

# Curriculum Overview

## Class 5 - Miss Morris



### 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? How can our life be transformed by the Holy Spirit?
- How can our life be transformed by the Holy Spirit?



### Art

#### Art to Music

- Kandinsky
- 1960s Art

DIAMOND 9 – creativity, relevant

### P.S.H.E

#### Safer Cycling – levels 1, 2 and 3

#### Online Safety

DIAMOND 9 –relevant, independent, courage

## “The Swinging Sixties”

### Science

#### Continuation of Science from last half term:

#### Living Things and Animals including Humans

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
  - Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
  - Understand the function of the human heart and blood.
- An adequate, varied and balanced diet is needed to help us grow and repair our bodies.

What if God hadn't created animals and people?

### History

#### A Personal History Study – The Swinging Sixties – Application of Skills

- 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.

What if Jesus was alive in the 60's – how would He have spread the message of God?

### 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)
- DIAMOND 9 – Courage, Challenge, Independent, Collaborative

### English

#### Narrative/Fiction

#### \*focus on reading skills and narrative writing

- 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

MULTI-CULTURAL LINKS-learning about life in another country

### P.E

- Athletics (running, jumping and throwing)

### Music

Charanga – You've Got a Friend