<table>
<tr>
<td>Computing
Bletchley Park – We will explore how codes can be used for several different reasons and have a go at decoding messages. We will also look at the importance of a secure password is and look at historical figures and their contribution towards computer science.

(Article 17 – Information from mass media)</td>
<td>Maths
Multiplication and division – We will be identifying common factors, multiples, and prime numbers. We will also recognise and use squared and cubed numbers and the associated notation. As well as this, we will be solving problems involving multiplication and division.
Fractions and equivalence – We will be solving problems in context, including integers, fractions, decimals, and percentages.
Four operations / formal methods – We will be performing mental calculations involving all four operations and solve multi-step problems by deciding which operation/method to use and why.</td>
<td>PSHE
Keeping Safe – Across this unit, we will accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face and explore the risks of sharing photos and films with other people directly or online. We will also demonstrate an understanding that drugs can have both medical and non-medical uses and understand some of the basic laws in relation to drugs.

(Article 12 and 13 – Freedom of expression)</td>
<td>Art/DT
Ephrem Kouakou – We will be looking at the artwork by Ephrem Kouakou and imitate her style of work by practicing painting fine lines using black paints. We will also use view finders to recreate a section of her work and develop a textile with the outline of an animal, examining background patterns and leaf and plant forms with patterns.

(Article 31 – Relax, play and partake in activities)
(Article 28 – Develop talents)</td>
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<td>Music
Theme and variation – We will be exploring the musical concept of theme and variations and discover how rhythms can translate onto different instruments.</td>
<td colspan="2" rowspan="2">Class: Badgers Summer 1

Topic theme: World War 1: The Blame Game
The BIG question: who is to blame for World War 1?

Sub-questions:
1. Who took part in World War 1?
2. What were the four main causes of World War 1?
3. What was the impact of the expansion of military forces in European countries?
4. What was the impact of the creation of the Triple Alliance and the Triple Entente?
5. How big a factor was the creation of the group ‘the Black Hand’?</td>
<td>MFL – French
New language content – School life
Revision – Food

(Article 28 – Develop talents)</td>
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<td>RE
Sacrifice – Linked to our World War 2 learning, we will explore how Christians believe that Jesus sacrificed his life for the human race and explore how we all make sacrifices in our own lives for others.
(From the Living Difference syllabus)

(Article 14 – Beliefs)
(Article 30 – Customs and religion of their family)</td>
<td>History/Geography
World War 1 – We will look at a map of the world to find out which countries took part on which side of the war. This will enable us to establish when the first world war started and who fought in the first world war, including its time in history. We will begin to look at the main causes of the first world war: militarism, alliances, imperialism and nationalism. As well as this, we will explore various treaties and power struggles – the creation of the ‘Black Hand’ and the assassination of Franz Ferdinand.</td>
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<td>Guided Reading
The Valley of Lost Secrets – Throughout the half term, we will be reading our class book as we explore other texts to develop our reading skills.</td>
<td>English
The Errand – During the writing journey, we will be writing the next set of directions for the errand boy for his journey to the warlock at the mansion on the hill.
Alte Zachen – Across the writing journey, we will be writing our own character descriptions and diary entries in role. Our main outcome of this writing journey will be writing an analytical essay on what we can learn from other generations.
The Lion and the Unicorn – This writing journey will see us writing our own setting descriptions and crafting narratives for the next part of the book.</td>
<td>Science
Controlling electrical circuits – We will be looking at how electrical circuits can be controlled by looking at electrical current and electrical resistance. We will explore this through investigating how the number of lamps in a circuit affect how long a battery lasts, how the length of a wire affects how bright a bulb is and whether the type of wire used in a circuit affects the resistance.</td>
<td>PE
Indoor – Yoga
Outdoor – Real PE

(Article 6 – Grow up healthy)
(Article 27 – Physical development)
(Article 28 – Develop talents)</td>
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