



**Key Question Week 1:** Who is the Little Prince and where did he come from?

**Key Text for Linked Learning** Antoine de Saint Exupery – *The Little Prince*

**Linked Learning:** PDW, Music and R.E.

In English, children will explore and discuss the themes and allegory presented in Antoine de Saint Exupery’s novella *The Little Prince*. They will analyse the relationships between the characters and begin to make secure inferences using evidence from across the text to support their discussions and written comprehension. They will use the symbolism presented throughout the book as a stimulus for their writing, creating poems that use figurative devices and select vocabulary to create imagery. In Music, children will listen to and appraise in detail the works of composer Hans Zimmer. They will use Zimmer’s score of *The Little Prince* to evaluate and compare different compositions of the soundtrack including ‘Draw me a Sheep’, ‘Finding the Rose’ and ‘Growing up’, commenting on Zimmer’s use of the inter-related dimensions of music and will begin to learn where basic notes are positioned on a staff. In RE, children will use the morals and messages presented in *The Little Prince* to begin to explore what is important in different religious groups. They will also discuss similarities and differences in the beliefs and views of different religions represented in our school and wider community.

**Maths:** Children will begin the topic of algebra by identifying rules for given one and two-step equations, in addition to forming expressions using the four operations. They will also substitute into simple formulae to find values.

**Science:** Children will revisit prior learning from the electricity topic of Year 4, using a range of electrical components to create a working circuit and drawing these using correct scientific symbols.

**History:** Children will produce a time line of major events in history including the start and end of WWI.

**Geography:** Children will recap the processes of the water cycle and the part it plays in creating rivers.

**Computing:**

**Music:** See above

**Art:** Children will explore the culture of expressionist artists.

**Design Technology:** Children will identify what is meant by the term ‘controllable’ and ‘toy’.

**PDW** – see above

**R.E.** – see above

**P.E:** In PE, children will begin to look at the patterns and forms of dance from the World War One/early twentieth century and identify some of the specialised dance steps that they could use. They will then practise the different types of dance steps.

**MFL:** Children will learn to ask for and give directions in French.

**Mini Quiz:**

**Key Question Week 2:** Is what is essential invisible to the eye?

**Key Text for Linked Learning:** Antoine de Saint Exupery – *The Little Prince*

**Linked Learning:** English, Art and Music



In Art, children will critique the illustrations that Antoine de Saint-Exupéry created for *The Little Prince* and discuss why the author chose to use rudimentary drawings and simple watercolour techniques for effect. Children will then use fine sketching techniques to create their own illustrations for a section of the book and will learn how to use a range of watercolour painting techniques, including, washing, charging, lifting and softening. In music, children will continue to learn how to read and transfer basic melodic notation onto a staff. They will use keyboards and other tuned instruments such as the glockenspiels to produce a short composition for a section of *The Little Prince* and will transfer their original composition onto a staff for others to perform and evaluate. In English, children will continue to read *The Little Prince* and will begin to look at how to use a point, quote and explanation (PQE) approach when answering written comprehension questions, drawing on evidence from across a text to support their opinions/answers. They will learn how to use informal language to create a letter from the Little Prince to the pilot and will refine their use of past and present tense subject verb-agreement.

**Maths:** Building on last week's learning, children will use algebraic notation to form one-step equations, before solving one and two-step equations. They will also use their understanding of substitution to consider the possible values a pair of variables represented in an equation could take.

**Science:** Children will practically experiment with electrical components to make bulbs glow brighter and dimmer and draw conclusions.

**History:** Children will learn about the countries involved in WWI and major world leaders.

**Geography:** Children will learn the main features of a river: bed, channel and banks. They will explore how rivers are constantly changing due to erosion, transportation and deposition.

**Computing:**

**Music:** See above

**Art:** - Children will revisit paintings by Kandinsky, identifying the techniques he applied to his work.

**Design Technology:** Children will begin to identify how pulleys are used in a variety of mechanical toys.

**PDW / R.E:** Children will identify ways in which people from different religions celebrate New Year, with a particular focus on the Jewish festival of Rosh Hashanah.

