

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

<p><b>English</b></p> <p><b>Narrative (Y4-5 Bridging Unit)</b></p> <ul style="list-style-type: none"><li>• 'The Lion, the Witch and the Wardrobe' by C.S. Lewis</li><li>- Create sentences with fronted adverbials for where</li><li>- Create sentences with fronted adverbials for when</li><li>- Use inverted commas and other punctuation to indicate direct speech</li><li>- Generate and select from vocabulary banks</li></ul> <ul style="list-style-type: none"><li>▪ Explain the meaning of key vocabulary within the context of a text</li><li>▪ Draw inferences around characters' thoughts, feeling and actions</li><li>▪ Justify responses using Point + Evidence</li></ul>	<p><b>Non-Fiction (Y3 Sp2)</b></p> <ul style="list-style-type: none"><li>• <b>Explanation – Magnets</b></li><li>- Use paragraphs to organise writing in fiction and non-fiction texts.</li><li>- Use organisational devices in non-fiction writing, <i>e.g. captions, text boxes, diagram, lists.</i></li><li>- Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</li></ul> <ul style="list-style-type: none"><li>▪ Explain the meaning of key vocabulary within the context of a text</li><li>▪ Demonstrate active reading strategies</li><li>▪ Justify responses using Point + Evidence</li></ul>	<p><b>Poetry</b></p> <ul style="list-style-type: none"><li>• <b>Kennings Poetry (Christmas)</b></li><li>- Use Standard English verbs</li><li>- Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</li><li>- Use appropriate intonation, tone and volume to present their writing to a range of audiences.</li></ul> <ul style="list-style-type: none"><li>▪ Recognise and analyse different forms of poetry <i>e.g. haiku, limericks, kennings</i></li><li>▪ Learn a range of poems by heart and rehearse for performance.</li><li>▪ Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</li></ul>	<p><b>Geography (Covered in Au1)</b></p>	<p><b>History (Lancs Y3 Sp1)</b></p> <ul style="list-style-type: none"><li>• Stone Age to Iron Age Britain</li><li>- How did life change in Britain from the Stone Age to the Iron Age?</li><li>- What were their houses like?</li><li>- How did the tools change?</li><li>- What food did they eat?</li><li>- How did they survive?</li><li>- What artwork do we have from that era?</li><li>- How and why was Stonehenge built?</li></ul> <p><b>WI: What if Bronze Age Britons crucified Jesus? How would they make the cross?</b></p> <p><b>MC: How has religion changed since the Stone Age</b></p> <p><b>BV: Rule of Law</b></p> <p><b>D9: Collaborative, Creativity, Independent</b></p>
<p><b>Maths (ref. Lancs Maths Planning Support)</b></p> <ul style="list-style-type: none"><li>• Number</li><li>- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.</li><li>- 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.</li><li>- Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two digit numbers.</li><li>- 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.</li></ul>	<ul style="list-style-type: none"><li>• Measurement</li><li>- Read, write and convert time between analogue and digit 12- and 24-hour clocks.</li></ul> <ul style="list-style-type: none"><li>• Geometry</li><li>- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</li><li>- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</li><li>- Identify acute and obtuse angles and compare and order angles up to two right angles by size.</li></ul>	<ul style="list-style-type: none"><li>• Statistics</li><li>- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts, time graphs.</li><li>- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li></ul>	<p><b>Art (H. Wilson PPA)</b></p> <ul style="list-style-type: none"><li>• Observational Drawing</li><li>- Observational drawings in sketchbooks of cogs, chains, nuts and bolts</li><li>- To draw with skill images of cars and cranes; children's small toys including boats, bicycles etc.</li><li>- To develop an image of the Iron Man</li><li>- Create a range of drawing materials, including grades of pencils, charcoal and chalk to make drawings, and smudging to help create 3-D effects.</li><li>- To work on a large scale as a groups to create their own Iron Man image</li><li>- Experiment with different grades of pencil and other implements to draw different forms and shapes.