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|  | **Curriculum Map 2018-2019**  Class-Sapphire Year-4/5 |
| **Summer Term** |
| **Topic:**  Question:  Launch:  REAL Outcome: | **Poles Apart** |
| How do animals (including humans) and plants survive at the Poles? |
| Message in a bottle to ourselves to set our Summer Term targets. |
| Create and screen an episode of Frozen Planet (damage done to specialised ecosystems at Poles) for families – afternoon screening at school in July. |
| **Trips/Visits/Outdoors** | * The Charlestown Shipwreck and Heritage Centre * Beach Walk (Adventure Learning Week) |
| **Interactive Displays/Roleplay** | * Igloo? * Boat? * Map-Antarctica (labelled) |
| **Whole School Special Days and Festivals** | * Anti-bullying week * Adventure Learning Week * Healthy Me Week |
| **RE:** | Judaism (separate unit) |
| **PSHE/TIS:** | * Transition to yr6 – raising expectations * Healthy Me Week – RSE/Drugs Awareness/Beach and Sun safety/Road safety/Internet safety * Resilience – *Ernest Shackleton – what qualities did he and his team need to explore?*   P – role play areas/trip to Charlestown Shipwreck Centre  A – anti-bullying week  C – why explore? Why travel?  E – empathise with explorers and travellers |
| **BRITISH VALUES:**  **Tolerance of those of different beliefs and faiths –** Judaism |
| **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 (4 days)** | **Week 2 (5 days)**  **ANTI-BULLYING WEEK** | **Week 3 (4 days)** | **Week 4 (5 days)** | **Week 5 (5 days)** | | Fiction – Story from another culture – Immi  (Comprehension/vocab/retell) | Fiction – Story from another culture – Immi  (Innovation + Write) | Biography – Ernest Shackleton  TRIP – CHARLESTOWN SHIPWRECK CENTRE + write up  about historical artefacts + sources | Biography– Ernest Shackleton  (hide info around school grounds) | Biography– Ernest Shackleton |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Week 6 (5 days)** | **Week 7 (5 days)** | **Week 8 (5 days)**  **ASSESSMENT WEEK** | **Week 9 (5 days)**  **ADVENTURE LEARNING WEEK** | **Week 10 (5 days)** | **Week 11 (5 days)** | **Week 12 (5 days)** | | **Judaism** | | Reading and SPaG papers  Dazzle Write | RSE/Drugs Ed.  Sport’s Day  Beach Walk  Instruction Writing – how to play….? | Explanation Text – Flowering plants | Script Writing – Narrating a nature video in the style of David Attenborough – persuasion – damage to an ecosystem/food chain within at the Poles. | |   ERIC Term 5+6 – Rooftoppers – Katherine Rundell  Look at Charlestown Shipwreck and Heritage Centre info leaflet before we go |
| **Maths:** | **Number and place value**, calculating, fractions, decimals and percentages, statistics, geometry, measure     |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | **Week 12** | | Negative Numbers  Scaling up/down – link to scales whilst reading maps. | Geometry – Properties of Shapes | | | Geometry –  Position, Direction and Movement | Measure – volume  (sugar cube igloos)  (volume of water when ice melts in it) | Revision in prep for Assessment Week  -Arithmetic  -FDP  -Roman numerals  -Perimeter  -Area | Assessment Week  Revision +  X3 papers | Adventure Learning Week – Statistics (graphing) | Measures – converting units of time  Timetables |  |  | |
| **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 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | **Week 12** | | Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird | | | | | Poles Apart – Animals at the different poles - adaptations | Antarctica insulation experiment – penguins  Make a biome in a bag. | Describe the changes as humans develop to old age. | RSE  To know about the changes experienced during puberty | Life cycle of a plant - reproduction |  |  | |
| **History:** | * Ask questions about change, cause, similarity and difference – *compare life of an explorer then with how people explore now – equipment/technology/resources etc.* * Look at a range of sources to understand how our knowledge of the past is constructed – *photos/diary extracts/salvaged items – The Charlestown Shipwreck and Heritage centre* |
| **Geography:** | * Describe and understand key aspects of climate zones, biomes and vegetation belts  *map of biomes with equators and tropics labelled – make a biome in a bag.* * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * Identify the position of longitude, latitude, Arctic and Antarctic circles, equator, tropics, hemispheres and time zone * Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water – *importing and exporting food and the impact of* *this* * *The flag of Antarctica* |
| **Art and Design:** | **The work of Escher**   * Translating pattern and shape – *link to life cycles*   **The work of Ted Harrison**   * Representations of the Arctic – layers of colour – paint mixing? Oil pastels?   **The work of Giacometti**   * Inukshuk rock sculptures * Soap carvings – *bone and ivory carving* |
| **Design Technology:**  Including Cooking and Nutrition | * Sugar cube igloos - volume |
| * **Cooking:** Healthy Me Week – dishes that can be cooked independently. |
| **Music/Drama:** | * Use and understand staff and other musical notations * Play instruments with increasing accuracy, fluency and expression and control. |
| **Computing:** | * Select, use and combine a variety of software to collect and analyse data – *link to Science – collection of growth data/ link to Maths – temperature and negative numbers* |
| **Languages- French:** | * Describe people, places, things and actions orally – *Arctic animals – label and describe bodies and habitats* * Write phrases from memory and adapt these to create new sentences * *Write a letter home in role as an explorer – what have you seen? Where have you been? How are you feeling?* |
| **PE:** | * Real P.E. - 2 hours a week. * Daily Mile * Athletics – preparation for Sports Day * Mini Olympics |