**P.E:** In PE, children will work in groups that focus on their preferred dance type; they will rehearse a set sequence of dance steps and perform these to music. They will explore alternate different methods of linking moves together before evaluating their own and each other's performances.

**MFL:** Children will continue to ask for and give directions.

**Key Question Week 3:** Can a River Really Wander?

**Key Text for Linked Learning:** A selection of poetry containing elements related to form and structure (e.g. couplets).

**Linked Learning:** English, Geography

In English, children will study the forms of different poems and identify how the authors have used poetic devices such as rhyming couplets, alternate rhyme, dissonance and assonance. The children will use thesauri to help them find new vocabulary to use in their poetry.

In Geography, they will begin to look at the riverine and fluvial environment at a micro-, meso- and macro-scale and will explore the processes that cause a river to 'wander' through the landscape.

They will study the processes of erosion and deposition and consider how flow energy is responsible



for this. They will look at how rivers carve their paths into the landscape and how rivers naturally migrate across floodplains in the lowlands using historical aerial photography and satellite imagery. They will then use this information to predict future migration of wandering river channels by drawing longitudinal and cross-section diagrams.

**Maths:** Children will convert between units of metric measurements for length, mass and capacity, before applying this knowledge to solve problems involving calculation. They will then learn how to convert between imperial and metric units of measurement, with a particular focus on converting between miles and kilometres.

**Science:** Using symbols, children will plan and draw the circuit they will use in their model vehicles later on in the term.

**History:** Children will learn about how WWI began, with a particular focus on the assassination of Archduke Franz Ferdinand and the alliances formed in the lead up to the outbreak of war.

**Geography:** See above

**Computing:**

**Music:** The children will plan and compose music for a specific intention e.g. to represent water.

**Art:** Inspired by Kandinsky, children will explore tone and dilution in artwork.

**Design Technology:** Children will continue to identify how pulleys are used in a variety of mechanical toys.

**PDW / R.E:** With New Year celebrations still a focus, children will learn about the Jewish festival on Yom Kippur and typical customs involved in this.

**P.E:** In PE, children will learn a new set sequence and begin to put this to music. They will look at how they can develop group cohesion using movements in either canon or unison.

**MFL:** Children will learn to order food in a café.

**Key Question Week 4:** Where are the major rivers of the world?

**Key Text for Linked Learning:** DK - Rivers

**Linked Learning:** English, Geography

In Geography, children will use a range of maps and atlases at different scales and with different topographic depictions, to locate the distribution of the major rivers across the globe. They will use their cartographic skills to derive coordinates based on lines of latitude and longitude for these rivers and will describe the terrain and landscape that these rivers flow through. They will also explore how communities use rivers to support their everyday life including life on the Ganges and Brahmaputra. In addition to this, they will look at how soft and hard engineering techniques are used around the world to alleviate the risk of floods.

**English writing**

**Maths:** Children will find and draw rectilinear shapes that have the same area, before calculating both the area and perimeter of these shapes, exploring the fact that shapes with the same areas can have different perimeters. They will then learn how to calculate the areas of triangles.

**Science:** Children will identify and name the main parts of the human circulatory system.

**History:** Children will explore the impact of conscription on communities in the UK during WWI.

**Geography:** see above



**Computing:**

**Music:** Children will evaluate their compositions from last week, looking at ways in which their music can be improved.

**Art:** Inspired by Kandinsky, children will continue to explore tone and dilution.

**Design Technology:** Children will conduct market research to inform their designs of mechanical toys.

**PDW / R.E:**

**P.E:** In PE, children will continue to rehearse their set sequence so that they are able to perform confidently as a group. They will also be evaluating the performance of different groups, commenting on group cohesion.

