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|  | **Curriculum Map 2018-2019**  Class-Sapphire Year-4/5 |
| Autumn Term |
| **Topic:**  Question:  Launch:  REAL Outcome: | Super Space |
| Why is space super? |
| Create models of the solar system and display |
| Publication (book-making)/Performance/ Museum/ Meal/Model… (Audience?)  Travel expo – stalls promoting their goldilocks planet to families – end of the day – prepare posters and a pitch. Jackson Pollock artwork + printing ready to decorate stalls – use blue boards. Ask families to book a trip on their way out (feedback for work). |
| Trips/Visits/Outdoors |  |
| Interactive Displays/Roleplay | Space station – mathematical space related problems for children to solve on plastic backed wall. Equipment such as thermometers, test tubes, scales, stop watches etc. for measuring practice. |
| Whole School Special Days and Festivals | Harvest/Anti-bullying week/Christmas  Christmas – how do astronauts celebrate in space? |
| **RE:** |  |
| **PSHE/TIS:** | * Golden Rules reminder * New beginnings * Anti-bullying week   **P** – role play space station  **A**  **C** – ask questions about Space  **E** |
| BRITISH VALUES: School Council democratic elections |
| **English:**  Focus books  (linked to topic) | A range of **FICTION** linked to topics which develop children’s understanding of characters, plot and setting. **Non-fiction**: Instructions, factual reports, explanations, discussions persuasive adverts and posters.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Week 1 (2 days)** | **Week 2 (5 days)** | **Week 3 (5 days)** | **Week 4 (5 days)** | **Week 5 (5 days)** | **Week 6 (5 days)** | **Week 7 (3 days)** | | Adventure Story Writing  Focus:   * describe setting, character and atmosphere - adverbials, expanded noun phrases – year 4 revision * propose changes to vocab to enhance meaning * consistent tense throughout | | | | Non chronological reports - the solar system  Focus:   * organisational and presentation devices to structure text * precis longer text – summarise and use bullet points * Parenthesis and relative clauses * Colons for lists | | |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Week 8 (5 days)** | **Week 9 (5 days)** | **Week 10 (days)** | **Week 11 (5 days)** | **Week 12 (5 days)** | **Week 13 (5 days)** | **Week 14 (5 days)** | | Letter writing  Children to write letters to their families inviting them into the expo.   * Vocab and structures appropriate for formal writing and speaking | | Persuasion – space travel visit to a goldilocks planet  Is space important?  REAL outcome week  Focus:   * Modal verbs and adverbs of possibility * Vocab and structures appropriate for formal writing and speaking * Perform ow performances with intonation, volume and tone | | | | Poetry |   ERIC Term 1 – The Jamie Drake Equation  ERIC Term 2 – My gym teacher is an alien overload |
| **Maths:** | **Number and place value**, calculating, fractions, decimals and percentages, statistics, geometry, measure   * Time – *sundials, shadow clocks* * Line graphs - *to plot rotation times/orbit times/* * Angles – *angles of reflection* * Rounding – *planet data – temperatures/orbit and rotation speeds and times* * Measures – *conversion of units of measure* * Decimals |
| **Science:** | **Working Scientifically:** Asking questions, setting up practical enquiries, making systematic and careful observations, taking measurements, recording findings, reporting on findings, using results to draw conclusions, using scientific evidence to answer questions   |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | **Week 12** | **Week 13** | | The movement of Earth relative to the Sun – create models | The movement of the moon relative to Earth | Gravity – objects fall towards Earth/planets orbit the Sun | Gravity investigation – parachute launches – air resistance | Explain the apparent movement of the Sun – orbit and rotation  Shadow clocks | How does a rocket make it into space?  Forces acting on an object (forces diagrams) | How do objects slow down or speed up?  Materials for launching and landing an aircraft -friction | Water resistance  Investigation -? | Mechanisms  Levers/ Pulleys  Investigation?  Using a spanner? |  |  |  | |
| **History:** | First moon landing  Work of Isaac Newton, Ptolemy, Copernicus   * Develop chronology – *dates of space missions/landings* * Ask questions about how space travel has changed over time – *compare first missions with how astronauts travel now* |
| **Geography:** | Where does space research happen? Why does space research happen in developed countries?   * Types of settlement and land use – *space centres and space landings etc.* * Economic activity |
| **Art and Design:** | **The work of Jackson Pollock**   * Class construction of a giant intergalactic space scene – based on Pollock’s techniques- backing for expo stalls   **Mono printing**   * Space-scapes using shapes and printing ink * Hand and Foot print aliens – collage – hang in space station * Paper bowl flying saucers – collage – hang in space station * Space ship portholes for the space station |
| **Design Technology:**  Including Cooking and Nutrition | Create models of the planets – papier-mache to scale |
| Cooking: Harvest Soup and Space food / Christmas traditions  Harvest festival cooking - soup  Space food |
| **Music/Drama:** | Appreciate and understand a wide range of high-quality live and recorded music drawn from different musicians and from great composers and musicians. |
| **Computing:** | **Internet Safety:** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; Identify a range of ways to report concerns about content and contact   * Simulations – *testing out space exploration experiences* * Anti-bullying week focus – appropriate and safe use of social media – cyberbullying * Computer networks – the use of the internet and networks to enable communication and collaboration – *international space projects* * Use a range of software to present information – *prepare materials for the space travel expo* |
| **Languages- French:** | * Show understanding by joining in and responding * Explore the pattern and sounds through songs and rhymes * Speak in sentence – use familiar vocabulary, phrases and basic language structures   *Design and describe an alien – colours/body parts/hobbies/likes/dislikes etc.*   * Describe people, places, things and actions orally |
| **PE:** | Introduction of real P.E. - 2 hours a week. |