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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Learning Challenge Curriculum** | Will Liam really be the next astronaut to land on the moon? | Who were the Anglo-Saxons? | Does everything that goes up always come down? | Why should the rainforests matter to all of us? | How different will you be when you are as old as your grandparents? | Why should Britain be ashamed of slavery? |
| **Core Text** | Cosmic - Frank Cottrell-Boyce | Beowolf - Michael Morpurgo | The Man who Walked Between the Towers Mordicai Gerstein | The Lorax - Dr Seuss | The Nowhere Emporium - Ross MacKenzie | Journey to Jo'Burg Beverley Naidoo |
| **Writing outcomes** | Narrative Information text Character description of Dr Drax | Setting description Narrative – linked to suspenseBiography on Alfred the Great | Explanation on forcesFlashback – English Journalistic piece – eye witness report Biography on Sir Isaac Newton  | Letter linked to deforestation Character comparison between the Lorax and Once-Ler Retell  | Setting Description of the Emporium Invention of own Emporium – unit 5 EnglishLife cycle of an adult information text  | Narrative based on being on board the transportation shipsLetter Persuasive argument  |
| **Poetry** | The Magic Box | Kenning Poems  | If – Rudyard Kipling Repetitive Poetry  | Haiku Poetry  | Riddle Poetry | S if for South Africa  |
| **Reading / Additional reading** | Charlie and the Chocolate FactoryInformation on astronauts – Neil Armstrong | King Arthur and the knights at the round table | Poetry by Rudyard KiplingJames and the giant Peach – Roald Dahl | The Explorer – Katherine RundellForever Forest – Kristin Joy Pratt SerafiniThe great Kaphok tree – Lynne CherryThe Nowhere Emporium – Ross Mackenzie | Riddle Poetry | Sweet Ciara and the Freedom Quilt – Deborah HopkinsonFrom slave ship to freedom road – Julius Lester and Rod BrownNon-fiction books on Nelson Mandela |
| **Curriculum Links – Science/ Geography / History/**  | Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the EarthDescribe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. | Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.  | Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling objectIdentify the effects of air resistance, water resistance and friction, that act between moving surfacesRecognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect | Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | Describe the changes as humans develop to old age.  | Pupils should develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066  |
| **Art/ D&T / Music / Computing****Artist**  | D.T – create a model of the Earth, moon and the sun.  | Anglo Saxon Art – printing  | 3D skyscraper art  | Henri Rousseau – rainforest art | Sketching portraits.Mona Lisa – Leonardo da Vinci | D.T – preparing a South African meal  |
| **Music** | Compose a piece of music to demonstrate the moon landings | Repeat a phrase from the music after listening intently.Describe, compare and evaluate music Using musical vocabularyExplain why they think music is successful or unsuccessful | Contrast the work of a famous composer with another and explain preferences – Mozart, Beethoven or Brahms | Choose the most appropriate tempo for a piece of musicDescribe, compare and evaluate music using musical vocabulary | Use a music diary to record aspects of the composition processCompose music which meets specific criteria | Solomon Linda – South African musician ‘The lion sleeps tonight’ MBUBE Compare and contrast the impact that different composers from different times have had on people of that time  |
| **Computing** | Use technology to control an external device | Develop a program that has specific variables identified | Analyse and evaluate information reaching a conclusion that helps with future developments | Combine sequences of instructions and procedures to turn devices on and off | Understand how search results are selected and ranked  | Understand that they have to make choices when using technology and that not everything is true and/or safe |
| **French/MFL** | hold a simple conversation with at least 4 exchangesuse knowledge of grammar to speak correctly | understand a short story or factual text and note the main pointsuse the context to work out unfamiliar words | write a paragraph of 4-5 sentencessubstitute words and phrases  |
| **Enrichment activities** USE: (Additional Science) | Could you be the next CSI investigator? |  |  |  |  | Do all animals and plants start life as an egg? |
| **RE** | Why do some people think God exists? | If God is everywhere, why go to a place of worship?  | What would Jesus do? Christianity | What would Jesus do? Christianity | What does it mean to be Muslim in Britain today? Islam | What does it mean to be Muslim in Britain today? Islam |
| **PE** | Athletics | Athletics: Athletics 365 awards | Dance: compose creative & imaginative dance sequences. | Gymnastics: create complex and well-executed sequences containing a variety of gymnastic components | Multi-skills: developing agility and co-ordination; fielding, defending and attacking tactically. | Games: Hockey |
| **PSHE** | Health and Wellbeing | Health and Wellbeing | Relationships | Relationships | Relationships | Relationships |
| **SMSC/ British Values** | Rules (BV: Law)Reinforcing Class Rules Autumn 1HarvestSchool council Feedback - Autumn 1 Democracy | Christmas Children in Need (M)Anti-bullying week (BV: Tolerance, SM)Remembrance (BV: Tolerance, Respect)UK General Election December 2019 | Chinese New Year (C, BV: Tolerance, Respect)Shrove Tuesday (spiritual) | World Book DayMother’s day (S, M)Comic Relief/Sport Relief (Charity)Ash Wednesday (Sp, C)Easter (Sp, C) | Sports Day (BV: Respect) | Father’s day (S, M) |
| **Display theme/ End of unit project**  | Presentation of models to Y4 children.  | Stone Age Art – display the printing  | Display to be made out of the 3D skyscraper buildings | Performance of rainforest music  | Art Gallery of portraits | Present their South African dish on the school menu for the whole school to try Link: school council can ask opinions and feedback on special taster days for lunch |
| **Magic link**  | MotivationAttitudeGumptionIndependenceCollaboration | MotivationAttitudeGumptionIndependenceCollaboration | MotivationAttitudeGumptionIndependenceCollaboration | MotivationAttitudeGumptionIndependenceCollaboration | MotivationAttitudeGumptionIndependenceCollaboration | MotivationAttitudeGumptionIndependenceCollaboration |
| **Trips/WOW’s/ Fundraising**  | 50th Anniversary of the Moon Landings July 1969 | Visit to Forest Park to practise an Anglo-Saxon battle | Create the best parachute in groups. | Adopt an animal from the rainforest for the year group.  | Sketch what they think they will look in:10 years20 years30 yearsUse Ipads to use the ‘aging app’ to see if their drawings were accurate. | Recreate an auction for children to be sold into slavery. |