***Yearly overview for Class 2 – Mrs K E Lamb***

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| **Key Stage 2. Class 2 Mrs K E Lamb Mixed Y4 & Y5 cohort (26 pupils)** | | | | | | |
| Curriculum 2018-19 ‘Learning for life to be a Global Citizens of today and for tomorrow’ ***(STEAM)***  ***Exploring, thinking, explaining, presenting, reflecting, practising, assessing*** | | | | | | |
|  | Autumn 1  (7 weeks) | Autumn 2  (7 weeks) | Spring 1  (6 weeks) | Spring 2  (6 weeks) | Summer 1  (6 weeks) | Summer 2  (8 weeks) |
| Whole School | Rosh Hashanah 10.9.18  Environmental Maths week 24/09/18  Harvest Festival | Christmas  Diwali 7.11.18  World Books  Remembrance day  100 yrs End of WW1 | Chinese New Yr. 05.02.19  St Piran’s Day 5.3 19  Shrove Tuesday 05.03.19 | St. George’s Day 23.04.19  Easter 21.04.19 | Ramadan Begins 06.05.19 | Flower Festival  Feast Sports  PTA- Summer Fair |
|  | Magic!  *The Magic of Stories* | | Wonder! | | Adventure!  (Including a Whole School Event) | |
|  | Aztecs | | Shang Dynasty of China | | Local History | |
| PHSE  Learning for Life  Ongoing: Citizenship with a focus on ***resilience.*** | Knowing Me | Being with other people | Protecting the environment (Plastic free focus) | Living in the community  (Plastic free focus) | Staying healthy | Citizenship and Excellence |
| ENGLISH  Writing Genre  Focus | Narrative | Explanation  Argument | Instructions  Poetry | Playscripts | Recount | Report |
| ENGLISH  Speaking | Yr 4 – Asking questions to clarify or develop understanding.  Yr 5 – Listening carefully in discussion, make contributions and ask questions in response to others’ ideas and views. | Yr 4 – Learning that language choices vary in different contexts.  Yr 4 – Justifying an answer by giving evidence.  Yr 5 – Developing ideas and opinions; providing relevant detail. Expressing a point of view.  Yr 5 – Beginning to use hypothetical language to consider more than one possible outcome. | Yr 4 – Presenting to an audience using appropriate intonation, tone and volume.  Yr 5 – Engaging the listener by varying intonation, expression, tone and vocabulary. Adjusting the volume to match the presentation. | Yr 4 & Yr 5– Performing play from memory with appropriate expression and tone.  Yr 5 – Engaging the listener by varying intonation, expression, tone and vocabulary. Adjusting the volume to match the presentation. | Yr 4 – Sequencing, developing and communicating ideas in an organised and logical way and using complete sentences.  Yr 4 & 5– Showing understanding of the main point and details in a discussion. | Yr 4 – Learning to adapt what is said in response to the needs of the listener or audience.  Yr 4 & Yr 5 – Learning to use standard English when required.  Yr 5 – Adapting spoken language depending on the audience, the purpose or the context. |
| ENGLISH  Word reading | Yr 4 & Yr 5– attempting the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.  Y5 – Re-reading and reading ahead to check for meaning. | Yr 4 & Yr 5– attempting the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.  Y5 – Re-reading and reading ahead to check for meaning. | Yr 4 & Yr 5 – Applying knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. | Yr 4 & Yr 5 – Applying knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. | Yr 4 & Yr 5 – Reading further exception words, noting the unusual correspondence between spelling and sound. | Yr 4 & Yr 5 – Reading further exception words, noting the unusual correspondence between spelling and sound. |
