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| **As technology users we will be…** |
| * Creating Powerpoints. * Using ICT to conduct research. * Understanding algorithms and how to writ them. |
| **As a theologian we will be…** |
| * Looking at Judaism, its traditions and fables. * Comparing the festivals of Judaism with other religions. |
| **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. |
| **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. |
| **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. |
| **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. |
| **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. |
| C:\Users\jennyw\Downloads\logo (2).pngYear 5  Autumn  **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. |
| **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. |