</li></ul> <p><b>BV: Mutual Respect &amp; Individual Liberty</b></p> <p><b>D9: Creativity, Unique</b></p>	<p><b>PE (H. Wilson PPA)</b></p> <ul style="list-style-type: none"><li>• Dances</li><li>- To work collaboratively to produce a dance piece</li><li>- Communicate character of 'The Iron Man' through movement</li><li>- To execute movement with control</li><li>- To move to the music rhythmically</li><li>- To use all body parts to express movement</li></ul> <p><b>BV: Mutual Respect &amp; Individual Liberty</b></p> <p><b>D9: Collaborative, Creativity, Unique</b></p>
<p><b>Science (ref. Lancs Y3 Sp2)</b></p> <ul style="list-style-type: none"><li>• Forces and Magnets</li><li>- Compare how things move on different surfaces.</li><li>- Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li><li>- Observe how magnets attract or repel each other and attract some materials and not others.</li><li>- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</li><li>- Describe magnets as having two poles.</li><li>- Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li><li>▪ How can you describe a force?</li><li>▪ Is it easier to push or pull a suitcase?</li><li>▪ Which surface is the slippiest?</li><li>▪ Is it magnetic or not?</li><li>▪ Are all magnets the same?</li><li>▪ Which magnet is the strongest?</li></ul> <p><b>WI: Which force is stronger: gravity or Jesus walking on water?</b></p> <p><b>BV: Rule of law</b></p> <p><b>D9: Collaborative, Relevant</b></p>	<p><b>RE (ref. Blackburn Diocese BofE 2017)</b></p> <ul style="list-style-type: none"><li>• 4.2 Christmas and the Symbolism of Light</li><li>- Why is Jesus described as the Light of the World?</li><li>- What does the light do to the dark?</li><li>- The sun already lights the world so how can Jesus be the light?</li><li>- How did Jesus bring light?</li><li>- How does Jesus bring light?</li></ul> <ul style="list-style-type: none"><li>• NCF: Hanukah (Judaism)</li><li>- How is Hanukah similar yet different to Christmas</li><li>- What is the story of Hanukah?</li><li>- How is Hanukah celebrated?</li></ul> <p><b>WI: Why do we light candles at Christmas?</b></p> <p><b>WI: Why is light such a powerful symbol?</b></p> <p><b>BV: Tolerance of other Faiths, Individual Liberty</b></p> <p><b>MC: Is Jesus being the Light of the World a helpful symbol for the Southern Hemisphere who celebrate Christmas in Summer?</b></p> <p><b>D9: Challenge, Flourish, Inspirational, Relevant</b></p>	<p><b>PSHE (H. Courtney Plan/Teach)</b></p> <ul style="list-style-type: none"><li>• It's okay to tell &amp; Anti-bullying</li><li>- The characteristics of friendships.</li><li>- That healthy friendships are positive and welcoming towards others.</li><li>- How to recognise and talk about their emotions.</li><li>- It is very important for children to discuss their feelings with an adult and seek support.</li></ul> <p><b>BV: Individual Liberty</b></p> <p><b>MC: Where are Christians bullied for loving Jesus?</b></p> <p><b>D9: Courage</b></p>	<p><b>Music</b></p>	
		<p><b>Computing (H. Courtney Plan/Teach)</b></p> <ul style="list-style-type: none"><li>• IT: Images and Graphics</li><li>- Acquire, store and retrieve images for a purpose.</li><li>- Select specific areas of an image, copy and paste to make repeating patterns.</li><li>- Be able to resize various elements in a graphics or paint package.</li><li>- Use various tools in paint packages to edit/change an image,</li><li>- Use the 'print screen' function to capture images.</li><li>- Explore the use of graphics and paint packages to design and plan an idea.</li></ul> <p><b>WI: How is Jesus the 'print screen' of God?</b></p> <p><b>BV: Rule of Law</b></p> <p><b>D9: Challenge, Independent, Relevant</b></p>	<p><b>Other</b></p> <p><b>British Values</b></p> <ul style="list-style-type: none"><li>• Picture News</li><li>• First News</li><li>• Newsround</li></ul> <ul style="list-style-type: none"><li>▪ Democracy (Daily; voting for rewards etc.)</li><li>▪ Mutual Respect &amp; Rule of Law (Daily)</li><li>▪ Individual Liberty (responses etc.)</li></ul> <p><b>What if?</b></p> <p><b>Multi-Cultural Links</b></p> <p><b>'Diamond 9'</b></p>	