**Owls Term 4  2021-2022**

**Mrs. Groves, Mrs. Somerville and Mrs. Marshall**

Theme:  WW1

Key Question: What was the consequence of the assination of Franz Ferdinand?

Significant Person: Franz Ferdinand

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| **English**  **SPaG**   * Morning task covering range of SPaG skills: functions of sentences, sentences and clauses, noun phrases, coordinating conjunctions, subordinating conjunctions, relative clauses, synonyms and antonyms, prefixes, suffixes, word families, standard English, formal and informal vocabulary, simple past and simple present tense, modal verbs, tense consistency, passive and active voice, punctuation, homophones and near homophones, year 5 / 6 spelling list and  revision of Year 6 spelling rules form T1,2 and 3. * Subjunctive Voice * Progressive Tenses * Present Perfect Tense * Imperative Verbs * Hyphens   **SPaG Interventions**   * Passive and Active Voice * Simple, Compound and Complex Sentences * Bullet Points   **Class reader**  **Handwriting**   * Transferring handwriting skills to everyday work   **Writing**   * Recount in the first person - the assassination of the Archduke Franz Ferdinand   **Comprehension**   * How to answer 3 mark questions * Inference skills   **Comprehension Interventions**   * Skimming and scanning * Summarizing text in a set number of words * Finding evidence in the text to support answers * Identifying synonyms within text * Exploring figurative language used in texts   **Spelling**   * Year 5 / 6 word list * Changes to root words - adding vowel suffixes * Revision of suffix and prefix rules * Topic words related to English * Word Families - words that originally come from the same root word share spelling patterns. * Latin and Greek roots * Formation of words - words that combine two roots or a root and a suffix | **Maths**  **Mad About Maths and Ninja Maths Sessions**   * Multiplication and division facts;   place value in 6 digit numbers; 3 place decimals; adding whole numbers; adding and subtracting decimals; using letters for unknown numbers; order of operations; solving problems with measures; subtracting whole numbers; solving multiplication problems; long multiplication; negative numbers; comparing and simplifying fractions; volumes of shapes; non-unit fraction of amounts; using formulas to find areas of shapes; short division with remainders; adding and subtracting fractions and mixed numbers; using percentages; multiplying and dividing fractions by whole numbers; solving problems with really large numbers; decimals with 3 places; multiplying pairs of fractions; mental multiplication with decimal numbers; solving and checking multiplication problems; drawing shapes and the vocabulary of circles; solving addition and subtraction problems with large numbers; common factors, common multiples and prime numbers; calculating and interpreting the mean; interpreting graphs and pie charts and using a coordinating grid and transforming shapes.  **Interventions**   * Explaining the effect of using simple formulae. * Arithmetic skills * Word problems * Ratio * Proportion   **Class Lessons**   * Finding and applying one and two step rules to function machines. * Drawing and writing algebraic expressions. * Using substitution to solve algebraic formulae with missing values. * Using formulae to calculate area and perimeter of shapes. * Using formulae to solve reasoning problems. * Work with linear sequences and calculate missing values. * Solve multi-step reasoning questions using simple formulae. * Solve number problems and equations with two unknowns. * Solve problems using ratio. * Understand and explain how to solve proportion problems. * Revision of all arithmetic skills. * Solving reasoning questions across all areas of Maths. * Reading, writing and recognising all metric measures for length, mass and capacity. * Converting metric measurements. * Using and applying conversion skills to solve measurement problems in context. * Finding approximate conversions from miles to km and from km to miles. * Calculating the area of parallelograms and triangles. * Calculating, estimating and comparing the volume of cubes and cuboids. | **History**  **Theme: WW1**  **Key Question:** What was the consequence of the assassination of Franz Ferdinand?  **Significant Person:** Franz Ferdinand  **History**   * Exploring how countries were making alliances prior to World War 1. * Introducing the two key alliances - the Triple Entente and The Central Powers. * Looking at the events of the assassination of Archduke Franz Ferdinand and how this was a contributing factor to the start of  WW1. | **P.S.H.E.**  **Unit: Healthy me**   * Exploring the impact that food can have on our bodies and how we should strive to give our bodies the best combination of food to improve our physical and emotional health. * Recognising the triggers that can cause stress and what feeling stressed can feel like. Exploring simple stress relieving techniques. Understanding that, in adults, stress if not managed, can lead to alcohol, drug and smoking misuse. * Exploring what it means to be emotionally well and people’s attitude towards mental health and illness. | **Art/D.T.**  **Unit: WW1 Artists**   * Exploring and discussing the role and work of WW1 artists * Discovering facts about the war life of WW1 artist, Paul Nash. * Giving thoughts and opinions on some of the war paintings of Paul Nash * Drawing in the style of Paul Nash. * Understand the use and power of propaganda art during WW1. * Create a propaganda poster aimed at all countries involved in WW1. Thinking of a slogan and an effective image to encourage them to stop the war immediately. |
| **Spanish**  **Unit: Me Visto**   * Describing clothes with colours, sizes and styles. * Saying clothes that you have and using a conjunction. * Saying which clothes you do or don't have and joining descriptions with a conjunction.   **Unit: Describo un monstruo**   * Describing someone else's size and colour. * Naming parts of the head and face. * Describing parts of the head and face with colours and sizes. * Describing a monster's head and face and joining. descriptions with conjunctions * Making monster description better using intensifiers. | **RE**  .  **Collective Worship:** Weekly whole school and class collective worship.     * Bible Stories   **Unit: What difference does the resurrection make for Christians?**  **Is anything ever eternal?**     * Outline the timeline of the ‘big story’ of the Bible, explaining the place within it of Incarnation and Salvation. * Suggest meanings for resurrection accounts and compare with the way Christians interpret these texts. * Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope using theological terms. * Show how Christians put their beliefs into practice in different ways. * Explain why some people find belief in the resurrection makes sense and inspires them. * What difference does belief in the resurrection make today? | **Computing**  **Unit: Data and Information - Spreadsheets**     * Identify questions which can be answered using data * Explain that objects can be described using data * To explain that formulas can be used to produce calculated data * Apply formulas to data, including duplicating * Create a spreadsheet to plan an event * Choose suitable ways to present data | **Science**  **Unit: Animal including Humans**   * To identify and name the main parts of the human circulatory system * To describe the functions of the heart, blood vessels and blood * To describe the ways in which nutrients and water are transported within animals, including humans * To recognise the impact of diet and exercise on the way the human body functions. * To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary, taking measurement with increasing accuracy and precision, taking repeat readings when appropriate. * To record data and results of increasing complexity using classification keys, tables, scatter graphs, bar and line graphs. * To report findings from enquiries, including conclusions and degree of trust in results, in written forms. * To recognise the impact of drugs on the way our bodies function. * To identify scientific evidence that has been used to support or refute ideas or arguments. | **Music**  **Listening: Modern Era**     * When was the Modern Era of Music? * Become familiar with two composers of this time and their music: Leonard Bernstien and John Williams. |
| **PE**   * Netball skills with Dauntsey’s Outreach Sport Programme * Athletics with Mr.Herring | | | | |