


<p><b>Topic</b> Understand where the plague outbreak sits within English history Investigate how it travelled to Eyam and the impact on local people Analyse how disease was treated in 17<sup>th</sup> Century Compare and contrast how Eyam dealt with the outbreak against other regions Use primary and secondary sources (and the importance of local sources to hand)</p>	<p><b>Curriculum Enrichment</b> Big Swim, Sports Day, Check-in Tuesdays, Forest School</p> <p><b>Key vocabulary</b> plague quarantine flea survive fever merchant red cross disinfect remedy boundary contagious immune infested contained population vinegar outbreak rats bubonic London</p>	<p><b>Computing</b> They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. Explore the links between events and actions, while consolidating prior learning relating to sequencing. Learners begin by moving a sprite in four directions (up, down, left, and right). They then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of <b>Pen</b> blocks.</p>	<p><b>Maths</b> <b>Y3</b> Time Shape Statistics</p> <p><b>Y4</b> Time Shape Statistics Position and direction</p>	<p><b>DT/ART</b> <b>Drawing</b> Improve sketchbook skills, sketching still life scenes pastel, charcoal and chalk. Annotate work in sketchbook.</p> <p><b>Explore opportunities for using mixed media during this Topic, including making abstract and representational paper collages; drawing comic strips; making, illustrating and annotating zines.</b></p>
<p><b>English</b></p> <p><b>Class book - The Sleeping Sword by Michael Morpurgo</b></p> <p><b>Writing</b> <b>Diary entry</b> - a villager in the Eyam Plague <b>Poetry</b> - inspired by topic <b>Book Review</b> - Class Book</p> <p><b>Reading Comprehension</b> Use retrieval and inference skills and justify answers based on the text. Predict what might happen next. Use a dictionary to find the meaning of unfamiliar vocabulary. <b>Oracy</b> - Frequently ask relevant questions to extend understanding.</p>	<p><b>Punctuation &amp; Grammar</b></p> <p><b>Spellings</b> will be tested on Mondays - starting 10<sup>th</sup> June</p> <p><b>Music</b> Wider Opportunities - Violin Whole class performance.</p> <p><b>PE</b> Tennis Athletic activities</p>	<p><b>OWLS Summer 2 2024 The Plague</b></p>  <p><b>Science - Sound &amp; hearing</b> Observe and describe a variety of sounds around us. Order sounds eg loudest to quietest, highest to lowest. Explain how we use sounds in everyday life. Consider how sounds help or hinder us. How sound travels.</p>	<p><b>PSHE - Growing Up</b> Name external genitalia and some reproductive organs including penis, vagina, testicles, womb, umbilical cord, ovaries. Understand the processes of reproduction and birth as part of the human life cycle - that babies start from an egg and sperm. Explore physical and emotional changes that happen during puberty. Know how to ask for help.</p> <p><b>Online Safety</b> <b>Privacy and security</b></p>	<p><b>MFL - Spanish</b> Give a simple opinion <i>me gusta</i> or <i>detesto</i> about a colour. Learn when to add an <i>-n</i> onto the end of <i>gusta</i>. Use <i>los/las</i> with an animal when giving an opinion about it.</p> <p><b>RE - Comparing</b> Hindus/Christians/non-believers Why do some people think that life is a journey and what significant?</p>