

Curriculum Overview Year 2019/20

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Question topic What is the secret of survival? Is surviving the same as living?		Question topic: Is fighting always the solution?		Question topic Does adversity make you stronger?	
	Text Ice Trap Shackleton's incredible expedition		Rose Blanche	The arrival Shaun Tan	Text Wonder	School Production
	write in role as Shackleton write an explorers log diary as a crew member write the story from perspective of one of the crew report writing on Antarctica explorers Scott and Amundsen		Diary entries play scripts narrative retelling the story from perspective of The little boy narrative of the story	evacuation letters Blitz newspaper report Non chronological report about shelters in ww2/ vehicle / weapons Eden camp leaflet Piano flash back		London project of their choice
Spelling/Spag	spell words with silent letters eg knight psalm solemn punctuate bullet points layout devices such as headings sub headings columns use passive voice use expanded noun phrases to convey complicated information eg the boy that jumped over the fence is over there use of semi colon dash to mark the boundary between independent clauses use of passive voice to affect the presentation of information linking ideas across paragraphs using a range of cohesive devices grammatical connections use of adverbials		continue to distinguish between homophones and other words which are often confused use hypens to avoid ambiguity linking ideas across paragraphs using a wider range of cohesive devices difference between structures typical of informal speech and structures appropriate for formal speech and writing	use of expanded noun phrases to convey complicated information learn some differences between structures typical of informal speech and structures appropriate for formal speech and writing	use of passive voice to affect the presentation of information in a sentence linking ideas across paragraphs using a wider range of cohesive devices use of adverbials such as on the other hand in contrast use bullet points	differences between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing learn some differences between structures typical of informal speech and structures use of semi colon colon dash to mark boundary between independent clauses
Ongoing SPAG	<ul style="list-style-type: none"> Differences between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing Learn some differences between structures typical of informal speech and structures appropriate for formal speech and writing such as the use of a question tags Use of semi colon colon dash to mark boundary between independent clauses Use colon to introduce a list Hyphens 					
Class Book to read aloud	Kensuke's Kingdom	Skellig	Letters from the Lighthouse / Good night Mr. Tom		Wonder.	.Pig Heart Boy
Application Of Literacy	biography of Ernest Shackleton Non Chronological report on animals in Antarctica Instructions how to make a shelter		Non chronological reports about the war. Instructions how to make Anderson shelters.	Biography of Thomas Edison.		
Maths	Number and arithmetic 4 rules of number	Number and arithmetic 4 rules of number Fractions Geometry / Data	Number decimals Percentages Algebra	measuring converting units measurement perimeter area volume ratio	Number and arithmetic 4 rules of geometry properties of shape problem solving	statistics investigations
Application of maths.	graph work venn and carroll diagrams branch diagrams time zones degrees for longitude and latitude	.Time line showing events Shackleton adventure time line of evolution of the earth	nets for Anderson shelters nets for gas masks boxes timelines WW2	nets for Anderson shelters ratio and proportion war time recipes population	time lines dates biographies	line graphs heart beats direction measurements London underground

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Science	Living Things and their habitats Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences 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 explore how living things produce offspring of the same kind understand that normally offspring vary and are not identical to their parents experiments exploring adaptations	.Light and optical illusions Recognise that light appears to travel in straight lines- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. Focus: Prediction and conclusions. Maths: measurement in investigations. Focus: sorting according to characteristics. Maths: keys and diagrams	Electricity Building circuits with bulbs and switches Associate the brightness of bulb/ volume of buzzer with the voltage of a 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 Recording using symbols in a diagram. Circuit experiment Focus: prediction and conclusions Focus: Method and recording using symbols.		Animals including humans Identify and name the main parts of the circulatory system. Describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on our bodies? Describe the ways in which nutrients and water are transported within animals. Focus: what my results tell me. Maths: turning results into graphs
Computing	internet safety posters publisher and effective internet searches	Digital Literacy See digital literacy plan	Computing science imovie creating film	Information technology Microsoft excel	Digital Literacy Blogging and responding to emails	Computer science inbots (see inobot planning)
PSHE	New beginnings	Getting On/Falling Out Say No to Bullying	Going for Goals	Good to be Me	Relationships	Changes
RE/SMSC						
RSE	Good to be me Know how it feels to hold a minority opinion, feel confident in standing up for your beliefs.	Friendships Know how it feels to hold a minority opinion, feel confident in standing up for your beliefs	Being safe To explore the importance of taking responsibility for action and behaviour.	Being healthy Know that there are both internal and external body changes during puberty. Know that each person is made from an egg from a woman and a sperm from a man	Develop strategies for managing their feelings. Learn a number of strategies for dealing with embarrassment.	Develop strategies that enable them to manage change more effectively

