

# Class 4 : Year 4/5 : Mr Bateman : SPRING 1 Curriculum Overview 2021/22 : PLANET EARTH

<p><b>English</b></p> <p><b>Fiction (Fables)</b></p> <ul style="list-style-type: none"> <li>Punctuate adverb starts using commas</li> <li>Create sentences using fronted adverbials</li> <li>Use inverted commas and other punctuation to indicate direct speech</li> <li>Blend action and dialogue in a paragraph</li> <li>Generate and select from vocabulary banks</li> </ul> <p>▪ Explain the meaning of key vocabulary within the context of a text</p> <p>▪ Draw inferences around characters' thoughts, feeling and actions</p> <p>▪ Justify responses using Point + Evidence</p> <p><b>Poetry (Narrative)</b></p> <p>• <b>Macavity by TS Elliot</b></p> <ul style="list-style-type: none"> <li>Create sentences using adverb starters</li> <li>Punctuate adverb starts using commas</li> <li>Create sentences using fronted adverbials</li> </ul> <p>▪ Explain the meaning of key vocabulary within the context of a text</p> <p>▪ Draw inferences around characters' thoughts, feeling and actions</p> <p>▪ Make comparisons within a text</p> <p>▪ Justify responses using Point + Evidence</p> <p><b>Non-fiction (Biography)</b></p> <p>• <b>Napoleon, Joan of Arc</b></p> <ul style="list-style-type: none"> <li>Generate and select from vocabulary banks</li> <li>Use accurate standard English verbs</li> <li>Use paragraphs to organise writing</li> <li>Link ideas across paragraphs using adverbial phrases</li> </ul> <p>▪ Explain the meaning of key vocabulary within the context of a text</p> <p>▪ Distinguish between statements of fact and opinion</p> <p>▪ Make comparisons within a text</p> <p>▪ Justify responses using Point + Evidence</p>	<p><b>Geography / History (Lancs Unit Plans)</b></p> <ul style="list-style-type: none"> <li>European Study - France</li> <li>Identify significant geographical features using atlases</li> <li>Understand the difference between human and physical geographical features</li> <li>Represent geographical information using a range of graphs</li> <li>Draw a range of maps with increasing accuracy</li> </ul> <p><b>MC: What does Jesus look like in French art?</b></p> <p><b>D9: Collaborative, Independent, Relevant</b></p>	<p><b>Art (H. Wilson)</b></p> <ul style="list-style-type: none"> <li>Drawing and painting</li> <li>Develop shading techniques</li> <li>Create an observational drawing of flowers</li> </ul> <p><b>BV: Mutual Respect &amp; Individual Liberty</b></p> <p><b>D9: Creativity, Unique</b></p>
<p><b>Maths (Lancs Maths Planning Support)</b></p> <p>• Number (Place Value)</p> <ul style="list-style-type: none"> <li>Interpret negative numbers in context, count on and back with positive and negative whole numbers, including through zero.</li> <li>Read Roman numerals to 100 and know that over time, the numeral system changed to include the concept of zero and place value.</li> <li>Read Roman numerals to 1000 (M); recognise years written as such.</li> </ul> <p>• Number (Calculations)</p> <ul style="list-style-type: none"> <li>Use a formal written method to solve one step, two-step and multi-step problems</li> </ul> <p>• Geometry (Position and Direction)</p> <ul style="list-style-type: none"> <li>Describe positions on a 2-D grid as coordinates in the first quadrant.</li> <li>Plot specified points and draw sides to complete a given polygon.</li> <li>Describe movements between positions as translations of a given unit to the left/right and up/down.</li> </ul> <p>• Geometry (Shape, Space and Measure)</p> <ul style="list-style-type: none"> <li>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</li> <li>Identify lines of symmetry in 2-D shapes presented in different orientations.</li> <li>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</li> <li>Use the properties of rectangles to deduce related facts and find missing lengths and angles.</li> <li>Identify 3-D shapes from 2-D representations.