

# Class 4 : Year 4/5 : Mr Bateman : AUTUMN 2 Curriculum Overview 2020/21 : WALK LIKE AN EGYPTIAN

<p><b>English</b> <b>Fiction (Fairy Tales)</b></p> <ul style="list-style-type: none"> <li>• <b>Puss in Boots by Philip Pullman</b></li> <li>– Create complex sentences using relative clauses</li> <li>– Create complex sentences using 'ed' and 'ing' openers</li> <li>– Punctuate complex sentences accurately using commas</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> <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> <li>▪ Navigate non-fiction texts</li> <li>▪ Distinguish between statements of fact and opinion within a text</li> </ul>	<p><b>Narrative (Stories with a message)</b></p> <ul style="list-style-type: none"> <li>• <b>Shine by Sarah Asuquo</b></li> <li>– Create sentences using adverb starters</li> <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> <ul style="list-style-type: none"> <li>▪ Identify, analyse and discuss themes</li> <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>▪ Make comparisons within a text</li> <li>▪ Justify responses using Point + Evidence</li> </ul>	<p><b>Geography / History (Lancs Y5 Su2)</b></p> <ul style="list-style-type: none"> <li>• Ancient Egypt</li> <li><i>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study</i></li> <li>– Know and sequence key events of time studied.</li> <li>– Study different aspects of different people – differences between men and women.</li> <li>– Compare life in early and late 'times' studied</li> <li>– Compare accounts of events from different sources – fact or fiction.</li> <li>– Choose relevant material to present a picture of one aspect of life in time past.</li> <li>– Use evidence to build up a picture of a past event</li> </ul> <p><b>BV: Individual Liberty, Rule of Law</b> <b>MC: How did Egyptians portray their gods? How do Egyptian Christians portray Jesus?</b> <b>D9: Collaborative, Independent, Relevant</b></p>	<p><b>Art (H. Wilson PPA)</b></p> <ul style="list-style-type: none"> <li>• Drawing and painting</li> <li>– To work on a range of scales <i>e.g. small brush in detailed picture</i></li> <li>– Develop drawings into paintings</li> <li>– To create abstract paintings</li> </ul> <p><b>BV: Mutual Respect &amp; Individual Liberty</b> <b>D9: Creativity, Unique</b></p>
<p><b>Maths (Lancs Maths Planning Support)</b></p> <ul style="list-style-type: none"> <li>• Number (Place Value)</li> <li>– Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.</li> <li>– Round decimals with two decimal places to the nearest whole number and to one decimal place.</li> <li>– Multiply/divide whole numbers and decimals by 10, 100 and 1000.</li> </ul> <ul style="list-style-type: none"> <li>• Number (Fractions)</li> <li>– Measure and calculate the perimeter of rectilinear figure (including squares) in centimetres and metres.</li> <li>– Know area is a measure of surface within a given boundary.</li> <li>– Find the area of rectilinear shapes by counting squares.</li> <li>– Calculate and compare the area of rectangles using standard units</li> </ul>	<ul style="list-style-type: none"> <li>• Number (Calculations)</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>• 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>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> <b>WI: Why do Christians make music?</b> <b>D9: Collaborative, Creativity, Relevant, Unique</b></p>	<p><b>PE (H. Wilson PPA)</b></p> <ul style="list-style-type: none"> <li>• Gymnastics</li> <li>– To perform actions with control and accuracy</li> <li>– Incorporate own ideas into movement</li> <li>– Work collaboratively with a small group or a partner to create own gymnastic sequence</li> </ul> <p><b>BV: Mutual Respect, Individual Liberty &amp; Rule of Law</b> <b>D9: Collaborative, Creativity, Unique</b></p>
<p><b>Science (Lancs Y5 Su2)</b></p> <ul style="list-style-type: none"> <li>• Properties of Materials (Y5)</li> <li>– <i>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</i></li> <li>– <i>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</i></li> <li>– <i>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</i></li> </ul> <ul style="list-style-type: none"> <li>▪ Gather, record, classify and present data in a variety of ways to help answer questions.</li> <li>▪ Plan different types of scientific enquiries to answer questions, including recognising and controlling variables</li> <li>▪ Identify differences, similarities or changes related to simple scientific ideas or processes.</li> <li>▪ Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers.</li> </ul> <p><b>WI: How can Science reveal the way that God has ordered the world?</b> <b>BV: Rule of law</b> <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>• 5.2 Christmas in the Gospels of Matthew and Luke</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>WI: What if Christmas was in Summer?</b> <b>MC: How is Christmas celebrated around the world?</b> <b>BV: Individual Liberty, Tolerance of faiths</b> <b>D9: Challenge, Flourish, Inspirational, Relevant</b></p>	<p><b>French (H. Courtney Plan/Teach)</b></p> <ul style="list-style-type: none"> <li>• Travel and Weather</li> <li>– Listen for and identify specific words and phrases</li> <li>– Ask and answer questions,</li> <li>– using longer phrases and sentences</li> </ul> <p><b>WI: How does the variety of weather show how God provides for His creation?</b> <b>D9: Challenge, Independent,</b></p> <p><b>PSHE (SCARF)</b></p> <ul style="list-style-type: none"> <li>• Keeping Myself Safe</li> <li><i>Physical contact and feeling safe, recognising external risks.</i></li> <li>– Ella's diary dilemma</li> <li>– Decision dilemmas</li> <li>– Play, like, share</li> </ul> <ul style="list-style-type: none"> <li>• Picture News</li> </ul> <p><b>BV: Mutual Respect</b> <b>D9: Challenge, Collaborative, Independent, Inspirational, Relevant</b></p>	<p><b>Computing (H. Courtney Plan/Teach)</b></p> <ul style="list-style-type: none"> <li>• Programming</li> <li>– Use sequence, selection and repetition in programs; working with various forms of input and output</li> </ul> <p><b>BV: Rule of Law &amp; Mutual Respect</b> <b>D9: Challenge, Independent, Relevant</b></p> <p><b>Other</b> <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> <b>Multi-Cultural Links</b> <b>'Diamond 9'</b></p>

