



Class Curriculum Map and Objectives 2017

Autumn Term

<u>Subject</u>	<u>Topics</u>	<u>In school</u>
RE	<p>Loving</p> <p>Vocation and Commitment</p> <p>Expectations</p> <p>Judaism</p>	<p>The children will be finding out how God never Stops loving. They will be looking in depth about unconditional love.</p> <p>The children will be learning about the vocation of priesthood and religious life.</p> <p>The children will learn how Jesus was born to show God to the world.</p> <p>The children learn more about how their Jewish sisters and brothers live and what they believe.</p>
Maths	<p>Number & Place Value</p> <p>Mental Addition and Subtraction and Written Addition and Subtraction</p> <p>Problem Solving</p>	<p>Read, write and compare 6-digit numbers and know what each digit represents; read, write and compare 1-, 2- and 3-place decimal numbers; multiply and divide by 10, 100 and 1000; round decimals to nearest tenth and whole number and place on a number line; convert decimals (up to 3 places) to fractions and vice-versa.</p> <p>Use mental addition strategies to solve additions including decimal numbers; use column addition to add 5-digit numbers, decimal numbers and amounts of money; solve problems involving number up to 3 decimal places, choose an appropriate method to solve decimal addition.</p> <p>Express missing number problems algebraically and find pairs of numbers that satisfy equations involving two unknowns; find missing lengths and angles; understand how brackets can be used in calculation problems; use knowledge of the order of operations to carry out</p>



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	<p>Measurement</p> <p>Addition/ Subtraction Mental/Written strategies</p> <p>Mental/ Written Multiplication and division.</p> <p>Number and place value Problem solving, reasoning and algebra Fractions, ratio and proportion</p>	<p>Calculations involving the four operations, solve addition and subtraction multi-step problems using knowledge of the order of operations.</p> <p>Convert between grams and kilograms, millilitres and litres, millimetres and centimetres, centimetres and metres, metres and kilometres, and miles and kilometres; revise reading the 24-hour clock and convert 12-hour times to 24-hour; read and write Roman numerals; find time intervals using the 24-hour clock.</p> <p>Use mental addition, column subtraction and Counting up to solve subtractions of amounts of money and word problems; use mathematical reasoning to investigate.</p> <p>Use mental multiplication strategies to multiply by numbers such as 4, 8, 5, 25, 19, 29 and 99; revise using short multiplication to multiply 4-digit numbers by 1-digit numbers and use this to multiply amounts of money; solve word problems involving multiplication including two-step problems and finding change; use long multiplication to multiply 3-digit and 4-digit numbers by teens numbers.</p> <p>Understand negative numbers; calculate small differences between negative numbers and negative and positive numbers; add and subtract negative numbers; compare fractions with unlike, but related, denominators; correctly use the terms fraction, denominator and numerator; understand what improper fractions and mixed numbers are and add fractions with the same denominator, writing the answer as a mixed number.</p>
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English	Legends	<p>To use expanded noun phrases, semicolons, colons and dashes.</p> <p>To explore the motivations behind characters' actions, use drama to explore parody and complete a number of short pieces of writing culminating in a retelling of the narrative from a Characters point of view.</p>
	Recounts	<p>To study different types of journalistic texts to examine bias and balance, formal and informal writing, building up to children writing and presenting their own TV news report.</p>
	Poetry The power of imagery Narrative poems	<p>To use the punctuation of bullet points and focus on layout devices to structure text.</p> <p>To explore a number of poems to demonstrate the power of imagery. Children will create their own extended metaphors and have a firm grasp of how a poet creates layered images.</p>
	Significant Authors	<p>To link ideas across paragraphs using a wide range of cohesive devices.</p> <p>To explore the work of Michael Morpurgo using <i>I Believe in Unicorns</i> as the central text.</p> <p>To study Morpurgo's themes and style of writings as well as analysing how he creates atmosphere, character and imagery.</p> <p>To work in role as the central character and compose a multi-layered text, which supports their narrative writing.</p>
	Explanations	<p>To study the non-fiction explanation text 'How does a story become a Manga graphic novel?' and write their own explanation on a book-based theme using a range of internet sources.</p>
	Choral and performance	<p>To study a slam poem (a form of performance poetry) and other poems about what to do when</p>



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	poems	you grow up, You Wait Til I'm Older Than You! By Michael Rosen. Children write an extra verse about their dreams. Use poems about not knowing what to write to stimulate writing about everyday little things. Hold a poetry slam.
Computing	Heroes & Villains - Graphics (DL)	This project will take you through the steps to create your own Heroes and Villains style game using the program Scratch . As the hero of the game you will battle against the villain to collect diamonds and destroy each other's health. The aim of the game is to either be the first to collect 5 diamonds or destroy the villain's health too.
	Let's learn a language (CS)	This unit will build on previous experience of coding using a visual based programming language , such as Scratch . They will begin to experiment with coding using other languages. i.e. writing lines of code as opposed to dragging blocks to build algorithms and programs. The aim of this activity is to introduce children to the world of programming languages, of which there are many.
Science	Could you be the next Nintendo apprentice? Electricity	The children will: <ul style="list-style-type: none"> • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram.
	What would a journey through your body look like? Animals	The children will: <ul style="list-style-type: none"> • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood



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		<ul style="list-style-type: none"> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans.
History	Who were the Mayans and what have we learned from them?	A non European society that provides contrast with British history
Music	World Unite Journeys	Exploring rhythm and melody in singing, movement and dance. The children learn about beat, syncopation, pitch and harmony. Sing a variety of songs for performance.
Geography	The Mountain Environment	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
Art	<u>Collage/painting</u> Can you spray that again please?	To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
Design Technology	What sort of light will work for you?	Children will think about the requirements of a light for a particular purpose. Investigate the performance and working of existing torches Techniques for constructing simple circuits.



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		How switches, batteries and light bulbs are arranged to provide lighting.
PE	Games Indoor Athletics	<p>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p> <p>Work alone, or with team mates in order to gain points or possession.</p> <p>Strike a bowled or volleyed ball with accuracy.</p> <p>Use forehand and backhand when playing racket games.</p> <p>Field, defend and attack tactically by anticipating the direction of play.</p> <p>Choose the most appropriate tactics for a game.</p> <p>Uphold the spirit of fair play and respect in all competitive situations.</p> <p>Lead others when called upon and act as a good role model within a team.</p> <p>Combine sprinting with low hurdles over 60 metres.</p> <p>Choose the best place for running over a variety of distances.</p> <p>Throw accurately and refine performance by analysing technique and body shape.</p> <p>Show control in take off and landings when jumping.</p> <p>Compete with others and keep track of personal best performances, setting targets for improvement.</p>
French	Our school	<p>The children will be:</p> <p>Our school</p> <p>The world around us</p> <p>Then and now</p> <p>Setting up a cafe</p> <p>What's in the news</p> <ul style="list-style-type: none"> • Learning key phrases related to time • Learning how to tell the time – half past



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	<p>Our World</p>	<ul style="list-style-type: none"> • Learning how to answer questions related to time • Exploring the names for different key parts of the school • Exploring building sentences in the past tense • Asking and answering questions relating to their school day <p>Explaining their activities at different times of the school day</p> <p>The children will be:</p> <ul style="list-style-type: none"> • Learning the names of the continents • Learning the names of the rivers of the world • Exploring adjectives to describe the features of rivers and of the landscape <p>Learning future tenses when talking about travel plans and the weather</p>
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