</li> </ul> <p>• Statistics</p> <ul style="list-style-type: none"> <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>Music (Charanga)</b></p> <ul style="list-style-type: none"> <li>4.2 Glockenspiel Part 2 (Recorders)</li> <li>Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy and control</li> <li>Use and understand staff and other musical notations</li> </ul> <p><b>BV: Mutual Respect &amp; Individual Liberty</b></p> <p><b>WI: Why do Christians make music?</b></p> <p><b>D9: Collaborative, Creativity, Relevant, Unique</b></p>	<p><b>PE (H. Wilson)</b></p> <ul style="list-style-type: none"> <li>Dance</li> <li>To perform dances expressively</li> <li>Add own movements to dances</li> <li>Create different movements</li> </ul> <p><b>BV: Mutual Respect, Individual Liberty &amp; Rule of Law</b></p> <p><b>D9: Collaborative, Creativity, Unique</b></p>
<p><b>Science (Go-To Document 2020)</b></p> <ul style="list-style-type: none"> <li>Animals inc. Humans (Y4)</li> <li>Describe the simple functions of the basic parts of the digestive system in humans</li> <li>Identify the different types of teeth in humans and their simple functions</li> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> <p>▪ Use relevant vocabulary to discuss and explain observations</p> <p>▪ Use a range of scientific models</p> <p>▪ Make close observations</p> <p>▪ Present observations using tables</p> <p>▪ Use secondary sources</p> <p>▪ Use scientific diagrams</p> <p><b>WI: Why are Christians called the Body of Jesus?</b></p> <p><b>BV: Rule of law</b></p> <p><b>D9: Challenge, Collaborative, Courage, Inspirational, Relevant</b></p>	<p><b>RE (Blackburn Diocese BofE 2017)</b></p> <ul style="list-style-type: none"> <li>5.3 Jesus, the Teacher</li> <li>Who are the teachers in your life? What have they taught you?</li> <li>What stories did Jesus tell?</li> <li>Why did Jesus tell that story? What did he want us to learn?</li> <li>What behaviour does this story challenge?</li> <li>If you put the message of this story into practise, what would be different in your life?</li> <li>What did Jesus teach about the Kingdom of God?</li> </ul> <p>▪ The Good Samaritan, the Lost Sheep, the Wise and Foolish Builders</p> <p>▪ The Widow's Gilt, The Parable of the Talents</p> <p>▪ The Unforgiving Servant</p> <p>▪ The Sower and the Four Soils</p> <p>▪ Treasure in the Field, The Great Feast</p> <p><b>WI: Why did Jesus use stories? Why are stories powerful?</b></p> <p><b>MC: What do the stories of Jesus look like in artwork from different cultures?</b></p> <p><b>BV: Individual Liberty, Tolerance of faiths</b></p> <p><b>D9: Challenge, Flourish, Inspirational, Relevant</b></p>	<p><b>French (H. Courtney)</b></p> <ul style="list-style-type: none"> <li>Money and Numbers</li> <li>Listen for and identify specific words and phrases</li> <li>Understand familiar vocabulary</li> <li>Use familiar words and phrases and pronounce them accurately</li> </ul> <p><b>WI: What is the most valuable thing in your life? Why?</b></p> <p><b>WI: What things can't you put a price on? Why?</b></p> <p><b>D9: Challenge, Independent,</b></p>
		<p><b>PSHE (SCARF)</b></p> <ul style="list-style-type: none"> <li>Keeping Myself Safe</li> <li>Physical contact and feeling safe, recognising external risks.</li> <li>Ella's diary dilemma</li> <li>Decision dilemmas</li> <li>Play, like, share</li> </ul> <p>• Picture News</p> <p><b>BV: Mutual Respect</b></p> <p><b>D9: Challenge, Collaborative, Independent, Inspirational, Relevant</b></p>
<p><b>Computing (H. Courtney)</b></p> <ul style="list-style-type: none"> <li>Spreadsheets</li> <li>Use a spreadsheet to carry out calculations</li> <li>Use the SUM and other functions with assistance</li> <li>Know that a spreadsheet can be used to help solve problems</li> <li>Change some of the data and discuss effects on results.</li> </ul> <p><b>BV: Rule of Law &amp; Mutual Respect</b></p> <p><b>D9: Challenge, Independent, Relevant</b></p>	<p><b>Other British Values</b></p> <ul style="list-style-type: none"> <li>Picture News</li> <li>First News</li> <li>Newsround</li> </ul> <p>▪ Democracy (Daily; voting for rewards etc.)</p> <p>▪ Mutual Respect &amp; Rule of Law (Daily)</p> <p>▪ Individual Liberty (responses etc.)</p> <p><b>What if?</b></p> <p><b>Multi-Cultural Links</b></p> <p><b>'Diamond 9'</b></p>	