians we will be…** |
| * Understanding the causes of World War Two.
* Learning about the Home Front and how this helped with the war effort.
* Looking at the Holocaust and its legacy.
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| **As citizens we will be…** |
| * Developing our own class rules.
* Understanding how our relationships with others can alter and change over time.
* Think about the people we wish to be in life, our aspirations and personal beliefs.
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| **As linguists we will be…** |
| * Learning to talk about ourselves and others in French
* We will be learning to speak in sentences
* We will be expanding our vocabulary
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| **As readers we will be…** |
| * Developing use of comprehension through a variety of fiction and non-fiction sources.
* Developing comprehension through VIPERS skills.
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| **As authors we will be…** |
| * Using strong adjectives and similes to write descriptively.
* Using apostrophes for contraction and possession.
* Developing and extending our vocabulary.
* Using speech to convey character.
 |
| **As geographers we will be…** |
| * Identifying countries involved in WW2 on a map.
* Learning about the continents and oceans of the world.
 |
| **As mathematicians we will be…** |
| * Reading, writing and ordering numbers to 1,000,000
* Partitioning and representing numbers in different ways.
* Rehearsing the four operations.
* Developing a quick recall of multiplication and division facts.
* Rounding, estimating and ordering numbers to 1,000,000.
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| **As musicians we will be…** |
| * Using Boomwhackers to develop our understanding of rythm.
* Continuing to develop our singing and performing skills.
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| **As scientists we will be…** |
| * Understanding Earth and its place in the Solar System.
* Learning about the the Earth’s orbit and how this affects life on our planet.
* Understanding the Space Race and its impact on modern science.
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| C:\Users\jennyw\Downloads\logo (2).pngYear 5Autumn **War! What is it good for?** |
| **As artists we will be…** |
| * Looking at Realism and creating our own pieces in the style.
* Sketching scenes from the natural world.
* Investigating and producing art based around war propaganda.
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| **As athletes we will be…** |
| * Developing our skills in a variety of athletic events.
* *Devel*oping our teamwork skills.
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| Allies  | The group of countries that fought alongside Great Britain against the Axis Powers. | Communism | A system of government whereby everyone is considered equal. |
| Axis | The group of countries that fought alongside Nazi Germany against the Axis Powers. | Holocaust  | The act of persecuting the Jewish population in central Europe.  |
| Occupied | When a country has been forcibly taken by another country. | Prejudice  | An already existing idea against groups of people or cultures without actual experience.  |
| Anderson Shelter | A shelter designed to protect people during bombing raids.  | Class  | A system of ordering society by dividing groups of people based on wealth or popularity. |
| Government | A system by which a country decides on laws and how to enforce them. | Juvenile  | A young person above 5 but below 18.  |
|  Fascism  | A political system designed to be unfair and persecute a particular group. | Detention centre  | A building or place to keep young offenders.  |
| Democracy  | A system of government whereby the normal civilians have a say in how the country is run. | Testify  | To give evidence in court.  |
| Equality | The quality of being fair and impartial.  | Society  | A large group of people that live together, sharing the same rules, law and traditions.  |
| Anti-semitism | Racism againt Jewish people | Community  | A small group of people living in the same place or having similar characteristics.  |