

**Area of learning: ICT**  
**We are app planners and project managers**

To work with location data

To research the capabilities of a Smartphone

To find a problem to solve with an app

To research the competition

To create a presentation to pitch the app idea

To deliver the pitch presentation to the panel

**Autumn**  
**Britain in WW2**  
**Wow: Trip to Holdenby House - WW2 Day**

**Area of learning: PE – Striking and Fielding / Gymnastics**

Use running, jumping, throwing and catching in isolation and in combination

Play competitive games, modified where appropriate (For example: cricket, football, hockey and rounders) and apply basic principles suitable for attacking and defending

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

**Area of learning: Science – Light**

Recognize that light appears to travel in straight lines

Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye

Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes

Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

**Area of learning: Music – War Time Music**

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.

**Area of learning: History - Britain in WW2 a local history study – The Sheffield Blitz**

Understand connections between local, regional, national and international history

Understand how there are contrasting arguments and interpretations of the past

Learn about causes and consequences, similarities and differences

Use a range of sources of information

Answer and ask historical questions

Create detailed accounts of events during WW 2

**Area of learning: DT - Shelters**

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

Generate, develop, model and communicate their ideas through discussion, annotated sketches and pattern pieces

Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

Select from and use a wider range of materials and components, including construction materials according to their functional properties and aesthetic qualities

Investigate and analyse a range of existing products

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

**Area of learning: French**

Understand the main points in a spoken story, song or passage

Understand longer and more complex phrases or sentences

Engage in conversations and perform them in front of others

Ask and answer questions

Read and understand the main points and some detail from a short written passage

Match sound to sentences and paragraphs

Write sentences on a range of topics using a model

Compare attitudes towards aspects of everyday life

Recognise and understand some of the differences between French and British culture

Develop the accuracy of pronunciation and intonation

**Area of learning: RE**

What is the best way for a Muslim to show commitment to God?

Learning to understand how Muslims show their commitment to God and to evaluate if there is a best way.

How significant is it that Mary was Jesus' mother? Learning to analyse the Christian belief in the Virgin Birth and assess the significance of this to Christians.

**Area of learning: PSHE**

*Visit to Crucial Crew*

**Working together**

Respect and value each others opinions.

Understand how to work well in a group and can tell what supports us in working together.

Recognise conflict and peace and the differences

Recognise bullying, including cyberbullying and identify ways in which to deal with bullying

**British values**

Promote respect for institutions and services that keep us safe- the role of the emergency services

**Friendships**

Learn how people relate to each other

Understand how others feel

Understand the qualities of a good friend

Identify barriers in friendships and how to overcome them.

**Puberty and Relationships**

Recognise different types of relationships

Understand we all go through changes

Understand how reproduction occurs

Know and share feelings and learn how to cope with them

Appreciate the responsibilities of growing up

**Tolerance**

British values – respect and tolerance of different faiths/regions and other beliefs

Understand the meaning of tolerance

**E-safety**

Use technology safely, respectfully and responsibly including: the internet, online gaming, social networking sites, mobile phones, chat/ instant messaging, filesharing

Learn about privacy and identity theft

Recognise acceptable/unacceptable behaviour when using technology

Identify a range of ways to report concerns about content and contact