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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)
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| **Interactive Displays/Roleplay** | * Igloo?
* Boat?
* Map-Antarctica (labelled)
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| **Whole School Special Days and Festivals** | * Anti-bullying week
* Adventure Learning Week
* Healthy Me Week
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| **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.

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| **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 upabout historical artefacts + sources | Biography– Ernest Shackleton(hide info around school grounds) | Biography– Ernest Shackleton |

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| **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 papersDazzle 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

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| **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 NumbersScaling 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 WeekRevision +X3 papers | Adventure Learning Week – Statistics (graphing) | Measures – converting units of timeTimetables |  |  |

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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 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 – penguinsMake a biome in a bag.  | Describe the changes as humans develop to old age. | RSETo know about the changes experienced during puberty  | Life cycle of a plant - reproduction  |  |  |

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| **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*
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| **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*
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| **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*
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| **Design Technology:**Including Cooking and Nutrition | * Sugar cube igloos - volume
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| * **Cooking:** Healthy Me Week – dishes that can be cooked independently.
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| **Music/Drama:** | * Use and understand staff and other musical notations
* Play instruments with increasing accuracy, fluency and expression and control.
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| **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*
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| **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?*
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| **PE:** | * Real P.E. - 2 hours a week.
* Daily Mile
* Athletics – preparation for Sports Day
* Mini Olympics
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