**MFL:** Children will learn how to buy souvenirs and discuss money.

**Key Question Week 5: Is it all quiet on the Western front?**

**Key Text for Linked Learning:** War Horse

**Linked Learning:** English, History, Geography

In History the children will be analysing and explaining the reasons for, and the subsequent impact on, countries participating in World War One. They will be studying the events that preceded the start of the conflict, focusing on the importance of the assassination of Franz Ferdinand and the variety of other factors that led to the break out of war. In addition, they will consider the importance of each of these factors and how they influenced countries decisions to join the war. In Geography, children will develop their understanding of the UK and other countries in the wider world by identifying the locations of nations that were involved in this 'war to end all wars'; with a specific focus on where in France the fighting took place. **In English, will be based around our class novel 'War Horse'. Children will identify key events that took place within the text, inferring what people might have felt during the war and what conditions might have been like in the trenches. They will also analyse the author's use of language to identify vocabulary that is appropriate to the time.**

**Maths:** Children will continue to calculate areas of triangles, extending their knowledge of finding the areas of right-angled triangles to identify the area of any triangles. Following this, they will then apply their knowledge of area to calculate the areas of parallelograms. The geometry topic will conclude with children understanding the concept that volumes is the space occupied by a 3-D object and calculating the volumes of cubes and cuboids, using the formula ( $l \times w \times h$ ).

**Science:** Children will describe the functions of the heart, blood vessels and blood in the human body.

**History:** See above

**Geography:** See above

**Computing:**

**Music:** Children will improvise melodic and rhythmic phrases while studying 'In Flanders Field'.

**Art:** Inspired by Kandinsky, children will explore tone and dilution with a variety of colours.

**Design Technology:** Applying the outcomes of their market research from last week, children will begin to create a design of their mechanical toy, along with a rationale explaining the reasons behind their choices.

**PDW / R.E:**



**P.E:** In PE, children will continue to rehearse their set sequence so that they are able to perform confidently as a group. They will also be evaluating the performance of different groups, commenting on group cohesion.

**MFL:** Children will be revising all transactional language in preparation for their trip to France.

**Key Question Week 6:** What were conditions like for a soldier in the trenches of WWI?

**Key Text for Linked Learning:** War Horse

**Linked Learning:** English, History, PDW

In English, children will continue to read their class novel 'War Horse' and use the text to determine what life was like in the trenches for British soldiers during World War One. From this, they will begin to write a letter home about life and conditions in the trenches at the Somme from a soldier's point of view, with a focus on maintaining a consistent tone and viewpoint whilst using bias to portray bravery. They will develop their accurate use of a wide range of punctuation with consideration of the effect on the reader and include split dialogue accurately. In reading, the children will practise their skimming and scanning skills in order to find words and phrases quickly and will look closely at actions conducted by characters within the text to help us make inferences about them. The children will then use editing skills to improve their writing effectively. In History, they will investigate what life was like for soldiers during World War One, focusing on life in the trenches, writing a description of a trench. They will identify key technological advances and consider why they were advantageous during this war. They will also consider the drawbacks associated with technology advances. In PDW, children will explore the rights, responsibilities and duties required of them as British citizens and how this has changed over time.

**Maths:** The topic of ratio and proportion will begin this week. Children will learn the language used and make links between ratios and fractions, before understanding how to use the ratio symbol. Following this, they will begin to calculate ratios problems presented in a worded format.

**Science:** Children will describe the ways in which nutrients and water are transported within animals, including humans.

**History:** see above

**Geography:** Children will explore the features of the source and upper section of a river.

**Computing:**

**Music:** Children will learn about the life and works of Ethel Smyth.

**Art:** Children will begin to explore a famous artist- Helen Frankenthaler.

**Design Technology:** Applying the outcomes of their market research from last week, children will continue to create a design of their mechanical toy, along with a rationale explaining the reasons behind their choices.

**PDW / R.E:**

**P.E:** In PE, children will continue to rehearse their set sequence so that they are able to perform confidently as a group. They will also be evaluating the performance of different groups, commenting on group cohesion.

