

## Science/Computing

- Recognise that light appears to travel in straight lines.
- Use search technologies and appreciate how results are selected and ranked.
- Use digital devices to combine software and present data and information.
- Evaluate validity of a range of digital sources
- Explain that some changes result in the formation of new materials and that this kind of change is not usually reversible.
- Plan different types of scientific enquiries to answer questions, including recognizing and controlling variables where necessary.
- Take measurements, using a range of equipment, with increasing accuracy, taking repeat readings when appropriate. Compare historical sources and suggest the validity of these.
- Use search technologies and appreciate how results are

## Design Technology

Generate, develop, model and communicate design ideas using discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes detailed plans, oral and digital presentations

## Physical Education

- Gain possession confidently and apply attacking and defending skills.
- To work in a team or alone to gain possession of a ball.
- Apply understanding of rules and tactics e.g. officiating.
- Develop and adapt techniques to improve performance.

## Maths

### Fractions (including decimals and percentages)

- Read and write decimal numbers as fractions [for example,  $0.71 = \frac{71}{100}$ ]
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- Round decimals with two decimal places to the nearest whole number and to one decimal place
- Read, write, order and compare numbers with up to three decimal places
- Solve problems involving number up to three decimal places

### Measurement

- Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).
- Solve problems involving converting between units of time

# How have the conflicts of World War Two shaped British History?

## English

### Develop their writing planning by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

### Develop their drafting and writing by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- In narratives, describing settings, characters and atmosphere and

## Humanities / Geography / History

- Locate key countries relevant to World War Two.
- Identify and locate key physical and human features.
- Use a variety of reliable sources to gain a deeper understanding of subject.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Evaluate validity of a range of digital sources.
- Compose a profile on a prominent person from 20<sup>th</sup> century history.
- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Shows some understanding and talks with some clarity about

## Arts / Music / Languages

- Use the work of a famous artist as a stimulus for their own work.
- Use other artists work as a basis for critique.
- Research and develop the techniques of other artists to use in own work Be introduced to the work of great architects in history.
- Express opinions and respond to those of others in short conversations in French.

## SMSC / PHSE

- Recognise ways in which an individual's circumstances and experiences can shape their views and perspectives.
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- Discuss how empathy can help us to understand the emotions and needs of others and can be a tool to support positive