

English Writing:

This term, our novel is *Goodnight Mr Tom* by Michelle Magorian. We will be writing a longer narrative, based on an evacuee leaving home during war time, as well as focusing on speech within a narrative.

SPaG:

Year 5: Modal verbs and adverbs of possibility.
Year 6: Synonyms and antonyms, nouns, verbs and adjectives, subject and object, determiners, conjunctions and prepositions, subjunctive form.

Chilham Readers:

In Chilham Readers, we will be using our VIPER skills while reading a variety of texts about the history of WW2 (YR 5) and electricity (YR 6)

MFL

French- Let's Go Shopping.

Art:

Our Art this term will be water painting in the style of Eric Ravilious.

Maths

This term, we will be continuing to look at fractions, as well as building on our multiplication and division from term one.

PE

In PE, we will be going to Faversham pool for swimming lessons on a Thursday.

Computing:

Present information about WW2 using a range of media (iMovie, PowerPoint, Clips, Chatterpix to combine media)

WORLD WAR II

Peacocks Term Two

Topic

Our topic this term is WW2. We will be focusing on life in the UK during WW2, which will include:

- Evacuation
- Rationing
- The role of women
- Key events

RE

Our RE big question is "Was Jesus the Messiah?"

By the end of the unit, we will know that:

- Jesus was Jewish.
- Christians believe Jesus is God in the flesh.
- They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.
- The Old Testament talks about a 'rescuer' or 'anointed one'
- Some texts talk about what this 'messiah' would be like.
- Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)
- Christians see Jesus as the Saviour.

Science

This term, we will be learning about electricity. We will be taught to:

- 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.
- Use recognised symbols when representing a simple circuit in a diagram.