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History	<p>Knowledge The story of Ernest Shackleton and the Endurance Expedition</p> <p>Why did Shackleton become so popular</p> <p>How did people react to his death what impact has he made on History</p> <p>The Heroic Age of Antarctic Exploration (End of 19th Century)</p>	<p>Skill Using sources.</p> <p>Organising information.</p>	<p>knowledge Make confident use of a variety of sources for independent research.</p>	<p>skill</p>	<p>WW2 Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>use relevant dates and times sequence events of WW2 write explanation how WW2 started Using evidence to support arguments.</p>	<p>Make confident use of a variety of sources for independent research. Understand how knowledge of the past is constructed from a range of sources</p>	<p>use a range of sources to find out about leaders Historical sources the Blitz</p>				
	Knowledge	skill	knowledge	skill	Knowledge	skill	knowledge	skill	—knowledge	skill	knowledge	skill

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Geography	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Use 8 point compass. use 6 figure grid	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night	explain climates of countries use maps to identify longitude latitude compare life in Antarctica with life in UK	Countries involved in the world war Identifying on maps how the countries became involved. Key features of Britain. Cities, rivers, mountains etc.		study of Modern land and settlements pre and post war compared to modern day	describe and explain the processes that cause man made disasters study population numbers throughout WW2 reasons for changes	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc Use maps, charts etc. to support decision making about the location of places e.g. new bypass	

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PE	Cross Country Mr. Oates Gymnsatics	Mr. Oates Dance	Netball- Mr. Shackleton Laser Run Ackworth	Tag Rugby- Mr. Shackleton Dance- Mrs. Buckler	Athletics	Laser Run- Ackworth Gymnsatics- Mr. Shackleton.
French	Sports	Clothes links to the weather.	Food –french restaurant	Home describing rooms in the house.	places of interest asking for directions	recap
Art		A' sense of place. Using view finders Landscapes- perspective a single focal point and horizon Using perspective in their work. Learning how to use watercolours: Bleeds for clouds	Paul nash WW1 artist. Clay poppies to put in the garden. Look at the paintings of Paul Nash. What was his style. Create and sketch small sections Learn how to draw a figure in proportion.		Picasso. Self portraits Produce intricate patterns and textures	Art to express yourself Kandinsky Chuck Close How does Picasso's style compare and contrast with Kandinsky and Chuck Close.
DT	survival day spend all day outside all children need a pack lunch equipment gather ground sheets bin bags string canes pegs cardboard make a shelter outside that is waterproof windproof Investigate survival foods e.g dry foods, energy foods and drinks. Design and cook a savoury meal on a fire pit. To create a structure using only wood, and sheeting. Teach them knots and square lashing. Focus on reinforcing.		world war 2 recipes Look at a weekly ration. Investigate war time menus/recipes. Plan a meal. Cook a meal.	Famous lighthouses Where are they? What elements do they need to withstand? How do they with stand the elements? Evaluate effectiveness of existing lighthouses and the model they will make. Initial prototype in paper. Then strengthen and reinforce Computer program to make it light up.		
Music						
Cook It	Going Global North American Food: Mexican	Going Global North American Food: Mexican	Eastern European food	Eastern European food	Asian Food	Asian Food
Grow it
Educational experiences	Survival Day		National Holocaust centre visit.	Eden camp		London