**MFL:** Children will learn simple past tense verbs and phrases

**Key Question Week 7:** So... Where do you find fantastic beasts?

**Key Text for Linked Learning:** Fantastic Beasts and Where to Find Them



**Linked Learning:** English, Art, PDW

In English, children will begin to read the screen play ‘Fantastic Beasts and Where to Find Them’ by J.K. Rowling and will analyse the descriptive language that she uses to describe the wide variety of beasts detailed in this text book of fantastic beasts. They will then use this language and explore other vocabulary choices that they could use to describe a newly discovered fantastic beast, in preparation for writing their own information text about how to care for it. The children will refine their use of subordinating conjunctions to link clause structures as well as their use of dashes and commas to develop parenthesis and relative clauses.

In Art, the children will study the works of Helen Frankenthaler and her techniques. They will attempt to mimic her technique, applying the colour field technique to the paint images from ‘Fantastic Beasts and Where to Find Them’.

**Maths:** Continuing with the topic of ratio, children will use the term ‘scale factors’ and enlarge shapes according to given ratios. They will also apply the skills they have learnt to solve problems in a variety of contexts.

**Science:** Children will describe the ways in which nutrients and water are transported within animals, including humans.

**History** – see above

**Geography:** Children will explore the features of the middle section of a river.

**Computing:**

**Music:** Children will listen to and appreciate works by Ethel Smyth, choosing their favourite composition and articulating why.

**Art** – see above

**Design Technology:** In preparation for creating their own mechanical toys, children will practise measuring and marking wood accurately and using a saw safely.

**PDW / R.E:**

**P.E:** In PE, the children be studying orienteering maps and understanding how to read them correctly. They will also identify the main objectives of orienteering as a sport. In gymnastics the children will begin to recognise and follow safety procedures and develop and refine different ways to travel, including further development of basic rolls.

**MFL:** The children will write a diary of their trip to France.

**Mini Quiz:**

**Key Question Week 8:** Are beasts really ‘out of this world’?

**Key Text for Linked Learning:** Fantastic Beasts and Where to find them – The Original Screenplay

**Linked Learning:** English, Art, Music

In English, the children will continue with their own information text about how to care for their own fantastic beast. They will analyse the structural and presentational features of a non-chronological report about how to look after animals. They will use their analysis to identify key headings to use in their own report and plan the appropriate content using technical vocabulary. Children will then independently produce their text before editing and improving it against individual targets set.

In Music, children will listen to extracts from the soundtrack to ‘Fantastic Beasts and Where to Find Them’ and describe it using the correct terminology for dynamics. The children will produce two



contrasting pieces of art. One for 'lento' and for 'allegro' in the style of Kandinsky using techniques he developed within his artwork.

In Art, children will compare art from different movements. They will describe similarities and differences between the artwork of Kandinsky/Frankenthaler along with the work of William Morris (during their study of the Victorians), demonstrating their understanding of art materials and processes. They will comment on the visual qualities of the artwork they produce and explain how these can be interpreted.

**Maths:** This week, children will recap how to measure angles using a protractor, before calculating the number of degrees in whole, quarter, half and three-quarter turns, applying this to different contexts such as time and on a compass. They will also apply their understanding of angles in a right angle, straight line and around a point to calculate missing angles. Children will practically explore interior angles of a triangle and learn that the angles add up to 180 degrees.

**Science:** Children will explain the impact of diet and exercise on the way the human body functions.

**History:** Children will analyse a range of non-fiction information texts about the role of machines in the First World War.

**Geography:** Children will explore the features of the lower section of a river.

**Computing:**

**Music:** Children will compare the compositions of Hans Zimmer and Ethel Smyth using Italian terminology.

**Art – see above**

**Design Technology:** Children will begin to create a prototype of their mechanical toy.

**PDW / R.E:**

**P.E:** In PE, children will ensure they understand all the symbols on an orienteering map and how to hold the map correctly in order to navigate their way around a course. In gymnastics, they will develop and explore different ways to move across, and along, a bench and improve their ability to link different moves together.

