<table>
<tr><td colspan="3">Launch: Cannock Chase war hospital visit (Marquis Drive)</td></tr>
<tr><td></td><td>Literacy and Maths</td><td>Connected Learning</td></tr>
<tr><td>1-2</td><td>As Readers, we will be analysing the text (Bombs and Blackberries – Julia Donaldson) and learning how to read play-scripts.

As Writers, we will be presenting information through dialogue.

In Applied Writing we will be publishing presenting information about collaboration and questioning.

As Mathematicians, we will be exploring:
Measures of time

In our Maths Missions, we will explore and answer word problems based on fractions.</td><td><u>To earn our Purple Passport,</u> we will question
‘Can we make safe shelter?’
Collaboration and questioning
We will need to:
• be Proud, Unique, Reflective, Positive, Loving and Empowered.
• Show the British values of rule of law, individual liberty, mutual respect, tolerance, tolerance of different faiths and beliefs and democracy
• Demonstrate the Building Learning Powers skills of collaboration and resilience

To demonstrate our learning, we will produce our own Purple passport with features from all the values.</td></tr>
<tr><td colspan="3">Week 3 Enrichment: Cosford Museum</td></tr>
<tr><td>3-4</td><td>As Readers, we will be investigating (Bombs and Blackberries – Julia Donaldson) and perform a play-script.

As Writers, we will be publishing a non-chronological report.

In Applied Writing we will be publishing an interview with the staff from Cosford.

As Mathematicians, we will be exploring:
Time
In our Maths Missions, we will create a historical timeline of the exhibitions from Cosford.</td><td><u>As Musicians,</u> we will question:
‘Can we show our emotions through song?’
We will need to:
• Play Instruments with the Song
• Improvise with the Song
• Compose with the Song
To demonstrate our learning, we will sing our song to the school during an assembly/ visit a local peoples home to sing the song.</td></tr>
<tr><td>5-6</td><td>As Readers, we will be comparing other texts by the author (Bombs and Blackberries – Julia Donaldson).

As Writers, we will be publishing a play-script.

In Applied Writing we will be publishing a friendship album looking at the lyrics of songs.

As Mathematicians, we will be exploring:
Volume

In our Maths Missions, we will create a colour wheel using different volumes of primary colours.</td><td><u>As Artists,</u> we will question:
‘What does it look like from above?’

We will need to:

• Use a simple drawing media program
• Select tools for a purpose, such as textures, lines, colours and shapes.

To demonstrate our learning, we will produce an image representing WWII.</td></tr>
<tr><td colspan="3"><u>Hook –</u> Jack Neville to speak to the children about his experiences during the war. Ask other parents/grandparents if they have artefacts to share.</td></tr>
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7-8	**As Readers**, we will be inferring the text (Bombs and Blackberries – Julia Donaldson). **As Writers**, we will be publishing a story mimicking significant authors (Julia Donaldson). **In Applied Writing** we will be publishing book reviews from familiar texts by Julia Donaldson. **As Mathematicians**, we will be exploring: Revision **In our Maths Missions,** we will word problems linked to history.	**As Historians,** we will question: ***'Why did the War have to happen?'*** We will need to: Describe historical events. • Describe historical events • Use historical language • Ask questions about the past • Make thoughtful suggestions on the causes and consequences of main events in history. **To demonstrate our learning,** we will have a day in the life of a child in WWII.
9-10	**As Readers**, we will be inferring (Bombs and Blackberries – Julia Donaldson). **As Writers**, we will be publishing a poster. **In Applied Writing** we will be publishing a set of instruction linked to our art. **As Mathematicians**, we will be exploring: Revision **In our Maths Missions,** we will be exploring how patterns and shapes are tessellated.	**As Design Technologists,** we will question: ***'What could we use this for?'*** We will need to: create patterns and join materials • Weaving • Plaiting • Joining materials • Sewing • gluing • tying **To demonstrate our learning,** we will create a large tapestry of a WW image.
11-12	**As Readers**, we will be analysing (Bombs and Blackberries – Julia Donaldson) and learning how to **As Writers**, we will be publishing nonsense poems. **In Applied Writing** we will be perform a remembrance poem. **As Mathematicians**, we will be exploring: Revision **In our Maths Missions,** we will word problems involving money and rations.	**As Geographers,** we will question: ***'How do we remember?'*** We will need to: Ask and answer geographical questions • What is this place like? • What or who will I see in this place? • What do people do in this? **To demonstrate our learning**, we will produce a local map of the places we remember.
End of Unit Celebration dress up and rein act a day of the war.		

We will also be learning these skills…	
As Athletes, we will answer the questions: ***'Who's going to win?'*** We will need to: TAG rugby (throw and catch), Rounders (bat and ball) Take part in competitive games using a range of skills, tactics and language, including: rolling, hitting, running, jumping, catching and kicking, using tactics, using the terms opponent and team-mate and developing leadership skills. • Throwing and catching • Hitting using various sized bats • Develop tactics within a team game	•

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<td>To demonstrate our learning, we will play a traditional British sport (rounders) and rugby.</td>
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<td><u>As Theologists,</u> we will answer the question:
'What is the good news that Jesus brings?'
'What is faith and what difference does it make?'

We will need to:
• Identify the things that are important in one's own life and compare these to religious beliefs.
• Show an understanding of the term 'morals'.

To demonstrate our learning, we will create a class wonder book of our questions, discussions and findings.</td>
<td><u>As Scientists,</u> we will investigate:
<u>Add science topic -</u> 'How do plants grow?'

We will need to:
• Identify and name common plants
• Compare garden and wild plants
• Name British trees
• Classify deciduous and evergreen trees.
• Describe the basic structure of a plant
• Make observations and describe the development of a plant
• Investigate the impact of light, water and temperature of a growing plant.
•
<u>Add science topic - –</u> 'How do things stay alive?'
Investigate living things
We will need to:
• Explore and compare the difference between living, dead and have never lived
• Identify the habitats and basic needs of animals and plants
• Describe how they depend on each other
• Identify and describe a variety of plants and animals in their habitats, including micro-habitats
• Describe the cycle of food chains.

To demonstrate our learning, we will produce a small garden which encourage mini beast habitats.</td>
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<td><u>As tolerant and respectful citizens,</u> we will learn about the British Values of:

• Rule of Law,
• Individual liberty,
• Mutual respect,
• Tolerance of different faiths and beliefs
• Democracy.</td>
<td><u>As computer programmers,</u> we will answer the question:
'How can we use a graphing package to organise and classify data?'

We will need to:
• Use a range of applications and devices in order to communicate ideas, work and messages.
• Use simple databases to record information in areas across the curriculum.

To demonstrate our learning, we will use a graphing package and a simple database to collect, organise and classify data, asking and answering questions.</td>
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