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| Class 4 Autumn Term 2020  This term, our main focus is to settle children back into the routines of school, helping them to be confident, self-assured, with a sense of well being and a readiness to learn.  Our curriculum will evolve over the term according to our assessments of the children – both personally and academically. Our aim is to enable our children to activate prior learning and recover lost learning. | | | |
| Subject | Learning Hook | Context | Prior Learning |
| History | Investigate and interpret the past  Build an overview of world history  Understand chronology  Communicate historically | Blitzed Brits (World War 2)  This unit or work explored what life was like for children during World War 2, comparing it to the life of children today. | Understanding of chronology – Ancient Egypt, The Victorians, The Romans, The Vikings, The Stone age |
| Science | Understand animals and humans  Work scientifically | Body health (Biology)  In this module children learn about how to keep their bodies healthy and how their bodies might be damaged. The focus is on lifestyle choices that humans make, including diet, exercise and drug use, and how these are informed by scientific evidence.  Circulatory system: Body pump (Biology)  In this module children learn about the human circulatory system and how it enables their bodies to function. They find out about the main parts of the circulatory system: the heart, blood vessels (arteries, veins and capillaries) and blood, and how these work together to deliver oxygen and nutrients to every part of the body. They will find out how the heart works, the main components of blood and the function of the different types of blood vessels. They will also learn about how water is transported through the body and develop their understanding of the importance of water to human health. | Amazing bodies (Y3/4)  Taking care (KS1) |
| Geography | Investigate patterns  Communicate geographically  Investigate places | Marvellous Maps  Marvellous Maps allows children to further explore the range of maps available to geographers and to develop their understanding of the key features of maps. They will study a range of maps and atlases, including digital maps, and compare their features. They will learn to use the eight compass points to give directions and give grid references to locate places on a map. By comparing maps of the same place, children will learn about the way that places have changed over time  Exploring Eastern Europe  In this unit, children have the opportunity to explore Eastern Europe. Firstly, they will learn about the countries of Europe. They will then look in more detail at some of the contrasting areas of eastern Europe, finding out about the landscape, climate and locations in each area. Children will bring together their learning about one area of eastern Europe and create information booklets to share what they have found out. In the final lesson of the unit, children will find out more about Chernobyl and its impact on eastern Europe and the rest of the world. | Settlements (Stone Age, Romans and Anglo-Saxons)  Local area study  Map Skills  The Americas (Y5/6)  Around the World (Y3/4) |
| Design and Technology | Master practical skills  Design, make, evaluate and improve  Take inspiration from design throughout history | Anderson Shelters  During this unit of work, the children will explore the purpose and design of Anderson shelters. They will master a range of skills to design and create their own model of a shelter. |  |
| Art and Design | Develop ideas  Master techniques  Take inspiration from the greats | Banksy  Here the children will explore the features of Banksy’s work, in order to create their own pieces of art in the style of the artist. They will collect information, sketches and resources  and present ideas imaginatively in a sketch book. Also, they will combine colours, tones and tints to create a piece of art with a clear social message for today’s society. | Describe the work of notable artists,  artisans and designers e.g. Rousseau (Y5/6), Mackintosh |
| Religious Education | Understand beliefs and teachings  Understand practices and lifestyles  Understand how beliefs are conveyed  Reflect  Understand values | The children will have the opportunity to discuss and explore the follow questions in detail:   * What is the best way for a Muslim to show commitment to God? (Islam) SMSC link: Spiritual and Cultural * How far would a Sikh go for his/her religion? (Sikhism) SMSC link: Social and Cultural * Is the Christmas story true? (Christianity) SMSC link: Spiritual and Moral | Is anything eternal? (Christianity/other religions) Y5/6  Did God intend for Jesus to be crucified? (Christianity) Y5/6 |
| Languages | Read fluently  Write imaginatively  Speak confidently | La Seconde Guerre Mondiale  A truly cross-curricular unit combining excellent factual detail with the sounds and images of World War II. The children will discover how to decode longer passages of text using reading and listening skills. | History topic of world war 2 Listening and reading skills. |
| Physical Education | Develop practical skills in order to participate, compete and lead a healthy lifestyle | Gymnastics  Net and Wall  Invasion Games | Gymnastics (Y3/4)  Net and Wall (Y3/4)  Invasion Games (Y3/4) |
| Computing | Code  Collect  Communicate  Connect | Online Safety (Twinkl)  Scratch Animated Stories (Twinkl) |  |
| Maths | Know and Use Numbers  Add and subtract  Multiply and divide  Use fractions | A range of contexts. | Know and Use Numbers (Y3/4/5)  Add and subtract (Y3/4/5)  Multiply and divide (Y3/4/5)  Use fractions (Y3/4/5) |
| English | Understand texts  Transcribe  Compose  Analyse  Present | Oranges in No Man’s Land  In this unit, the children explore a fiction set in Lebanon. They read the interactive eBook, asking questions and developing understanding of inference and the author’s use of language. They use discussion and role-play to explore characters and the impact of civil war. They develop editing, proof-reading and peer-review skills. They plan, edit and write a story from a different character’s point of view.  What is Blood For?  In this unit, the children explore the Big Question: What is blood for? They read the interactive eBook, using evidence from the text to find answers and scanning for specific information. They learn to use grammatical, presentational and organisational features to affect the presentation of information. They answer the Big Question, planning and writing eBook screens of their own.  Poetic Voice  In this unit, the children explore free verse poems, focusing in depth on the work of two poets. They focus on imagery and explore different language patterns. They write poems based on a model and present a free verse poem in letter form. | Understand texts (Y1,2,3,4)  Transcribe (Y1,2,3,4)  Compose (Y1,2,3,4)  Analyse (Y1,2,3,4)  Present (Y1,2,3,4) |
| PSHE | Internet safety and harms.  Being a good citizen  Mental well-being | Meadows in the Moment  An opportunity for pupils to reflect upon the impact of the pandemic upon their lives – in particular their emotions and wellbeing. |  |