Curriculum Overview SPRING (2020-1)

English

Write to Entertain

Text Types: Fiction - stories

Text features: Developing setting Maintaining suspense

Sentence features: Fronted adverbials, Expanded noun phrases, Subordinate clauses, Relative clauses, Word order for effect Ellipsis, Varied openers

Text features: Adventurous vocab, Powerful verbs, Onomatopoeia

Write to Persuade

Text Types: Posters, Adverts, Formal letter, Speech / Campaign

Text features: Sequencing ideas, Convey viewpoint

Sentence features: Imperative verbs, Rhetorical questions, Noun phrases, Relative clauses, Standard English, Persuasive devices, Full punctuation, Modal verbs, Subjunctive

Text features: Adverbials, Conjunctions Emotive vocabulary, Verb choices

Window, great Paper Caper, The Rabbits, Where Forest Meets Sea

Reading

Rex Retriever
Summarising Sheba
Arlo the Author

Spelling

Suffix, prefix, contraction + comparative, superlative + Silent Letters, time connectives, adverbs + ei, ough

Mathematics

Year 3
Multiplication and Division (2)
Money
Statistics
Length and perimeter
Fractions

White Rose Small Steps:

Year 4
Multiplication and Division (2)
Area
Fractions
Decimals

Year 5
Multiplication and Division (2)
Fractions
Decimals and percentages

Fluency, Reasoning, Problem Solving

Year 6
Decimals
Percentages
Algebra
Converting units
Perimeter, area, volume
Ratio

Science: Electricity, Healthy Bodies

- Associate the brightness (lamp) or volume (buzzer) with number and voltage of cells used in the circuit.
- Compare and give reasons for variations in how components function, including the brightness of bulbs, loudness of buzzers and position of switches.
- Use recognised symbols when representing a simple circuit in a diagram.
- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Describe the ways in which nutrients and water are transported within animals, including humans.

History

Ancient Greeks:
What did the Greeks do for us?

- develop the use of historical terms
- address and devise historically valid questions
- understand how our knowledge of the past is constructed from a range of sources
- construct informed responses that involve thoughtful selection and organisation of relevant historical information
- continue to develop a chronologically secure knowledge and understanding of world history
- consistently answer and ask historically valid questions about similarity and difference.

Art & Design

- Look at microscope pictures of blood cells and platelets and then create collages, patterns and prints from observations.
- constructing an Archimedes screw
- investigate the design of Greek buildings (columns)
- make and decorate Greek pottery
- make masks for Greek theatre

Design & Technology

- Design and make, test and evaluate an electrical device that warns a sight-impaired person when water in a cup gets to a certain point.
- Design, make, test, evaluate and advertise an electrical game.
- Design and make a working model using an electric circuit
- Design and make a model heart.
- Create a circulatory system board game.

French   RS Stage 1   Unit 3,4

- Show understanding of single words
- Identify rhyming words and sounds
- Recognise a familiar question and respond
- Name objects and actions
- Use a simple connective to join phrases
- Read and show understanding of familiar words
- Identify and begin to memorise new vocabulary
- Write and say familiar words
- Express a simple opinion
- Explore French culture / life and compare it

PE

GetSet4PE

- Gymnastics
- Dodgeball

- Tag Rugby
- Hockey

PSHE

Computing

- Play interactive electrical circuit activities.
- Use the Internet safely for research.
- Take photographs and create video clips of circuits
- **Programming: Ancient Greek World** (design Greek world, create Olympic racing game).
- **Information Technology: Data for a purpose** (spreadsheets and graphs for campaign).

Geography

Protecting the Environment:
Are we damaging our world?

- describe and understand the distribution of natural resources including energy, minerals and water
- use maps, atlases and globes to locate countries and describe features studied
- use the eight points of a compass, symbols and keys to build their knowledge of the UK and wider world
- use fieldwork to observe, measure, record and present human and physical features in local area

Music   Charanga: Ukulele (2), Light

play and perform in solo and ensemble contexts, using voices and playing musical instruments

- change between the chords C and F in time
- improvise different chord rhythms
- play the chord of G7 and change between the chords C and G7 in time with the song
- play a variety of rhythmic strumming patterns
- compose music for a range of purposes

RE

- **Philosophy:** What can we learn about the world from great philosophers?

- **Theology, human / social science:** How does Hindu belief affect the way they live their lives?