

Key Literacy Texts:		Locality Links:		Visits/experiences/hooks		Significant People					
Lion and the Unicorn Rose Blanche My Uncle's Dunkirk Little Ships		Impact of WWII on Hull Local decoys Wilderspin Private Leslie Richardson Ward		The hook - Blackout! Visit to Wilderspin Remembrance Day - Cenotaph		Author of the term: Tom Palmer - Arctic Star, After The War, Armistice Runner, Resist, D-Day Dog Artist of the term: Henry Moore Musician of the term: Vera Lynn Athlete of the term: Jesse Owens					
Writing Outcomes:				Links to the world of work:				Key artefacts/resources:			
Kenning, poetry, setting description, five part story, first person recount, job application, diary entry, newspaper report, diary entry, extended narrative				Reading - Arctic Star: Equal opportunities, jobs on board the ship Link to potential jobs at sea today. PSHCE/Maths: Enterprise: Explore different ways to spend/save need. Food rationing, meal budgets DT/Maths: Working to a budget, planning within your means				Maps, atlases, globes, digital satellite imagery North Lincolnshire Museum box of WWII artefacts and resources for KS2 Toys and games - Wilderspin			
English	Reading	Maths	Science	History	Geography	Arts & DT	PE	PSHCE	ICT	RE	Music
<p>Author or the term reading focus Week 1 Poetry Week 2 - The Water is Crying Tbat follow a structure to create own poem Tbat use a variety of prepositions for specific descriptions Tbat use personification for effect Tbat use metaphors for description Tbat use similes for description Tbat perform poetry using variety of expression tone, pitch, expression</p> <p>Week 3/ 4 - Lion & The Unicorn Tbat write a historical narrative Tbat identify character emotions Tbat identify powerful verbs and adverbs in the text and explain their effect Tbat identify key evidence in text to describe characters Tbat write relative clauses Tbat write a suitable ending for a historical narrative Tbat correctly use speech punctuation</p> <p>Week 5 & 6 - Rose Blanche Tbat infer from a text the characters feelings Tbat retell a story using captions and pictures to know what time adverbials, conjunctions and prepositions are. Tbat write a summary of the story Tbat identify past, present and future tense Tbat write a recount from a character's point of view Tbat redraft a piece of writing Tbat correctly punctuate an extract of text</p> <p>Week 7 & 8 The Little Ships Tbat infer character's thoughts & feelings Tbat write a story map of events in chronological order Tbat write a set of interview questions Tbat punctuate direct speech accurately TK the features of a newspaper report Tbat plan & write a newspaper report Tbat use fronted adverbials punctuated</p>	<p>Wk 1 - Introduction to RICs (Retrieve, infer, Choose - Tom Palmer)</p> <p>Wk 2 - Circle Scan Circle (Tom Palmer)</p> <p>Wk 3 - Tbat retrieve information from a poem (The Water is Crying)</p> <p>Wk 4 - Inference (Lion and Unicorn)</p> <p>Wk 5 - Word Choices - (Lion and unicorn x2 lessons)</p> <p>Wk 6 - Riddles, Prove or disprove (WW2 Lion and the Unicorn)</p> <p>Wk 7 - Non-fiction Retrieval (Shelters)</p> <p>Wk 8- Retrieval - Athlete of the term - Jesse Owens</p> <p>W9 - Tbat retrieve and record information from fiction texts (Hull during the war & decoys)</p> <p>W10 - Inference (Flo of the Somme)</p> <p>W11 - Predictions (Tom Palmer the Arm runner)</p> <p>W12 - Synonyms (The Arm Runner)</p> <p>W13 - True/False Fact /Opinion (Anne Frank)</p>	<p>Read, write and order numbers Y3 numbers to 1000 Y4 Numbers to 10000</p> <p>Counting and estimating Y4: Counting on in multiples, rounding</p> <p>Addition & Subtraction: Mental strategies Y3 counting & estimating Y4 3-digit numbers</p> <p>Subtracting Y3 1 and 2-digit numbers Y4 Doubling and Halving 2 digit numbers</p> <p>Multiplication and Division Y3: Multiplication facts, bar model division Y4: Scaling up and down</p> <p>Recognise, describe & make 2D and 3D shapes Y4 - Also properties of Triangles</p> <p>Counting and estimating Measure Area and perimeter</p> <p>Addition and subtraction Y3: bar model Y4: Column method