Class Four Curriculum Overview - Autumn 1

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| **Week** | English19th Century Urban Settings. Wolves of Willoughby Chase and extracts from Charles Dickens, Sir Arthur Conan Doyle and Jack London. | MathematicsWhite Rose Mixed Age Curriculum 5/6 version 3.0 | ScienceUnderstand that objects fall due to gravity pulling them down. A number of investigations to explore friction, water resistance and air resistance. Explore levers, gears and pulleys and recognises that these enable a smaller force to have a greater impact. | TopicGeorge Stephenson/ Lord Armstrong- who changed Britain more? | ComputingFlat-line databasesThis unit looks at how a flat-file database can be used to organise data in records. Pupils use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems. They use a real-life database to answer a question, and present their work to others. | Arts and Design2 day art project including a variety of skills covering aspects of art curriculum.Fantasy Worlds: Salvador Dahli Spanish surrealist icon 1904-1989Kara WalkerCurrent silhouettist, filmmaker and sculptorMary GrandPreAmerican illustrator for Harry Potter books |
| 1 | Recount: Diary Entries as Sylvia using ‘Hounds of Baskerville’ as inspiration | Place Value | **Forces:** To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object by identifying forces acting on objects. | What were the reasons for the development of the railways? |
| 2 | Recount: Diary Entries as Sylvia using ‘Hounds of Baskerville’ as inspiration | Place Value | **Gravity:** To explore the effect gravity has on objects and how gravity was discovered | What were the reasons for the development of the railways? | **PSHE****Do you play the right way? ( 2 weeks)****What makes up your identity?**how to recognise and respect similarities and differencesbetween people and what they have in common with others• that there are a range of factors that contribute to a person’sidentity • how individuality and personal qualities make up someone’sidentity ( about stereotypes and how they are not always accurate, andcan negatively influence behaviours and attitudes towardsothers• how to challenge stereotypes and assumptions about others | **Religious Education**God- What does it mean if God is Holy and Loving?  |
| 3 | 19th Century Urban Settings – Using Wolves of Willoughby Chase paired with Charles Dickens (Bleak House, Oliver Twist, Tale of Two Cities, Little Dorrit, Nicholas Nickelby and Hard Times | Place Value | **Air resistance:** To identify the effects of air resistance by investigating the best parachute to slow a person down | How did things change for ordinary people as the railways developed? |
| 4 | 19th Century Urban Settings – Using Wolves of Willoughby Chase paired with Charles Dickens (Bleak House, Oliver Twist, Tale of Two Cities, Little Dorrit, Nicholas Nickelby and Hard Times | Addition and Subtraction | **Water resistance:** To identify the effects of water resistance by creating and racing streamlined boats | How can we find out what people really thought about the railways? | **French:****Language Angels**Core language knowledge through Phonics lessons. Language unit on Fruit.  | **Music** **Bon Jovi - Livin’ on a Prayer**Listen and Appraise the song: Livin’ On A Prayer and other Classic Rock songs: ● We Will Rock You By Queen ● Smoke On The Water by Deep Purple ● Rockin’ All Over The World by Status Quo ● Johnny B. Goode by Chuck Berry ● I Saw Her Standing There by The BeatlesTo know and confidently sing the song be able to talk about: ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voiceTo sing in unison and to sing backing vocals. ● To enjoy exploring singing solo. To listen to the group when singing. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being ‘in tune’. |
| 5 | 19th Century Urban Settings – Using Wolves of Willoughby Chase paired with Charles Dickens (Bleak House, Oliver Twist, Tale of Two Cities, Little Dorrit, Nicholas Nickelby and Hard Times | Addition and Subtraction | **Friction:** To identify the effects of friction by investigating brakes. | How should we remember George Stephenson? |
| 6 | 19th Century Urban Settings – Using Wolves of Willoughby Chase paired with Charles Dickens (Bleak House, Oliver Twist, Tale of Two Cities, Little Dorrit, Nicholas Nickelby and Hard Times | Multiplication and Division | **Mechanisms:** To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect by exploring and designing a simple mechanism. | How should we remember Lord Armstrong? | Physical Health and WellbeingSwimming on Tuesday PMMagpie Sports delivering basketball on Thursday PM. |
|  | Poetry | Multiplication and Division |  | (George Stephenson/ Lord Armstrong- who changed Britain more) |  |