

Class 4 : Year 4/5 : Mr Bateman : SUMMER 2 Curriculum Overview 2020/21 : GREEK ODYSSEY

English

Fiction (Myths and Legends)

• Greek Myths by Marcia Williams

- Create complex sentences using relative clauses
- Create complex sentences using 'ed' and 'ing' openers
- Punctuate complex sentences accurately using commas
- Use inverted commas and other punctuation to indicate direct speech
- Blend action and dialogue in a paragraph
- Generate and select from vocabulary banks

- Explain the meaning of key vocabulary within the context of a text
- Draw inferences around characters' thoughts, feeling and actions
- Justify responses using Point + Evidence
- Navigate non-fiction texts
- Distinguish between statements of fact and opinion within a text

- Understand the influence of the Greek language on the English language (Prefix: mono-, geo- / Suffix: -logue, -graph / Within: -chron-, -morph-)

Narrative (Historical Fiction)

• The Trojan War

- Create complex sentences using relative clauses
- Create complex sentences using 'ed' and 'ing' openers
- Punctuate complex sentences accurately using commas
- Use inverted commas and other punctuation to indicate direct speech
- Blend action and dialogue in a paragraph
- Generate and select from vocabulary banks

- Identify, analyse and discuss themes
- Explain the meaning of key vocabulary within the context of a text
- Draw inferences around characters' thoughts, feeling and actions
- Make comparisons within a text
- Justify responses using Point + Evidence

Maths (Lancs Maths Planning Support)

• Number (Place Value)

- Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
- Round decimals with two decimal places to the nearest whole number and to one decimal place.
- Multiply/divide whole numbers and decimals by 10, 100 and 1000.

• Number (Fractions)

- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- Add and subtract fractions with denominators that are the same and that are multiples of the same number (using diagrams).
- Write statements > 1 as a mixed number
- Recognise the per cent symbol (%) and write percentages as a fraction with denominator 100, and as a decimal.

• Number (Calculations)

- Add and subtract whole numbers with more than 4 digits and decimals with two decimal places, including using formal written methods.
- 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.
- 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.

• Measurement

- Measure/calculate the perimeter and area of composite rectilinear shapes.
- Estimate (and calculate) volume.
- Convert between different units of measure.
- Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.

• Geometry

- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- Use the properties of rectangles to deduce related facts and find missing lengths and angles.
- Identify 3-D shapes from 2-D representations.
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
- Draw given angles, and measure them in degrees (°).

Science (Lancs Y5 Su2)

• Animals inc. Humans (Y5)

- Describe the changes as humans develop to old age.

- Can explain how a baby changes physically as it grows, and also what it is able to do.
- Observe, measure and record the growth (length and mass) of a baby over the period of the school year (or a few months) observing how the baby changes and develops and comparing babies with what they can do as ten or eleven year olds.
- Ask relevant questions and using different types of scientific enquiries to answer them.

WI: What if we couldn't change?

BV: Rule of law

D9: Challenge, Collaborative, Inspirational, Relevant

RE (Blackburn Diocese BofE 2017)

• 4.5 Are all churches the same?

- NCF: Places of Worship (Synagogues, Mosques, Gurdwara)*
 - Are all places of worship the same?
 - Do people worship gods in the same way?

WI: What if Christians couldn't meet in a church?

MC: How are churches different in other continents?

• 4.6 What is prayer?

- What is prayer?
- How do people pray?
- When do people pray?
- Why do people pray?
- Where do people pray?

NCF: Places of Worship (Prayer in Islam)

- How do people of other faiths pray?

WI: What if Christians couldn't talk to God?

BV: Individual Liberty, Tolerance of faiths

MC: How is prayer different around the world?

D9: Challenge, Flourish, Inspirational, Relevant

Geography / History (Lancs Y5 Su2)

• Ancient Greece

- A study of Greek life and achievements and their influence on the western world*
- Know and sequence key events of time studied.
- Study different aspects of different people – differences between men and women.
- Compare accounts of events from different sources – fact or fiction.
- Choose relevant material to present a picture of one aspect of life in time past.

BV: Individual Liberty, Rule of Law

MC: How is Jesus portrayed in Greek art?

D9: Collaborative, Independent, Relevant

Music (Charanga)

• 5.5 Dancing in the Street

- Perform a repeated pattern to a steady pulse.
- Identify ways sounds are used to accompany a song.
- Analyse and comment on how sounds are used to create different moods.
- Sing songs in tune and with an awareness of other parts.
- Play accompaniments with control

BV: Mutual Respect & Individual Liberty

WI: When do God's people dance in the Bible?

D9: Collaborative, Creativity, Relevant, Unique

French (H. Courtney Plan/Teach)

• Le corps (The body)

- To listen for and identify specific words and phrases
- Present short pieces of information to another person
- Take part in short conversations

WI: Why does Jesus refer to the church as His body? What do you think that means?

D9: Challenge, Independent,

PSHE (SCARF)

• Growing and Change

- My feelings are all over the place!
- Secret or surprise?
- Together

• Picture News

- Caring for the environment
- Deforestation

WI: Why should we care for each other?

WI: Why should we look after God's planet?

WI: How can we be better stewards of God's creation?

BV: Mutual Respect

D9: Challenge, Collaborative, Independent, Inspirational, Relevant

DT (H. Wilson PPA)

• Textiles

- To create a textile piece joining fabric together using a running stitch
- To add detail to textile *e.g. buttons, beads, ribbons*
- To design, make and evaluate a final piece of textile work

BV: Mutual Respect & Individual Liberty

D9: Creativity, Unique

PE (H. Wilson PPA)

• Striking and Fielding

- To develop the skills of striking a ball using different equipment and techniques *e.g. rounders and cricket.*
- To retrieve, intercept and stop a ball when fielding.
- To throw a ball underarm and overarm with increasing accuracy.

WI: Which athletes could be Courageous Advocates? Why?

BV: Mutual Respect, Individual Liberty & Rule of Law

D9: Collaborative, Creativity, Unique

Computing (H. Courtney Plan/Teach)

• Green Screen

- To understand the various roles and responsibilities involved in filmmaking
- To be able to explain the process of making films and the various stages involved.
- The importance of clear communication with one another during the filmmaking process

WI: How does our creativity reflect God's character?

BV: Rule of Law & Mutual Respect

D9: Challenge, Independent, Relevant

Other

British Values

- Picture News
- First News
- Newsround

- Democracy (Daily; voting for rewards etc.)
- Mutual Respect & Rule of Law (Daily)
- Individual Liberty (responses etc.)

What if?

Multi-Cultural Links

'Diamond 9'

