

Curriculum Overview

Class 5 - Miss Morris



R.E.

Ascension and Pentecost

- allow children the opportunity to delve deeper into the meaning and impact of these events
- Why are these two events so important?
- What is the impact of these events then and now?
- In what ways do these events and beliefs make Christianity distinctive?
- What do Christians believe about the nature and character of the Holy Spirit?



Design and Technology

Design and Make an illumination with moving parts and lights

- Investigate existing products
 - Design a display which has at least one movement in it
 - Decide where lights will be and when they will come on and go off.
 - Create and test at each stage Have a grand 'switch on' and evaluate their products against their design criteria.
- In what ways does God give us light?
How can we share our Christian and British Values to shine light into our world?

"Oh I do like to be beside the Seaside!"

Science

Electricity

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the 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.
- Use recognised symbols (at least: cells, wires, switches, bulbs, buzzers and motors) when representing a simple circuit in a diagram.
- Use and interpret circuit diagrams to construct a variety of more complex circuits predicting whether they will 'work'.

History

A Personal History Study – SKILLS BASED

- Use dates and a wide range of historical terms when sequencing events and periods of time.
- Develop chronologically secure knowledge of the events and periods of time studied.
- Describe the impact of historical events and changes.
- Acknowledge contrasting evidence and opinions when discussing and debating historical issues.
- Use appropriate vocabulary when discussing, describing and explaining historical events.
- Choose the most appropriate way of communicating different historical findings.

Maths

- Revision of all key area and reasoning based activities through small Maths group sessions
- Focused arithmetic sessions
- Place Value, decimals and fractions
- Mental and Written calculation
- Calculating fractions, ratio and proportion
- 2D shape, co-ordinates, translation and reflection
- Algebra and Sequences
- Measurement (length and time) and Statistics (mean)

English

Narrative/Fiction

*focus on reading skills and narrative writing

- Listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.
- Explore texts in groups and deepen understanding through discussion.
- Justify opinions and elaborate by referring to the text e.g. using the PEE prompt –Point+Evidence+Explanation.
- Understand characters' feelings, thoughts and motives from their actions, justifying with evidence e.g. Point+Evidence+Explanation.
- Scan for key information e.g. *identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting.*
- Use a combination of skimming, scanning and close reading across a text to locate specific detail.
- Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.. *Tom stomped into the room, flung down his grubby, school bag and ann*
- Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action

Computing

Programming/Computational Thinking/ Hardware

French

French Cafe!

- Drinks, snack and ice-cream
- Regional Food

P.E

- Invasion Games
- Athletics
- Rounders

Music

Charanga – You've Got a Friend

How should we choose our friends?
How can we show tolerance and respect to all people?