

Curriculum Overview

Class 5 - Miss Morris



“Oh I do like to be beside the Seaside!”

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?

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?