**MFL:** Children will learn about the main rivers in the French-speaking world.

**Key Question Week 9:** What happens to our bodies when we exercise?

**Key Text for Linked Learning:** The Human Body

**Linked Learning:** English, Science, Computing

In Science, children will begin to explore the human circulatory and respiratory systems, looking at the different parts of our bodies that comprise these complex and inter-related systems. They will carry out investigations to see how their breathing and pulse rates are affected by exercise and will learn how to take accurate, precise and replicable results. They will also consider factors that might influence the results of our investigations.

In English, children will be writing a chronological report to explain the process of gaseous exchange and the route of blood around the human body. They will read and analyse a range of explanation texts to identify key genre features and will learn how to adopt a formal style of writing in their own explanation texts as well as how to use formal cohesive devices to link ideas within and across paragraphs.



In Computing, children will input their class pulse rate data into a spreadsheet and use basic formula to query the data set. They will also use graphing tools to present their data in different formats and begin to analyse the relationships between two variables in their science results.

**Maths:** Continuing with last week's learning, children will apply their knowledge of angles on a straight line and in a triangle to calculate missing angles. They will apply their knowledge of properties of shape to explore the interior angles in a variety of quadrilaterals including parallelograms, trapeziums and rhombuses. They will learn that angles in any quadrilateral will total 180 degrees, before applying this to explore the interior angles in other polygons. They will conclude the topic of area by drawing shapes using given angles and lengths, and applying their knowledge of 3-D shapes to identify them from their nets.

**Science:** see above

**History:** Children will investigate the bloodiest day in British history – the first day of the Battle of the Somme and learn about how the news reached home.

**Geography:** Children will compare and contrast key rivers of the world and choose one river to study in-depth.

**Computing:** see above

**Music:** Children will continue to compare the compositions of Hans Zimmer and Ethel Smyth using Italian terminology.

**Art:** Children will explore tone and texture by experimenting with charcoal, inspired by Olivia Lomenech Gill.

**Design Technology:** Children will continue to create a prototype of their mechanical toy.

**PDW / R.E:**

**P.E:** In PE, the children will develop their spatial awareness and focus on being able to transfer what they see on a map to the ground. In gymnastics, they will develop basic jumps and rolls off a bench and link together jumps and rolls to compose a sequence of their own.

**MFL:** Children will learn the parts of a river in French.

**Key Question Week 10:** What are the effects of lifestyle choices on the body?

**Key Text for Linked Learning:** Change for Life leaflet

**Linked Learning:** English, Science, PDW, SRE

In English, children will read a selection of health information leaflets, studying the key organisational devices used in non-chronological reports. They will discuss the effect that authors' choices of vocabulary and illustrations have on the reader and will use these leaflets as models to their own writing.

In Science, children will identify the effects that lifestyle choices have on the human body, focusing on the way the human body functions as a result of these choices, comparing choices that would be made as part of a healthy lifestyle to those that would be considered part of an unhealthy lifestyle. This will be explored further in PDW, where children will understand the impact of alcohol and drugs on a healthy lifestyle, not just physically, but on the emotional well-being of the user and those around them.

**Maths:** This week, children will read and interpret continuous data presented on line graphs, including those where more than one set of data is on the same graph. They will build on this



experience to draw their own line graphs, choosing the most appropriate scales and intervals. Following this, they will use line graphs to solve problems. In preparation for the focus on pie charts, children will illustrate and name parts of a circle, using the vocabulary radius, diameter, centre and circumference. They will then begin to interpret charts.

**Science:** see above

**History:** Children will explore how and when the war ended, making links to Remembrance Day.

**Geography:** Children will learn key facts about a South American River either the Amazon or the Orinoko.

**Computing:**

**Music:** Children will improvise/sing/compose to a composer previously studied.

**Art:** Children will practise using charcoal to sketch a fantastic beast.

**Design Technology:** Before they create their own final product, children will evaluate the prototype they completed last week to inform the final planning stages of the project.

