



Is War Ever a Good Thing?

Beaver Class Topic Web

Autumn Term 2 -

English

Our work will be springing from the pages of our class novel, Letters from the Lighthouse by Emma Carroll. If you have never read the book and only seen the film why not take this opportunity to read it with your child this half term?

Maths

In Year 5 we are learning about graphs and tables, multiplication and division and then perimeter and area.

In Year 6 we are learning about fractions and then position and direction.

We will also be looking at old money to link with our WW2 theme.

History

Our work in History this term is all about WW2 and the key question "Is war ever a good thing?"

The children have lots of ideas of things they would like to find out about but we will be thinking about the reasons for WW2, the injustices carried out during WW2, what it was like for everyday people during the war and then allowing the children time to explore their own enquiries.

Art and DT

In Art this term we are planning to build a mini working lighthouse from papier mache.

In DT we will be thinking about make do and mend so if you have any old clothes we can sew into new creations please send

Computing

In computing this half term we are thinking about code breaking and Bletchley Park.

PSHCE We are thinking about some big issues together in our PSHCE topic SAY NO!

1. What is smoke free? Say no to smoking
2. What is a drug? Why do we have laws that control drugs in this country and what are they? Why are some drugs legal and some illegal?
3. What effects and risks do drugs have (including tobacco and alcohol)
4. Is it normal for young people to use drugs? Is drug use increasing or decreasing among young people? Attitudes to alcohol.
5. Why do we sometimes take risks? How do we keep safe around the home? How do we keep safe outside? Keeping safe in my local area: say no to knives.
6. Anti-bullying week

In **RE** we are thinking around the question:

Why do Christians believe that Jesus was the Messiah?

*Trusting in God,
together we live, learn and
grow.*

In our Yeti maths we are taking a skill to work on each day

Monday – I can solve problems involving negative numbers
Tuesday - I can add and subtract mentally by adjusting.
Wednesday - I can multiply by a multiple of 10 or 100
Thursday - Step challenge
Friday I can compare and order fractions.

Our value is TRUST – Can you think of ways to show trust at home together?

In PE we are swimming at GL1 and learning some games skills with our Atlas Sports coach.

We will be visiting Stroud Museum in the Park this term for some workshops about WW2 in the local area which should be very informative.

History National Curriculum objectives

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about:

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Year 5 Maths National Curriculum

Solve comparison, sum and difference problems using information presented in a line graph.

Complete, read and interpret information in tables including timetables.

Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers.

Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.

Establish whether a number up to 100 is prime and recall prime numbers up to 19. Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.

Multiply and divide numbers mentally, drawing upon known facts.

Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.

Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000.

Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).

Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes.

Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.

Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Year 6 Maths National Curriculum

Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.

• Compare and order fractions, including fractions >1 .

• Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.

• Multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $1/4 \times 1/2 = 1/8$).

• Divide proper fractions by whole numbers (e.g. $1/3 \div 2 = 1/6$).

• Associate a fraction with division to calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $3/8$).

• Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places.

• Multiply one digit numbers with up to two decimal places by whole numbers.

• Use written division methods in cases where the answer has up to two decimal places.

• Solve problems which require answers to be rounded to specified degrees of accuracy.

• Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Describe positions on the full coordinate grid (all four quadrants).

• Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

Year 5 Writing (not including punctuation and spelling)

- Use expanded noun phrases precisely to add detail across a piece of writing
- Indicate degrees of possibility through the use of adverbs
- Indicate degrees of possibility through the use of modal verbs
- Use of inverted commas and other punctuation to indicate direct and reported speech
- Use relative clauses beginning with who, which, where, when, whose and that

Year 6 Writing (not including punctuation and spelling)

- Use expanded noun phrases across writing to convey complicated information concisely
- Use the perfect form of verbs to mark relationships of time and cause
- Control the use of inverted commas for direct speech, reported speech and quotations
- Add detail and create specific effects to engage the reader through crafting a range of sentence structures and lengths

Art and Design National Curriculum

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. to create sketch books to record their observations and use them to review and revisit ideas

to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

to learn about great artists, architects and designers in history.

Design and Technology National Curriculum

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity They should be taught to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques