

## History

- \* Develop and secure knowledge and understanding of an aspect of British history- impact transport had
- \* To understand how the past has affected our lives today- Pre car/post car
- \*To recognise similarities and differences between the past and present day - cars
- \*To use a range of sources to research and answer questions
- \*To explore the Stephenson rocket to the Bullet train



## Literacy

- \* Listen to or read and discuss a wide range of fiction, reference texts
- \*Identify themes and conventions in a wide range of drama, films and books
- \*Carry out research and create information texts using simple organisational devices
- \* Write recounts, letters or postcards, articles and persuasive texts learning to organise paragraphs around a theme
- \*Write narratives ,creating settings, character and plot \* Expanding in writing nouns phrases with modifying adjectives
- \* Use fronted adverbials to develop sentence variation and appropriate detail\* use inverted commas and other punctuation to indicate direct speech



## Maths (opportunities to apply maths)

- \_ Working to solve problems involving time
- \* Calculate distances and times and make comparisons
- \* Represent data in creative informative ways



## MFL

- \* French- to develop skills in speaking , listening, reading and writing (including number and dictionary work)
- Topics include places in town, musical instruments, likes and dislikes



## Geography \*Develop locational

- knowledge using a world map to identify continents and countries and locate train routes etc
- \*Research using a range of sources e.g atlases, maps, aerial photos, OS maps and digital maps
- \*Use field work to observe and record features of human geography relating to land use, economic activity and trade links



## PSHE



- \* Term 1 Citizen ship -Local Community
- Term 2 Relationships How do we behave and peer influences

## Horses

To Porsches -How did we get from the cart to the car ?

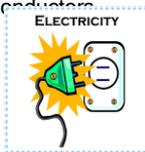
## Music

- \* Perform, listen to, review and evaluate a selection of music across a range of historical periods.
- \* Understand how music is created
- \*Learn to sing and to create compositions own and with others



## Science

- Identify common appliances that run on electricity \*Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers \* Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery \* Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit \*Recognise some common conductors and insulators, and associate metals with being good conductors
- \* Look at modern day appliances and make links



## Class 1 Term 1

## Art

- \* Create sketchbooks to record observations and use them to review and revisit ideas
- \* Improve mastery of art and design techniques particularly painting
- \* Colour mixing and colour wheel
- \* Learn about great artists, architects and designers in history
- \* To look at 30s publicity posters and vehicle design
- \* car design through the decades and design cars of the future



## DT

- \* Research and develop a design from a range of tools and equipment
- \*Use electrical components and systems to make something work
- \* Understand how individuals in DT have shaped the world.

## PE

- \* Term 1 Tag Rugby and Ultimate Frisbee
- \* Term 2 Fitness circuits and Dance



## Computing

- \* Use research technologies
- \*Analyse, evaluate and present data and information



## RE

- Judaism and the importance of worship

**Enrichment** \* Railway Children Theatre Trip with workshops, possible visit to Dymchurch Railway

## OBJECTIVES