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| **Curriculum overview 2019-20 Year 4/5** | **Invaders and settlers** | **AUTUMN TERM** |

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| English | Teaching will be based on the Talk for Writing approach involving 3 steps: imitations, innovation and invention.  Autumn Term 1 - Class text: Beowulf  Writing genres:   * Setting description of Grendel’s lair * Beating the monster story   Autumn Term 2 - Class text: How to train a dragon  Writing genres: Non-chronological report | Grammar and punctuation: secure use of expanded noun phrases (with adjectives and prepositions, similes and metaphors for description; adverbials of time (to move on the story), adjectives for description - POWER OF 3. We will also look at parenthesis and where is is best used as well as colons and semicolons.  Spellings: we will be using the Twinkl units to work through the curriculum spellings for year 4 and 5. We will also expand our vocabulary by using thesaurus’ to generate ambitious ‘WOW words’ to use within our writing. |
| Maths | We will be continuing the Inspire maths scheme from last year  Year 3 will be covering:   * Multiplication and division word problems * metal calculations * Money * Length, mass and volume (along with word problems containing these concepts) * bar graphs   Year 4 will be covering:   * squares and rectangles * decimals | |
| Science | In science we will be covering properties of materials. This includes   * compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets * know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution * use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating * give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic * demonstrate that dissolving, mixing and changes of state are reversible changes * explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.   We will also be looking at forces which includes:   * explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object * identify the effects of air resistance, water resistance and friction, that act between moving surfaces * recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect   As well as developing our knowledge on these scientific topic we will also be developing our ability to work scientifically but generating questions for investigations and conducting experiments in which we can learn and use technical vocabulary. | |
| DT | Our Art & DT will be linked to our Viking topic work where we will be using outdoor resources to create their own brooch; this is designed in sketch books first. We will also be designing long ships based on their knowledge from Topic and using clay to design their own and decorate. This will then be evaluated to see whether our design and final product match and what we found difficult when creating our DT piece. For Christmas, we will be designing and making baubles. This will develop our Sewing skills and we will be writing an evaluation of our final piece | |
| PE | Autumn Term 1: At Orchard Gym the children will be developing their flexibility, strength, technique, control and balance on a variety of equipment. In Tag Rugby, we will be developing our throwing and catching skills in formation securing our knowledge of the rules of the game. We will also practice moving with the ball using a range of techniques showing control and fluency.  Autumn Term 2: We will be doing Cricket with ‘Chance to Shine’’. During our lessons we will be developing the technical skills of the children and getting them physically active, we use the sport to support the national curriculum through cricket-themed lessons. For dance the children will be creating their own dance to ‘This is Me’ allowing children the opportunity to do a smaller group dance as well. This dance will be performed to the rest of the school and parents. | |
| Humanities | This term we will be learning about Anglo Saxons invasions, settlements and kingdoms: place names and village life, Anglo-Saxon art and culture, Vikings - why they came, how they lived and key people of the time. Differences between Anglo-Saxons and Vikings. | |
| Computing | we will use the computers to create information page about a topic relating to the vikings e.g. how they made clay huts and long boats. This will support learning in Art, DT and Topic. | |
| MfL | In French we will be covering the topic ‘Getting to know you’ which includes learning: a variety of greetings/goodbyes, how to introduce ourselves, brief conversations of ask and answer questions about how you are feeling, how to ask/say our age and learning our numbers up to 10.  We will also start the topic ‘All about me’ which includes learning: basic classroom instructions, our bodies and actions, colours and clothes. | |
| Music | We will be using the Music express unit for Poetry to learn, practice and perform a poem in front of the school. This will be performed from memory with some children creating background music while the others performed and vice versa. | |
| RE | This term we will be covering Sikhism with a key question: How far would a Sikh go for his/her religion? We will be learning to compare the different ways Sikhs put their religion into practice.  For our Understanding Christianity Unit we will be looking at the ‘Big Frieze’ which represents the Big story. This covers the following core concepts as part of the ‘big story’ of salvation, as understood within Christianity: God, Creation, Fall, People of God, Incarnation, Gospel, Salvation and Kingdom of God. We will look at Jesus being the link between all of the story big story and deepen our knowledge by focusing on the question ‘Was Jesus the Messiah?’ | |
| PHSE | Feelings and Emotions - we will start the unit off using the book ‘Kevin the Koala’ which will lead to discussions on:   * What does ‘change’ mean? How can change be positive? When can it be negative? * Think of a time when something in your life changed. What was it? How did it affect you? How did you react? * Why is Kevin afraid of change? How did his friends help him? * What does this story teach us? What does it mean to have a ‘CAN-DO’ attitude? How could you use this in your own life?   We will also look at the topic of ‘Valuing difference’ which will link to our P.E. song choice of ‘This is Me’. We will discuss not only the physical differences of people but the differences we can’t see and how we can value everyone for who they are. | |
| Enrichment | * Year 3,4 and 5 will take part in a Viking day * Spirituality Day: Christmas * Fireman and police visits * Life Ed van visit * Visit to Emma Carroll * Children in Need | |