

# Class 4 (Year 4/5) – Mr Bateman – Autumn Curriculum Overview 2018 – FOOD GLORIOUS FOOD / ANCIENT EGYPT

<p><b>English</b></p> <ul style="list-style-type: none"> <li>• <b>Narrative</b></li> <li>• <b>The Magic Faraway Tree by Enid Blyton</b></li> <li>– Use expanded noun phrases</li> <li>– Use punctuation to indicate direct speech</li> <li>– Create sentences with fronted adverbials</li> <li>– Create complex sentences with adverb starters</li> <li>– Link ideas across paragraphs using adverbials for time</li> <li>– Create and punctuate complex sentences using –ed and –ing openers</li> <li>– Identify and use brackets to indicate parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Narrative</b></li> <li>• <b>The Lion, The Witch &amp; The Wardrobe by CS Lewis</b></li> <li>– Use expanded noun phrases</li> <li>– Use punctuation to indicate direct speech</li> <li>– Create sentences with fronted adverbials</li> <li>– Create complex sentences with adverb starters</li> <li>– Link ideas across paragraphs using adverbials for time, place and numbers</li> <li>– Create and punctuate complex sentences using –ed, –ing and simile openers</li> <li>– Identify and use brackets and dashes to indicate parenthesis</li> </ul>	<p><b>DT (PPA) (ref. Lancs Y5 Au2)</b></p> <ul style="list-style-type: none"> <li>• Prepare food products</li> <li>– Weigh and measure using scales</li> <li>– Use a range of cooking techniques</li> <li>– Make a prototype for a meal/dish</li> <li>– Select ingredients and tools</li> <li>– Refine their product</li> </ul> <p><b>BV: Individual Liberty</b></p> <p><b>Art (PPA)</b></p> <ul style="list-style-type: none"> <li>• Pencil drawings and charcoal</li> <li>– To improve their mastery of art techniques including pencil and charcoal</li> </ul> <p><b>BV: Individual Liberty</b></p>	<p><b>Computing (ref. Lancs Y5 Au2)</b></p> <ul style="list-style-type: none"> <li>• eSafety</li> <li>– Use technology safely, respectfully and responsibly</li> </ul> <p><b>BV: Mutual Respect</b></p> <p><b>Why does God want us to stay safe?</b></p> <ul style="list-style-type: none"> <li>• Digital Literacy / Computer Science – Collaboration</li> <li>– Select and use appropriate communication beyond school</li> <li>– Extend online publishing to a more global audience (<b>BLOGGING</b>)</li> <li>• Computer Science</li> <li>– Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> </ul> <p><b>BV: Rule of Law</b></p>
<p><b>Maths (ref. Lancs Maths)</b></p> <ul style="list-style-type: none"> <li>• <b>Place Value</b></li> <li>– Count forwards and backwards in steps of powers of 10 for any given number</li> <li>– Count forwards and backwards in decimal steps.</li> <li>– Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.</li> <li>– Read, write, order and compare numbers with up to 3 decimal places.</li> <li>– Round any number up to 1 000 000 to the nearest power of 10.</li> <li>– Round decimals with two decimal places to the nearest whole number and to one decimal place.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Number</b></li> <li>– Add and subtract numbers mentally.</li> <li>– Add and subtract whole numbers with more than 4-digits and decimals with 2dp, using formal written methods.</li> <li>– Identify multiples and factors.</li> <li>– Multiply and divide numbers mentally drawing upon known facts.</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.</li> </ul>	<p><b>French (ref. Lightbulb Languages)</b></p> <ul style="list-style-type: none"> <li>• Le mode</li> <li>– Clothes</li> <li>– School uniform</li> <li>• U5. Embarquez!</li> <li>– World French             <ul style="list-style-type: none"> <li>– Travel / Modes of transport</li> <li>– Weather</li> </ul> </li> </ul>	<p><b>History (ref. Lancs Y4 Su1)</b></p> <ul style="list-style-type: none"> <li>• Ancient Egypt</li> <li>– What is a civilization?</li> <li>– What was the Ancient Egyptian civilization like?</li> <li>– Where are Egypt and the River Nile?</li> <li>– How did the Ancient Egyptians use the River Nile?</li> <li>– How was Ancient Egypt ruled and who were the Pharaohs?</li> </ul> <p><b>BV: Rule of Law / Democracy</b></p> <ul style="list-style-type: none"> <li>– What was life like for different people and groups of people?</li> <li>– What happened to Egyptians after they died?</li> <li>– What were the pyramids and how were they built?</li> <li>– How do we know about Ancient Egypt?</li> </ul> <p><b>MC: Different culture</b></p> <p><b>How is modern Egypt different to the Egypt of the Bible?</b></p>
