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| **Subject** | **Objectives and aims** | **Subject outcome** |
| **Literacy** | Real life historical stories based on the Wright Brothers and Amelia Earhart  Character sketches   * What sort of people were the Wright Brothers and Amelia Earhart? * What inspired them? * What were their characteristics?   Diary Entries   * Using real settings children will step into character’s shoes and describe their actions and feelings at different points in history   Explanation Texts   * Using our Science topic – States of Matter   Newspaper Reports   * Using reporting styles to record how the World felt about both the Wright Brothers and Amelia Earhart. * Interviewing characters and using quotations in our writing.   Persuasive Letter Writing   * How can Amelia persuade people to finance and support her?   Poetry  Looking at a range of poetic styles and using these to inspire reading, performance and writing. | Poetry:   * Preparing for reading aloud * Performance * Using intonation and expressions * Writing poetry in a variety of styles   Historical recount   * Write a diary entry based on a real event * Use encapsulating vocabulary to interest the reader * Use new vocabulary linking to the subject area * Write appropriately in first person and correct tense   Persuasive letter writing   * 3 key points * opening paragraph * closing paragraph stating what they want * Persuasive vocabulary * First person and correct tense |
| SPAG | Spelling rules   * Using the suffix –ly * Homophones * Double consonant * How prefixes change the meaning of words * Dictionary skills * Co-ordinating and subordinating conjunctions * Prepositions * Clauses – main, subordinate, embedded * Fronted adverbials and related punctuation * Pronoun and possessive pronoun | * Knowing the vocabulary, using and applying the knowledge in writing independently. |
| **Maths** | Measure – length, mass, volume   * Solve measurement problems using both addition and subtraction * To find the area or rectilinear shapes (by counting squares) (Y4) * Find the perimeter of rectilinear shapes   Shape   * Compare and classify geometric shapes * Identify acute and obtuse angles * Identify lines of symmetry * Complete a simple symmetric figure   Position and Direction   * Describe positions on a 2d grid as coordinates * Describe movements between positions as translations * Plot specified points and draw sides   Data Handling   * Interpret and present discreet data using graphical methods, charts and tables   Word Problems   * Applying all mathematical knowledge and understanding to solving word problems and then writing these word problems as full sentences | * Children to be confident in age appropriate objectives * Children to work independently to solve word problems in maths * Children to apply knowledge to real life situations * Children to confidently recall times tables up to 12x12 |
| **History** | Events beyond living memory that are significant nationally or globally (Air Travel)  Using and interpreting historical sources   * Learning about how people lived in the past * Comparing the lives of people in the past to our own * Comparing air travel in the past through to the present day   The lives of significant individuals in the past who have contributed to national and international achievements.   * Who invented the aeroplane? The first person to travel by plane across the Atlantic? Concord? * Amelia Earhart and her significance in History. | * Find out how, when and why did the first plane get invented.to us over the last 100 years. * How has air transport been significant. * When did the first space mission take place and with who? |
| **Geography** | Locate the Worlds countries using maps with a focus on America and the journey of Amelia Earhart   * Which country was the first plane invented in? * Where is the Atlantic, which flight path did the first solo flight take? * Identify the significance and position of longitude, latitude, Northern and Southern Hemisphere, Greenwich, Arctic and Antarctic and Equator. | * Look at world maps, compare countries, why that country? * Look at the Oceans on world maps. * Use compass directions (North, East, South, West) |
| **Science** | States of Matter   * Compare and group materials together according to whether they are solids, liquids or gases. * Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius * Identify the part played be evaporation and condensation in the water cycle and associate the rate of evaporation with temperature | * Look at how materials can change state * How do liquids, solids and gases change? * Look at the water cycle and evaporation |
| **Art/D&T** | Peter Thorpe – Abstract artists – Space   * To paint an abstract painting in the style of a famous artist * To be able to question & make thoughtful observations about starting points and select ideas to use in their work * To be able to compare ideas, methods & approaches in their own work and say what they think & feel about them. * To be able to adapt work according to their views & describe how they might develop it further. * To be able to compare ideas, methods & approaches in their own work and say what they think & feel about them. * To be able to adapt work according to their views & describe how they might develop it further. | * Consider the artists style * Find out about the artist * Use paints to recreate an image in the style of a famous artist * Choose a colour pallet * Evaluate our own and others work |
| **PSHCE** | * Getting on and Falling out | * SEAL |
| **FRENCH** | * On Mange * Le Cirque | * Using a familiar text children translate a story and then recreate their own version adapting the text. |
| **ICT** | Programming – Scratch  Stop motion animation |  |
| **PE** | * Athletics * Games | * Running, jumping, throwing, catching * Play competitive games such as cricket, football, hockey, netball |
| **RE** | * What do Christians mean when they talk about the Kingdom of God? * What symbols and stories help Jewish people remember their covenant? | * How Christians respond to global issues * How symbols and stories express a religion |