up to 4 digits</p> <p>Addition and subtraction using bar model, number</p>	<p>Light (Link to black outs) Tbat identify different light sources Which are brightest? WS - Identifying and classifying Tbat recognise that we need light in order to see things and that darkness is the absence of light Blackout shelter - impact lesson. Create shelter in complete darkness WS - patterns and relationships TK that light travels in straight lines Make periscopes - link to submarines WS- Patterns & relationships TK that light can be reflected from surfaces Test different materials - make reflectors to make a searchlight brighter WS - Comparative & fair test TK shadows are formed when the light from a light source is blocked Transparent, translucent, opaque WS Patterns & relationships Tbat find patterns in the way that the size of shadows changes Measuring investigation using WWII shapes (spitfires etc) measure distance and shadow. Graph results WS: Patterns & relationships TK sunlight can be dangerous and that there are ways to protect eyes Warning poster (style of WWII) poster not to look at the sun directly WS-Research & secondary sources Sound (Link to air raid sirens and the Blitz) Tbat identify how sounds are made Compare the sounds we hear in a city and the countryside? Which will</p>	<p>Local History Study Tbat list facts already known about WWII (KWL)</p> <p>TK the timeline of key WWII events</p> <p>Tbat research a historical figure (Hitler)</p> <p>TU the Blackout and why this happened</p> <p>TU how people protected themselves during the Blitz (Evacuation/ Black outs)</p> <p>TK what life was like in WW2 (inc evacuation, Blitz, campaigns, life for children, life as a soldier - Wilderspin link, Private Leslie Richardson Ward)</p> <p>Tbat describe effects of war on everyday life (rationing)</p> <p>Tbat describe propoganda and victory campaigns (poster - Computing Link)</p> <p>Tbat make links in areas of history to our local area (Hull used decoys in WWII)</p> <p>Anne Frank</p>	<p>TU which countries were involved in World War II. Allies/ Axis</p> <p>TU which Cities were affected by the Blitz (IT link - searching for information in different ways)</p> <p>Evacuation to the countryside</p> <p>TU how Hull was affected by WWII (locality, trading links, local geography, distribution of resources)</p> <p>Tbat digitally map specific local points</p> <p>History Link TU how our local area was affected during WWII (Hull) (Hull and Goxhill decoys) - Decoys</p> <p>Tbat name and locate countries and cities of the United Kingdom (Decoys - where else were they in the UK?)</p>	<p>Tbat create a Henry Moore inspiration page Henry Moore- variety of sculpture, what are they made from? Look at the wire aspect - discuss it as the shell of his work.</p> <p>Tbat create observational sketches of poppies (Planning of poppies - variety of photos of poppies, children to focus on shape, proportion and scale)</p> <p>TK how to manipulate wire to create texture, form and shape. (Children to experiment bending, twisting, coiling etc. with piece of wire, pictures taken for books with evaluation)</p> <p>Tbat design and label my sculptural poppy (children to think of manipulating techniques, proportion and shape when designing, label which they will use and idea of sizing)</p> <p>Tbat to create their 3D wire poppy (Children create poppy based from design - evaluate once completed)</p> <p>Week 11 DT Tbat evaluate and explore meals from WW2 (taste</p>	<p>Invasion games (outdoor) -principles of attack and defence Year 3 To send and control a ball. To understand the need for evasion. To use evasive movements To know principles of defence. To know principles of attack. To apply principles to game situations. To apply principles to game situations Year 4 To send and control a ball. To shoot effectively To use evasion To know and apply principles of defence. To apply principles of attack and defence to a game situation To apply principles of attack and defence to a game situation Gymnastics (indoor) Body management & floor Year 3 To demonstrate a range