**PDW / R.E:** see above

**P.E:** In orienteering, children will be introduced to visiting one control and then returning, ensuring they can read the map correctly and find specific points marked on a map. In gymnastics, they will develop the ability to evaluate a performance against a set criteria and show an understanding of locomotion including rolling on large apparatus.

**MFL:** Children will produce a poster about a French river and the sights likely seen along it.

**Key Question Week 11:** Who was Holika and how has she influenced Hindus?

**Key Text for Linked Learning:** Holika

**Linked Learning:** RE

In RE this week, children will learn about Holika, the demoness who was defeated by Vishnu. They will learn about the significance of her death and the reasons why Hindus celebrate this as part of the festival Holi. They will then identify the customs and traditions involved in the Hindu celebration of Holi and the countries in the world in which Holi is celebrated. **This will then inform their English learning, in which**

**Maths:** Children will continue to focus on pie charts, understanding how to calculate fractions of amounts to interpret simple pie charts, before applying their understanding of calculating percentages of amounts to do so. They will then build on their knowledge that angles around a point total 360 degrees to construct a pie chart, using a protractor to measure the angles. The topic of statistics will conclude with children understanding how to calculate the mean average of a set of data across a variety of contexts, applying their addition and division skills.

**Science:** Children will explain the impact of drugs and lifestyle choices on the way the human body functions.

**History:** Children will explore a range of poems including In Flanders Field and Dolce et Decorum Est, alongside other primary sources, to summarise the lasting effects of those who served in WWI.

**Geography:** Children will present key facts about their chosen South American River through a non-chronological report.

**Computing:**



**Music:** The children will improvise/sing/compose to a composer previously studied.

**Art:** Children will create their own piece of artwork of their own fantastic beast using charcoal.

**Design Technology:** Children will begin to create the frame for their own mechanical toy.

**PDW / R.E:** see above

**P.E:** In orienteering, children will be focusing on navigating successfully between a series of controls and put all the learnt skills into practice in a competition environment. In gymnastics, they will compose a four-move sequence on large apparatus and perform it to others and develop and evaluate their performance against a set criteria.

**MFL:** Children will produce a poster about a French river and the sights you would see along it.

**Key Question Week 12:** Can you make your vehicle move?

**Key Text for Linked Learning:** Toy leaflets

**Linked Learning:** English and D.T.

During DT learning this week, children will create their mechanical vehicles, combining their final product design with the practical skills they have consolidated and learnt this term. They will then evaluate their product according to their design criteria, considering how suited it is to the design brief, audience and purpose. **As part of their science learning, children will construct a circuit to add to their vehicle to ensure it meets the design brief of being able to move.**

In English, children will explore the features of informative leaflets and identify suitable sentence structures and vocabulary to use in their own writing. They will explain how their mechanical vehicle operates, applying their knowledge of a variety of cohesive devices such as adverbials and conjunctions. They will also apply technical vocabulary where appropriate.

**Maths:** This week, children will consolidate all of their learning from the Spring Term by completing a variety of problem-solving activities.

**Science:** see above

**History:** Children will explore bias during WWI by studying a variety of primary sources including newspapers, photographs and letters home, reporting on the events to those back home. Children will assess the reliability of these sources, taking into account the bias.

**Geography:** Children will complete fieldwork to explore a local river further.

**Computing:**

**Music:** Children to sing in harmony as a class, exploring the song Flanders Field.

**Art:** Children will complete their own piece of artwork of their own fantastic beast by adding watercolour paint, drawing on their knowledge of techniques used by Helen Frankenthalen.

**Design Technology:** see above

**PDW / R.E:**

**P.E:** In orienteering, children will be focusing on navigating successfully between a series of controls and put all the learnt skills into practice in a competition environment. In gymnastics, they will compose a four move sequence on large apparatus and perform it to others and develop and evaluate their performance against a set criteria.

**MFL:**