<p><b>Science (ref. Lancs Y5 Au2)</b></p> <ul style="list-style-type: none"> <li>• Properties of Materials</li> <li>– Observe changes that take place</li> <li>– Compare and group everyday materials based on harness, solubility, transparency, conductivity and magnetic</li> <li>– Use knowledge of states of matters to decide how mixtures might be separated (through filtering, sieving and evaporating)</li> <li>▪ Reversible changes</li> <li>– Know that some materials will dissolve in a solution</li> <li>– Demonstrate that dissolving, mixing and changes of state are reversible</li> <li>▪ Irreversible changes</li> <li>– Explain that some changes result in the formation of new materials (not usually reversible)</li> </ul>	<p><b>RE (ref. Blackburn Diocese DofE 2017)</b></p> <ul style="list-style-type: none"> <li>• 5.1 How and why do Christians read the Bible?</li> <li>– How and why is the Bible used?</li> <li>– Do you need a Bible to be a Christian?</li> <li>– Why is the Bible holy?</li> <li>– Why is the Bible a best seller?</li> <li>– Why are there so many versions of the Bible?</li> </ul> <p><b>What if Christians didn't have the Bible, how would they live?</b></p> <ul style="list-style-type: none"> <li>• NCF – The Quran and Torah</li> <li>– How important are holy books in other faiths?</li> </ul> <p><b>BV: Tolerance of other faiths</b></p> <p><b>MC: Important books</b></p> <ul style="list-style-type: none"> <li>• 5.2 Christmas in the Gospels</li> <li>– Where in the Bible is the Christmas story?</li> <li>– How are the stories in Matthew and Luke similar/different?</li> <li>– How do our celebrations reflect the true meaning of Christmas?</li> <li>– Where do the ideas of including a donkey and a stable in the story come from?</li> </ul>	<p><b>PE (ref. Lancs PE KS2 SoW)</b></p> <ul style="list-style-type: none"> <li>• Invasion Games (<b>On the attack</b>)</li> <li>– Use running, throwing and catching in isolation and combination</li> <li>– Play competitive games</li> <li>– Apply basic principles suitable for attacking and defending</li> <li>• Gymnastics (<b>Y4 Unit</b>)</li> <li>– Develop flexibility, strength, technique, control and balance</li> <li>– Compare their performances with previous ones</li> </ul> <p><b>BV: Individual Liberty</b></p> <ul style="list-style-type: none"> <li>• Swimming</li> <li>– Swim at least 25 metres, using a range of strokes</li> <li>– Perform safe self-rescue</li> </ul>	<p><b>Geography (ref. Lancs Y5 Au2)</b></p> <ul style="list-style-type: none"> <li>• Locational Knowledge</li> <li>– France</li> </ul> <p><b>MC: Different culture</b></p> <ul style="list-style-type: none"> <li>• World Food</li> <li>– What different foods do we eat?</li> <li>– Where do they come from?</li> <li>– Could it grow here?</li> <li>– How does our food get to us?</li> </ul> <p><b>How does the variety of food now teach us about the heavenly banquet?</b></p> <ul style="list-style-type: none"> <li>• Geographical Skills</li> <li>– Use maps, atlases, globes and digital mapping</li> </ul>
		<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)</li> <li>▪ Mutual Respect &amp; Rule of Law (Daily)</li> </ul> <p><b>What if?</b></p> <p><b>Multi Cultural Links</b></p>	<p><b>Music (ref. Charanga/PPA)</b></p> <ul style="list-style-type: none"> <li>• Y3/Y4 Glockenspiel</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: Individual Liberty</b></p> <ul style="list-style-type: none"> <li>• Sing Together</li> <li>– Perform in solo and ensemble contexts using their voices with increasing accuracy, and expression</li> <li>– Listen and recall sounds with increasing aural memory</li> </ul> <p><b>BV: Mutual Respect</b></p>

