

Project Entry Point / Milestones / Beautiful Work:

<p>ENTRY POINT During first two weeks</p> <p>TEAM BUILDING ACTIVITY</p> <p>How and why WW1 began</p>	<p>TRENCH WAR EXPERIENCE</p> <p>Weather permitting – please help your child not pin their hopes on the date (when confirmed) as the Cornish weather does have a habit of letting us down – but they will be digging!</p> <p>Venue: Mrs Badcock’s field</p> <p>What?</p> <ul style="list-style-type: none"> - Trench digging - Trench Life - Under attack <p>Bodmin Keep trip – Date TBC</p>	<p>OUTCOME:</p> <p>Exhibition at school (still to confirm!) to summarise learning from the term incorporating propaganda adverts, news reports, poetry, facts, music, links and QR codes to web pages and work.</p> <p>Brass performance.</p> <p>Interactive PDF of children’s poems.</p> <p>Charity football match with proceeds going to Poppy Appeal / Great British Legion.</p> <p>Date: Beginning of December? TBC.</p>
--	--	--

Experiences

Harvest festival
Trench dig
Charity football match
Learning a brass instrument
Christmas production – performance of brass playing

Trip

Bodmin military museum.

Book list:

- Stay Where You Are Then Leave – John Boyne
- Armistice Runner – Tom Palmer
- The Skylarks’ War – Hilary Mckay
- The Silver Hand – Terry Deary
- The Last Post – Keith Campion
- War Game - Michael Foreman
- Elephant in the Garden - M Morpurgo
- War Horse – M Morpurgo
- Only Remembered – edited by M Morpurgo
- Private Peaceful – M Morpurgo
- **Recommended reads:**
- <https://www.theguardian.com/childrens-books-site/2014/jun/30/best-first-world-war-ww1-books-for-children-and-teens>

What you can do to help your child’s learning in this area:

Daily reading – ensure they are reading for a sustained period on a daily basis – minimum of 20 minutes (encourage a wide range of texts and text types). Mix time spent on this between listening to your child read and discussion of their understanding of the text...

Key Questions: what has happened? What are the characters like? Who is your favourite character? What personality do they have? What do you think is going to happen next / in the end? AND MORE IMPORTANTLY what evidence in the book that you have read proves you are correct?

All of this will help to ensure that your child achieves their Accelerated Reader Target.

Time tables practice – Please encourage your children to practise (little and often) on Times Table Rock Stars. There are many styles of games which will suit all abilities so as to improve their knowledge and application of multiplication across a range of other topics. Logins are available in their planners.

Homework: The homework we set should improve children’s knowledge and understanding of key curriculum areas. The focus will be based on Spelling, Punctuation and grammar (SPaG) as well as basic math skills. Please encourage your children to get into a routine to avoid the last minute rush – quality over quantity!

Oracy – Physical: Pace of speaking; Tonal variation; Clarity of pronunciation & Voice projection.

Cognitive – Structure & organisation of talk

Useful links:

Imperial War Museum:

www.iwm.org.uk/history/first-world-war

BBC History:

www.bbc.co.uk/schools/0/ww1/25827997

WW1 information

<https://www.natgeokids.com/uk/disc-over/history/general-history/first-world-war/>

SPaG:

www.grammar-monster.com/

Accelerated Reader:

<https://ukhosted75.renlearn.co.uk/2030917>

Spelling/ Maths Shed:

www.edshed.com/en-gb/menu

ENGLISH

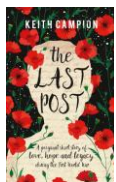
Reading and Writing a range of text types for different purposes building: greater confidence in the range of skills and knowledge gained from work on SPaG and enhancing their work through effective editing.

- ❖ **Diary / Journalism:** reporting on the outbreak of War (Newsroom)
- ❖ **Persuasion** – pupil parliament speeches adverts for signing up
- ❖ **Letter writing - At the Front and home:** letters home (considering censorship) and letters from home, diary entries – soldiers and home
- ❖ **Narrative** – developing descriptive language and tone
- ❖ **Poets of WW1:** writing in the style of the war poets, descriptive poetry / blackout poetry

SPaG: Securing confident understanding and use of:

- ❖ Phrases, clauses (main, subordinating, relative)
- ❖ Simple, compound, complex sentence structures (commas used to mark clauses)
- ❖ Identify and accurate use of parenthesis and hyphens
- ❖ Using adverbial and preposition phrases
- ❖ Using colons and semi colons to join main clauses
- ❖ Accurate use and punctuation of direct and reported speech

READING



- ❖ Stay where you are and then Leave – John Boyne
- ❖ The Last Post – Keith Campion

Computing:

Computing systems and networks - Communication and collaboration – Explore how data is transferred over the internet. A focus is on addressing to the makeup and structure of data packets, how the internet facilitates online communication and collaboration and complete shared projects.

Creating media – Web page creation - Identify what makes a good web page and use this information to design and evaluate their own website using Google Sites paying attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.

SCIENCE:

LIGHT

- ❖ Recognise 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

ELECTRICITY

- ❖ Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- ❖ Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.



WW1 - The Great War!

Can war ever be truly 'Great'?

GEOGRAPHY:

Was The Great War truly a World War? Who was involved and why? Looking at global perspectives (how has the map of the world changed?) The impact of the commonwealth.

HISTORY:

See the attached Knowledge organiser.

Please keep up to date with your child regarding where they are up to learning this key knowledge for the topic.

They may be asked to revise a section for the occasional quiz to see how they are getting on with this key information.

MFL - French: Understand and know:

- ❖ Key vocabulary, phonetics and pronunciations.
- ❖ Developing grammar and vocabulary for:
 - My Home
 - At School

MATHEMATICS:

- ❖ Place Value to 10,000,000 - comparing, ordering and rounding numbers
- ❖ Negative numbers in real life contexts
- ❖ Recap and deepen understanding of addition and subtraction formal written methods
- ❖ Long Multiplication with larger numbers
- ❖ Recap of short division method as well explore and be confident with long division
- ❖ Common factors / multiples / squared and cubed numbers
- ❖ Order of operations through BIDMAS
- ❖ Simplify fractions, add and subtract fractions, compare and order fractions, multiply and divide fractions & fractions of amounts
- ❖ Explore co-ordinates, translations and reflections in four quadrants

PE:

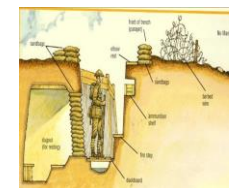
Development of skills including: throwing, catching, co-ordination, balance, weight transference - to apply in a range of invasion games
Daily Mile – improve stamina and fitness

MUSIC: Learning to play a brass instrument

DT: Designing and building WW1 models linked to mechanical systems.

Art: Art inspired by WW1 – comparing and contrasting styles of WW1 trench artists. Using a range of media to create their own trench artwork – from photos and their own trench experiences.

Particular focus: John and Paul Nash



RE:

Hinduism – Exploring: what Hindus believe about God; Hindu deities; worship at home, key festivals and their beliefs in life cycles.

PSHE:

Jigsaw Units – 'Being Me in My World' (Having a deeper understanding of our own sense of place within class, school and global community) & 'Celebrating Difference' (Developing knowledge and understanding of inclusion and diversity within society)
Keeping up to date with current affairs / politics / geography and Britain's part in the world.