

**Questions.**

Week 1: What is charity?  
 Week 2: Why might someone become homeless?  
 Week 3: Could you survive on the streets?  
 Week 4: How can we help and encourage others to help a charity?  
 Week 5/6: Can you assess the value of helping the homeless?

**Texts:** Way Home [Article 28, 31, 42](#)

Writing outcomes:

Fiction: Personal Response    Narrative    Writing In Role

Character Study    Description

Non Fiction: Recount    Instructions    Advert

Journalism    Persuasive and Balanced Argument

**Maths**

Fractions (including equivalence between fractions, decimals and %)

5 weeks

Geometry: position and direction 1 week

**Science:** Electricity

- 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

**Computing** E safety

Creating an app—recognise that different solutions can exist for the same problem

**Enrichment**

Sleepover in the hall  
 Visits from charities  
 Charity fund raising event—  
 design, make and sell  
 Christmas decorations

**Assessment Foci**

**Science:** I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.  
**PSHE:** I can take responsibility for my own actions  
**RE:** I can identify religious leaders and describe their roles and responsibilities.  
**DT:** I can work within a budget.  
**French:** I can take part in a simple conversation and express opinions.  
**Computing:** I recognise that different solutions can exist for the same problem.  
**E-safety:** I follow the school's safer internet rules.

**Foundation Subjects Coverage**

**PE:** Hi Five Netball—work co-operatively with others in a team; know and apply basic tactics and strategies for attacking and defending play; make a team and communicate a plan; lead others in a team situation.  
 Indoor athletics/gymnastics—develop technique, control and balance; compare performances with previous ones and demonstrate improvement; combine work with that of others; link sequences to specific timings.  
**French:** Understand the main points and some of the detail from a spoken passage made up of familiar language in simple sentences. Simple responses. French adjectives. Recap family members, occupations, playing, rooms.  
**RE:** understand why Jesus is important to Christians; identify who is in authority in Christian communities; describe their roles and responsibilities; discuss the difference between a religious Christmas and a secular Christmas; compare religious and secular Christmas cards; discuss commercialisation of Christmas. Research facts (amount spent on Christmas dinner, number of mince pies eaten, trees felled to make cards and paper etc) and discuss what Jesus would think about how Christmas is celebrated. [Article 2, 12, 13, 14, 30](#)  
**PSHE/ British Values: Thinking and Feeling** [Article 2, 12, 13, 14, 30](#)  
 -examining and exploring their own and others' feelings and emotions;  
 - knowing how to recognise, express and manage feelings in a positive and safe way; and  
 - recognising that feelings and emotions may change at times of change and loss.  
**Music:** evaluate how venue, occasion and purpose affects the way a piece of music is created  
**DT:** use market research to inform plans and ideas; follow and refine plans; test and evaluate products; work within a budget.