

# This term we are *working as historians*

**Essential Question: Was being evacuated always beneficial for the children involved?**

<p><b>REAL</b></p> <p>This term, we are <i>working as historians</i>, using songs from The Common Lot's 2017 show <i>Come Yew In!</i> as inspiration for exploring stories of migration and settlement from Norwich's past. Starting with the song <i>Heartbreaking Goodbyes</i> from the songbook, which addresses themes of fear, flight and sanctuary based on stories from WW2, Year 5 are learning all about the Norwich Blitz and its impact on the lives of those who lived on the streets in our local community. The project will culminate in a School's Research Conference on March 23rd where projects are presented to peers, families and project partners.</p>	<p><b>Reading</b></p> <p>Year 5 have sourced some powerful fiction and non-fiction texts to support the children's work as <i>historians</i> and to fire their imagination. They will also work directly with a range of texts, testimonies (written and oral) and archival artefacts to provide a range of starting points for discussion, drama and writing. Texts include:</p> <p><i>My Secret War Diary (guided reading)</i>  <i>The Lion and the Unicorn</i>  <i>Letters from the Lighthouse</i>  <i>Friend or Foe</i>  <i>War Boy</i>  <i>Blitz Boys</i>  <i>Bombs and Blackberries, a play by Julia Donaldson</i></p>	<p><b>Writing</b></p> <p>Children will write for a range of purposes and audiences and across a range of genres throughout the project:</p> <p>Short burst writing: summarising, describing            Poetry            Diary writing in character (as a child or parent)            Letters written in character (as an evacuee / host)            Recount - newspaper reports - Night of terror            Explanation texts</p>	<p><b>Oracy</b></p> <p>The project provides regular planned opportunities for the children to continue to develop powerful oracy skills through a range of activities under the elements of powerful and purposeful talk:</p> <p><b>Physical</b> – voice and body language  <b>Linguistic</b> – Vocabulary, language  <b>Cognitive</b> – content and structure of talk, seeking information and clarification through questions  <b>Social and emotional</b> – working with others, listening and responding, audience awareness</p>
<p><b>Maths</b></p> <p>Children will continue to develop their mastery of the core mathematical skills of fluency, reasoning and problem solving across the 4 main operations (addition and subtraction, multiplication and division), geometry, proportionality, place value and algebra</p>	<p><b>Homesteading</b></p> <p>Wednesday is Homesteading day for Year 5 where they are engaged in a range of activities on a 4 week carousel throughout the year. The carousel includes gardening and growing, animal care, seasonal cooking and crafts. The activities are themed to support the learning in REAL</p>	<p><b>Thrive</b></p> <p>All children have three 30-minute whole class Thrive sessions each week. The sessions are age-appropriate and activities are set based on the teacher's knowledge of the children</p>	<p><b>Philosophy</b></p> <p>Starting in April 2020</p> <p><b>What's in the news?</b></p> <p>Weekly discussion on the big issues in the news</p>
<p><b>Music</b></p> <p>30-minute singing and general musicianship lesson with Sistema (whole class)</p> <p><b>Additional music opportunities</b></p> <p>Sistema orchestra (1.5 hours after school on Tuesday and Friday weekly)            Bandwagon (Thursday mornings)</p>	<p><b>Sex &amp; Relationship Education (SRE)</b></p> <p><b>Puberty</b></p> <p><b>Lesson 2: Male and female changes</b></p> <p>Understand how puberty affects the reproductive organs            Describe how to manage physical and emotional changes</p>	<p><b>Physical Education</b></p> <p>60 minutes of physical education each week</p> <p><b>Spring term</b></p> <p>Invasion games (team games - tag rugby)            Invasion games (basketball - netball)</p>	<p><b>Forest Schools</b></p> <p>60 minutes of outdoor learning each week</p> <p><b>Spring term</b></p> <p>Dens and shelters / tarps, ropes and knots / swings and hammocks / introducing the bow saw and hand drill / natural art / mud kitchen / pond dipping / building fires / climbing / free play</p>
<p><b>Art and Design</b></p> <p>Children engage in a range of art activities. Some of these form part of early morning work and some relate to the REAL project of <i>working as historians</i></p>	<p><b>Computing</b></p> <p>Children use computers for a range of research and presentational activities in support of their independent and team projects</p> <p><b>Internet safety</b></p> <p>Children explore how to stay safe online during their year team circle</p>	<p><b>Modern Primary Languages</b></p> <p>Each class will have 30 minutes of Rigolo Primary French teaching each week</p>	<p><b>Homework</b></p> <p>We don't set homework, but do expect children to read daily and to record this in their Reading Record.</p> <p>Opportunities to follow-up REAL learning from class will be explored with individuals and activities will be self-set.</p>