

# Curriculum Overview AUTUMN (2020-1)

<p><b>Write to Inform</b> Text Types: Recount, Newspaper, Report, Bio, Instruction, Explanation</p> <p>Text features: Sequencing, paragraphs, newspaper structure</p> <p>Sentence features: Subordinating conjunctions, Expanded noun phrases, Relative clauses, Present perfect tense, Passive voice, Time connectives, Embedded clauses, Direct speech, Reported Speech</p> <p>Word features: Adverbials, conjunctions, pronouns, 'said' words</p>	<p><b>English</b></p> <p><b>Write to Entertain</b> Text Types: Poetry (structured), Fiction, Playscripts</p> <p>Text features: Developing character, Script features, metaphor &amp; simile</p> <p>Sentence features: Fronted adverbials, Expanded noun phrases, Subordinate clauses, Relative clauses, Consistent tense, Integrating dialogue, Core punctuation</p> <p>Word features: adjectives, adverbs, conjunctions, synonyms (thesaurus)</p>	<p><i>The Explorer, Journey to River Sea, The Great Kapok Tree</i></p> <p><b>Reading</b> Vocabulary Victor Inference Iggy Predicting Pip</p> <p><b>Spelling</b> Long vowel phonemes Suffixes, tense + Homophones Plurals + Prefixes Silent Letters</p>	<p><b>Art &amp; Design</b></p> <ul style="list-style-type: none"> <li>Mayan pots</li> <li>Frida Khalo</li> <li>Henri Rousseau</li> <li>Explore light and shade in greyscale.</li> <li>Use of light in famous artists' work, e.g. Vermeer.</li> <li>Look at images of search lights in the night sky and representing them</li> <li>Look at Hans Christian Anderson silhouettes, and make silhouettes</li> </ul>	<p><b>Computing</b></p> <ul style="list-style-type: none"> <li><b>Information Technology:</b> Creating digital imagery (Create a version of a Maya Codex using vector drawings example, the number system or their writing).</li> <li><b>Information Technology: Animation</b> (produce a stop-motion animation)</li> <li>Use internet safely and effectively for research</li> </ul>
<p><b>Mathematics</b></p> <p><b>Year 3</b> Place Value Addition and Subtraction Multiplication and Division (1)</p> <p><b>Year 4</b> Place Value Addition and Subtraction Length and Perimeter Multiplication and Division (1)</p>	<p><b>White Rose Small Steps:</b></p> <p><b>Year 5</b> Place Value Addition and Subtraction Statistics Multiplication and Division (1) Perimeter and Area</p>	<p><b>Fluency, Reasoning, Problem Solving</b></p> <p><b>Year 6</b> Place Value Four Operations Fractions Position and Direction</p>	<p><b>Design &amp; Technology</b></p> <ul style="list-style-type: none"> <li>Make a Mayan city</li> <li>Mayan weaving</li> <li>Create silver foil shadow people</li> <li>Create shadow puppets</li> <li>Design a nightlight</li> </ul>	<p><b>Geography</b></p> <p><b>South America: What is life like in The Amazon?</b></p> <ul style="list-style-type: none"> <li>Extend knowledge and understanding beyond local</li> <li>Develop use of geographical knowledge and skills to enhance locational and place knowledge</li> <li>Locate the world's countries using maps</li> <li>Understand geographical similarities and differences</li> <li>Describe and understand key aspects of physical and human geography</li> <li>Use maps, atlases, globes and digital/ computing mapping to locate countries and describe features</li> </ul>
<p><b>Science: Classifying Living Things, Light</b></p> <ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics based on similarities and differences</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> <li>Recognise light appears to travel in straight lines</li> <li>explain that objects are seen because they give out or reflect light into the eye</li> <li>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</li> <li>explain why shadows have the same shape as the objects that cast them</li> </ul>	<p><b>History</b></p> <p><b>Mayans: Why should we remember the Maya?</b></p> <ul style="list-style-type: none"> <li>establish clear narratives within and across periods</li> <li>address historically valid questions about similarity, difference and significance</li> <li>construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>understand how our knowledge of the past is constructed from a range of sources</li> <li>note connections, contrasts and trends over time</li> <li>develop the appropriate use of historical terms</li> <li>address and devise historically valid questions about change, cause and significance.</li> </ul>	<p><b>French</b></p> <p><b>RS Stage 1</b></p> <p><b>Unit 1,2</b></p> <ul style="list-style-type: none"> <li>Show understanding of single words</li> <li>Identify rhyming words and sounds</li> <li>Recognise a familiar question and respond</li> <li>Name objects and actions</li> <li>Use a simple connective to join phrases</li> <li>Read and show understanding of familiar words</li> <li>Identify and begin to memorise new vocabulary</li> <li>Write and say familiar words</li> <li>Express a simple opinion</li> <li>Explore French culture / life and compare it</li> </ul>	<p><b>Music: Charanga Ukulele (1), Nativity</b></p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments</p> <ul style="list-style-type: none"> <li>hold and play the Ukulele in the correct way</li> <li>sing a simple song</li> <li>strum rhythmically and in time</li> <li>pluck open strings in time with a song</li> <li>play and change between chords C and F.</li> <li>compose music for a range of purposes</li> </ul>	
		<p><b>PE</b></p> <p><b>GetSet4PE</b></p> <ul style="list-style-type: none"> <li>Football</li> <li>Fitness</li> <li>Dance</li> <li>Yoga</li> </ul>	<p><b>PSHE</b></p> <p><b>RE</b></p> <ul style="list-style-type: none"> <li><b>Theology, Philosophy:</b> Creation and Science: conflicting or complimentary? <i>Understanding Christianity: Creation/fall</i></li> <li><b>Theology:</b> Was Jesus the Messiah? <i>Understanding Christianity: Incarnation</i></li> </ul>	