Class 4: Year 4/5: Mr Bateman: AUTUMN 2 Curriculum Overview 2020/21: THE IRON MAN

English

Narrative (Y4-5 Bridging Unit)

'The Lion, the Witch and the Wardrobe' by C.S. Lewis

- Create sentences with fronted adverbials for where
- Create sentences with fronted adverbials for
- Use inverted commas and other punctuation to indicate direct speech
- Generate and select from vocabulary banks
- Explain the meaning of key vocabulary within the context of a text
- Draw inferences around characters' thoughts, feeling and actions
- Justify responses using Point + Evidence

Non-Fiction (Y3 Sp2)

Explanation – Magnets

- Use paragraphs to organise writing in fiction and non-fiction texts.
- Use organisational devices in non-fiction writing, e.g. captions, text boxes, diagram,
- Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.
- Explain the meaning of key vocabulary within the context of a text
- Demonstrate active reading strategies
- Justify responses using Point + Evidence

Poetry

Kennings Poetry (Christmas)

- Use Standard English verbs
- Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.
- Use appropriate intonation, tone and volume to present their writing to a range of audiences
- Recognise and analyse different forms of poetry e.g. haiku, limericks, kennings
- Learn a range of poems by heart and rehearse for performance.
- Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.



History (Lancs Y3 Sp1)

- Stone Age to Iron Age Britain
- How did life change in Britain from the Stone Age to the Iron Age?
- What were their houses like?
- How did the tools change?
- What food did they eat?
- How did they survive?
 - What artwork do we have from that era?

– How and why was Stonehenge built? WI: What if Bronze Age Britons crucified Jesus? How would they

make the cross? MC: How has religion changed since the Stone Age

BV: Rule of Law

Dances

Music

D9: Collaborative, Creativity, Independent

Observational Drawing

D9: Creativity, Unique

- Observational drawings in sketchbooks of cogs, chains, nuts and bolts
- To draw with skill images of cars and cranes; children's small toys including boats, bicycles etc.
- To develop an image of the Iron Man

Geography (Covered in Au1)

- Create a range of drawing materials, including grades of pencils, charcoal and chalk to make drawings, and smudgij to help create 3-D effects.
 - To work on a large scale as a groups to create their own Iron Man image
- Experiment with different grades of pencil and other implements to draw different forms and shapes. BV: Mutual Respect & Individual Liberty

'The Iron Man' through movemen To execute movement with control

PE (H. Wilson PPA)

To work collaboratively to

produce a dance piece Communicate character of

- To move to the music rhythmically
- To use all body parts to express movement

BV: Mutual Respect & Individual Liberty

D9: Collaborative, Creativity, Unique

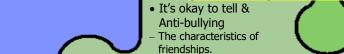
Maths (ref. Lancs Maths Planning Support)

- Number
- Multiply two-digit and three-digit numbers by a one digit number using formal written layout.
- Divide numbers up to 3 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.
- Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.

- Read, write and convert time between analogue and digit 12- and 24-hour clocks.
- Geometry
- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- Identify acute and obtuse angles and compare and order angles up to two right angles by

Statistics

- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts, time graphs.
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.



- That healthy friendships are positive and welcoming towards others.
- How to recognise and talk about their emotions.

PSHE (H. Courtney Plan/Teach)

It is very important for children to discuss their feelings with an adult and seek support.

BV: Individual Liberty

MC: Where are Christians bullied for loving Jesus?

D9: Courage

Science (ref. Lancs Y3 Sp2)

- Forces and Magnets
- Compare how things move on different surfaces.
- Notice that some forces need
- contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some
- materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic
- Describe magnets as having two poles.
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.
- How can you describe a force?
- Is it easier to push or pull a suitcase?
- Which surface is the slippiest?
- Is it magnetic or not? Are all magnets the same?
- Which magnet is the strongest?
- WI: Which force is stronger: gravity or Jesus walking on water?

BV: Rule of law

D9: Collaborative, Relevant

RE (ref. Blackburn Diocese BofE 2017)

- 4.2 Christmas and the Symbolism of Light
- Why is Jesus described as the Light of the World?
- What does the light do to the dark?
- The sun already lights the world so how can Jesus be the light?
- How did Jesus bring light?
- How does Jesus bring light?
 - NCF: Hanukah (Judaism)
 - How is Hanukah similar yet different to Christmas
 - What is the story of Hanukah?
 - How is Hanukah celebrated?

WI: Why do we light candles at Christmas? WI: Why is light such a powerful symbol? BV: Tolerance of other Faiths, Individual Liberty

MC: Is Jesus being the Light of the World a helpful symbol for the

D9: Challenge, Flourish, Inspirational, Relevant

Computing (H. Courtney Plan/Teach)

- IT: Images and Graphics - Acquire, store and retrieve images for a purpose.
- Select specific areas of an
- image, copy and paste to make repeating patterns.
- Be able to resize various elements in a graphics or paint package.
- Use various tools in paint packages to edit/change an image,
- Use the 'print screen' function to capture images.
- Explore the use of graphics and paint packages to design and plan an

WI: How is Jesus the 'print screen' of God?

BV: Rule of Law

D9: Challenge, Independent, Relevant

<u>Other</u>

British Values

- Picture News • First News
- Newsround
 - Democracy (Daily; voting for rewards etc.) Mutual Respect & Rule of Law (Daily)
 - Individual Liberty (responses etc.)

What if?

Multi-Cultural Links

'Diamond 9'