of balances using different body parts. To demonstrate a range of balances using apparatus and floor. To demonstrate a range of balances using high apparatus. To link 2 static balances using apparatus. To create a 3 part sequence using apparatus. To evaluate and refine own and others' work. Year 4 To perform a variety of balances with a partner (mirroring) To perform a variety of balances with a partner (supporting) To link paired balances with a variety of movements. To create a sequence showing mirroring balances. To create a sequence using a variety of partner balances. To refine and improve sequences based on feedback. Interpretive Dance Year 3 To explore and respond to stimuli.</p>	<p>Careers & Economic Wellbeing (Enterprise) Tbat cost different components Tbat calculate profit Tbat explore and record ways to track their money</p> <p>Healthy Lifestyle/ Diet Tbat use the Eatwell guide to help me decide how much I eat or drink (Link to WWII rationing)</p> <p>TK the balance of eating healthy and exercise (PE).</p> <p>Tbat use packaging and labels to help me eat healthy (understand the colour code - what does each colour stand for?)</p> <p>Tbat discuss factors which affect my health and wellbeing (sleeping patterns/ screentime/ diet & exercise etc)</p> <p>TK how I can support my own wellbeing and that of others</p>	<p>Tbat use a digital device to collect data automatically</p> <p>Tbat explain that data collected over time can be used to answer questions</p> <p>TK that a data logger collect 'data points' from sensors over time</p> <p>Tbat recognise how a computer can help us analyse data</p> <p>Tbat identify the data needed to answer questions</p> <p>Tbat use data from sensors to answer questions</p> <p>History Propaganda posters: Tbat how text and images communicate information Tbat recognise that text and layout can be edited</p> <p>Tbat choose appropriate page settings</p> <p>Tbat to add content to a desktop publishing document</p>	<p>Autumn 1 Why do we celebrate? Tbat identify, sort and describe different types of celebration</p> <p>Tbat research and describe the Christian practice and celebration of confirmation</p> <p>Tbat explain the impact of how Christians remember their promises to God</p> <p>Tbat explore a celebration from a non religious worldview</p> <p>Tbat research the practices of Remembrance Sunday</p> <p>Tbat ask big questions and explain reasons about why we remember</p> <p>Tbat design and create a piece of artwork for Remembrance (Hawkmoon crafts)</p> <p>Autumn 2 Community - Hinduism Tbat recall the key beliefs of Hinduism</p> <p>Tbat explore lived examples of Hindu worship at the Mandir</p> <p>Tbat identify and describe Hindu worship in the home using artefacts</p> <p>To know how festivals build a</p>	<p>Tbat make statements about specific pieces of music. Listen to music and composers and explain my likes and dislikes. (We'll meet again/Run rabbit run)</p> <p>TU the terminology of tone and pitch. Compare notation sheets from focus songs</p> <p>Tbat sing on my own and as part of a group with expression (singing songs from war time). Study WWII veterans choirs and create own performance.</p> <p>MFL</p>

<p>correctly Tbat group ideas by paragraph independently Tbat use a variety of verb tenses</p> <p>Week 9 - BHM: Coming to England Tbat use evidence from the text to decide if a statement is fact or opinion Tbat write a letter in role Tbat use description to create a picture in the mind of a reader</p> <p>Week 10 Assessment Week</p> <p>Week 10 & 11 - My Uncle's Dunkirk Tbat interpret a story using roleplay Tbat use the possessive apostrophe correctly TK what a simple, compound and multi-clause sentence is Tbat write an effective setting description Tbat write standard English (are/is/were/was) TU what a time adverbial is Tbat plan & write a flashback within a narrative Tbat write different sentence types Tbat use past tense verbs correctly Tbat identify time adverbials Tbat identify a flashback within a story</p> <p>Week 12 - German In The Woods TU how to use pronouns Tbat write an