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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.

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| **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 WritingFocus:* 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 systemFocus:* organisational and presentation devices to structure text
* precis longer text – summarise and use bullet points
* Parenthesis and relative clauses
* Colons for lists
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| **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 planetIs space important?REAL outcome weekFocus: * 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 EquationERIC 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
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| **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

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| **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 rotationShadow 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 resistanceInvestigation -? | Mechanisms Levers/ PulleysInvestigation?Using a spanner?  |  |  |  |

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| **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*
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| **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
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| **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
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| **Design Technology:**Including Cooking and Nutrition | Create models of the planets – papier-mache to scale |
| Cooking: Harvest Soup and Space food / Christmas traditionsHarvest festival cooking - soupSpace 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*
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| **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
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| **PE:** | Introduction of real P.E. - 2 hours a week.  |