**Project Entry Point:**

**Milestones / Beautiful Work:**

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| **ENTRY POINT****Date:** Monday 8th January**TEAM BUILDING ACTIVITY**How and why WW1 began | **TRENCH WAR EXPERIENCE****Date:** week beginning 5th February (weather permitting)**Venue:** to be confirmed**What?*** Trench digging
* Trench food
* Trench Life
* Under attack
 | **Bodmin Regimental Museum Trip and Workshops****Date – TBC****What -** workshops on: the chronology of weaponry development (handling session) / chronology of military uniforms / investigation into primary sources of evidence to solve a WW1 mystery | **Poetry Recital and Multi-media project book presentation****Date: Tuesday 27th February** **Venue: School Hall at 6pm****What?** An evening of War Poetry composed by the children, poets of WW1 and local poets(Parents and carers – please ask if you wish to present a poem of your choice or own composition – WW1 themed only) |

**What you can do to help your child’s learning in this area:**

**Daily reading – ensure they are reading for a sustained period on a daily basis – minimum of 15 minutes (encourage a wide range of texts and text types. Mix time spent on this between listening to your child read and discussion of their understanding of the text – what has happened? What are the characters like? Who is your favourite character? What personality do they have? What do you think is going to happen next / in the end? AND MORE IMPORTANTLY what evidence in the book that you have read proves you are correct?**

**All of this will help to ensure that your child achieves their Accelerated Reader Target.**

**Time tables practice – we will have weekly TTRockstars tests based on the tables that we are working on in class – your child is responsible for writing which tables to focus on in their planner.**

**Support with the ½ Termly projects:**

**Wait for further details of each before starting!**

**1st Half Term – deadline**

**My family in WW1**

**Presented in any way you feel is best suited and will be the most effective**

**2nd Half term –**

**Research a role of someone in WW1 – roles to be distributed in the second half term**

**TRIPS/EXPERIENCES:**

**Trench War Experience**

**St Piran’s Day Parade – Monday 5th March**

**Bodmin Regimental Museum – WW1 Workshops**

**Poetry Recital**

**(Dates to follow if not above)**

**Useful links:**

**Imperial War Museum:**

[**http://www.iwm.org.uk/history/first-world-war**](http://www.iwm.org.uk/history/first-world-war)

**BBC History:**

[**http://www.bbc.co.uk/schools/0/ww1/25827997**](http://www.bbc.co.uk/schools/0/ww1/25827997)

**SPaG**

[**http://www.grammar-monster.com/**](http://www.grammar-monster.com/)

**Book list:**

* Stay Where You Are Then Leave – John Boyne
* War Game - Michael Foreman
* Elephant in the Garden - M Morpurgo
* War Horse – M Morpurgo
* Only Remembered – edited by M Morpourgo
* Private Peaceful – M Morpurgo
* **Recommended reads:**
* **https://www.theguardian.com/childrens-books-site/2014/jun/30/best-first-world-war-ww1-books-for-children-and-teens**



**PE:**

Hockey / netball – passing, receiving, team-work and game play;

Dance - links to WW1 entertainment – choreography and performance, learning, practising and performing the St Piran’s Parade dance;

Heart-health – WW1 PT training regimes.

**MUSIC:** songs from the trenches, military band music and music of remembrance; learn and perform the St Piran’s choir songs.

**DT:** designing and building WW1 tanks and periscopes. Designing and creating their own recruitment posters

**Art:** Art inspired by WW1 – comparing and contrasting styles of WW1 trench artists. Using a range of media to create their own trench artwork – from photos and their own trench experience.

**GEOGRAPHY:**

Was The Great War truly a World War? Who was involved and why? Looking at global perspectives (how has the map of the world changed?) The impact of the commonwealth.

**HISTORY:**

The children have identified the following as what they wish to study and understand more about WW1: Why did it start? Who was involved? Significant figures, the role of animals, life at home, children and the war effort, food, clothing and entertainment.

A chronological study of an element of WW1 e.g. medicine in War, weaponry in the British Army, the role of women in British military history.

**WW1 - The Great War!**

**Can war ever be ‘Great’? / What would you stand up and fight for?**

**RE:**

Hinduism – pilgrimage, worship, places of worship and symbols.

Christianity and the celebration of Easter.

**PSHE:**

Jigsaw Unit – Exploring Dreams and Goals

What’s on Thursdays – keeping up to date with current affairs / politics / geography and Britain’s part in the world.

**MATHEMATICS:**

**Working with fractions:** multiplying simple fractions, dividing fractions by whole numbers, use equivalences between simple fractions, decimals and percentages.

**Decimals:** identify the value of digits in decimal numbers up to 3decimal places (including x by 10, 100, 1000 including answers up to 3 decimal places); multiplication with whole numbers and number with up to 2 decimal places; problem solving requiring rounding.

**Percentages:** calculating %; solving problems involving calculation of %; use of equivalence between %, fractions and decimals.

**Measurement:** calculation and conversion of units of measure – lengths (including miles and kilometres), mass, volume, and time from a smaller unit to a larger unit and vice versa; calculate area and perimeters (including parallelograms and triangles); use formulae for area and volume; compare volume of a range of cubes and cuboids.

**Algebra:** use simple formulae; generate and describe linear number sequences; express missing number problems algebraically, enumerate possibilities of combinations of two variables.

**Ratio:** solve problems involving the relative size of two quantities; solve problems involving shapes and scale factors.

**Geometry and Statistics:** name the parts of a circle and their relationship with each other; interpret and construct pie charts; calculate the mean average.

**READING:** - enhancing their understanding of the structures, language features and conventions for each ofthe text types they will be writing:

* poetry from significant war poets;
* letters and diary entries from the Imperial War Museum Collections;
* texts to persuade; a range of sources of non-chronological information texts (online and books)
* a range of classic children’s fiction

**Developing higher order comprehension skills:** inference, deduction, author technique / intention, drawing accurate reference to the text to justify opinion and preference.

**SPaG:**

Securing confident understanding and use of:

* Phrases, clauses (main, subordinating, relative)
* Simple, compound, complex sentence structures (commas used to mark clauses)
* Identification and use of active and passive voice for effect
* Using adverbial and preposition phrases
* Using colons and semi colons to join main clauses
* Accurate use and punctuation of direct and reported speech
* Formal and informal tone – subjunctive mood
* Tense agreement
* Past vs past progressive tense
* Present perfect tense and past perfect tense.

**WRITING:**

**Writing a range of text types for different purposes building: greater confidence in the range of skills and knowledge gained from work on Spelling, Punctuation and Grammar; and enhancing their work through effective editing.**

* **Journalism:** reporting on the outbreak of War
* **Persuasion** - adverts for signing up
* **Letter writing - At the Front and home:** letters home (considering censorship) and letters from home, diary entries – soldiers and home
* **Non Chronological report** - Trench Life
* **Poets of WW1:** writing in the style of the war poets, descriptive poetry

**Computing:**

**E-Safety** – Design a game to teach the importance of E-Safety - a stand-alone unit covering: cyber-bullying; appropriate use of passwords, open information, sharing photographs; appropriate use of emojis and slogans; understanding in-app purchasing

**Creating multi-media presentations** – Project Title: Lest we forget - incorporating photos, films, audio recordings, and their own work from across the subjects.

**SCIENCE:**

**Living things and their habitats:**

Describe how living things are classified into groups according to characteristics including micro-organisms, plants and animals.

Give reasons for classifying plants and animals based on specific characteristics.

**Evolution:**

Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.