effective character description Tbat debate effectively from video evidence Tbat write relevant similes Tbat use a range of emotive language for description Tbat write appropriate metaphors Tbat write a range of sentence types (description) Tbat plan & write a historical narrative</p> <p>Week 13 - Hilary Robinson Tbat write a comparative setting description Tbat compare two texts showing different experiences of soldiers entering war Tbat write a diary entry in role (Little Ships fisherman or Where the poppies now grow)</p> <p>Week 14- Christmas Truce Reading focus- True/False, Fact/Opinion Tbat write a letter in the role of a soldier (The Christmas Truce) History Link - Tbat choose relevant sources for historical understanding.</p>	<p>W14 -True or False x 2 (Christmas Truce)</p>	<p>lines and columns All - PV Counters</p> <p>Multiplication Y3: doubling, halving & TU x U Y4: Grid method</p> <p>Division Y3: Bar Model Y4: Bus stop method</p> <p>Fractions Y3: of shape and numbers Y4 of amounts, equivalent fractions</p> <p>Time Y3: Roman Numerals Y4: Read & write time to five mins</p> <p>Statistics: pictograms and tables/recognise and draw fractions</p>	<p>have the loudest sounds? Evacuation link WS Identify and classify TK that vibrations from sound travel through a medium to the ear Investigate different objects and how they make sound WS Identify and classify Tbat describe pitch and know how it is affected Pattern seeking investigation - place 5 different water containers in order, depending on the pitch made when air is gently blown across the top of each WS: Patterns and relationships Tbat describe volume and know how it is affected Data given and make graph - Bouncing bombs Investigation. Line graph showing results and explain relationship between height and volume of the sound made WS - Comparative & fair test Health and Nutrition (DT Link) Tbat compare my diet to a rationed diet from WWII Food diary: What would be good/bad about a diet that was rationed? Plan a healthy meal with no tea, sugar, jam or meat WS- Research & secondary sources</p>	<p>Tbat write a biography Tbat summarise paragraphs Tbat retrieve and record information from non-fiction texts Tbat use simple organisational devices (headings/subheadings) Tbat use paragraphs to structure writing independently</p>		<p>testing) Tbat understand and apply the principles of a healthy and varied diet Tbat create a healthy and nutrition plate of food (science) Tbat compare costs of a WW2 meal to now (maths link) I can plan, prepare and cook a savoury dish I can evaluate my dish. I know that some foods are grown at certain times and in different places</p>	<p>To explore movement and respond to stimuli. To create a link dance phrases. To create and link dance phrase with partner. To create and link dance phrases in a group. To refine and evaluate a performance. Year 4 To explore characters in a narrative. To perform narrative To use choreographic principles to create narrative. Perform dance that communicates narrative. Perform dance that communicates narrative. To adapt to different stimuli Athletics Outdoor-Athletics Year 3: Tbat improve leg power and balance Tbat jump with power and balance Tbat consolidate running technique Tbat maintain running technique when running over obstacles Tbat throw for distance using different techniques Tbat throw using different techniques with power Year 4: Tbat improve quality of standing jumps Tbat refine technique Tbat run for an extended period of time Tbat consolidate sprinting technique Tbat throw using different techniques with power Tbat refine techniques of different throws</p>		<p>Tbat to consider how different layouts can suit different purposes</p> <p>Tk the benefits of desktop publishing</p>	<p>sense of community: Raksha Bandhan</p> <p>To know how festivals build a sense of community: Diwali</p> <p>Tbat connect Hindu key beliefs and key practices in a piece of artwork</p>	<p>French taught by Mrs Hird on a Thursday afternoon using scheme of work</p>
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