| ENGLISH  Comprehension | Yr 4 – Asking relevant questions to improve understanding of a text.  Yr 4 – Using a dictionary to check the meaning of unfamiliar words.  Yr 4 – Learn how to select books for a specific purpose linked to cross curricular themes. | Yr 4 – Discussion and recording of words and phrases that writers use to engage and impact on the reader.  Yr 4 – Retrieving information from non-fiction texts.  Yr 5 – Reading non-fiction texts and identifying the purpose, structure and grammatical features. Evaluating the effectiveness of these. | Yr 4 – Preparing and performing poems using appropriate intonation, tone, volume and action.  Yr 4 – Inferring meaning and begin to justify them with evidence from the text.  Yr 5 – Reciting poems by heart. | Yr 4 – Identifying themes within texts.  Yr 4 – Predicting what might happen from details stated and the information deduced.  Yr 5 – Performing of plays to an audience using appropriate intonation, tone, volume and action. | Yr 4 – Identifying where a writer has used precise word choices for effect to impact on the reader.  Yr 4 – Building upon others’ ideas and opinions about a text during a discussion. | Yr 4 – Identifying some of the literary conventions in different texts.  Yr 4 – Identifying text organisational features.  Yr 4 – Explaining meanings of words in context. |
| ENGLISH  Composition Focus | Yr 4 – Orally rehearsing a sentence or sequence of sentences.  Yr 4 – Writing a narrative with a clear structure, setting and plot.  Yr 5 – Developing characters through action and dialogue  Yr 5 – Adding well-chosen detail to interest the reader. | Yr 4 – Composing sentences using a range of sentence structures.  Yr 5 – Discussing the audience and purpose of writing.  Yr 5 – Establishing a viewpoint as the writer. | Yr 4 – Using a range of sentences which have more than one clause.  Yr 5 – Using stylistic devices to create effects in writing.  Yr 5 – Using correct features and sentence structure matched to the text type. | Yr 4 – Using appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.  Yr 5 - | Y4 – Using direct speech in writing and punctuating it correctly.  Y5 – Organising writing into paragraphs to show different information or events.  Yr 5 – Starting sentences in different ways. | Yr 4 – Changing grammar and vocabulary to improve the consistency of writing.  Yr 5 – Summarising a paragraph.  Yr 5 – Using grammar and vocabulary to create an impact on the reader. |
| ENGLISH  Spelling  \*Handwriting ongoing practise | Yr 4 – Spelling list 19  Yr 5 – Spelling list 25  Ongoing common exception words | Y4 spelling - list 20  Yr 5 – Spelling list 26  Ongoing common exception words | Y4 spelling - list 21  Yr 5 – Spelling list 27  Ongoing common exception words | Y4 spelling - list 22  Yr 5 – Spelling list 28  Ongoing common exception words | Y4 spelling - list 23  Yr 5 – Spelling list 29  Ongoing common exception words | Y4 spelling - list 24  Yr 5 – Spelling list 30  Ongoing common exception words |
| ENGLISH  SPAG | Sentence structure  Yr 4 – Expanding noun phrases by adding modifying adjectives, nouns and preposition phrases.  Yr 5 – Using relative clauses. | Sentence structure  Y4 – Using fronted adverbials and know a comma is used after these.  Yr 5 – Using adverbs or modal verbs to indicate a degree of possibility. | Text Structure  Yr 4 – Writing in paragraphs.  Yr 5 –Building cohesion between paragraphs | Text structure  Yr 4 – Making appropriate choices of pronoun and noun within and across sentences.  Yr 5 –Using adverbials to link paragraphs. | Punctuation  Yr 4 – Using inverted commas and other punctuation to indicate direct speech.  Y5 –Using brackets, dashes and commas to indicate parenthesis. | Punctuation  Yr 4 – Using apostrophes to mark plural possession.  Yr 5 – Using commas to clarify meaning or avoid ambiguity. |
| MATHS  Mastery | **Number - Place value**  Year 4  Counting in multiples of 6,7,9,25 and 1000.  Ordering and comparing numbers beyond 1000  Finding 1000 more or less than a number  Recognising the place value of each digit in a 4-digit number  Reading Roman Numerals to 100  Rounding numbers to nearest 10,100 or 1000  Counting backwards through zero to include negative numbers  Solving number and practical problems  Year 5  Counting forwards and backwards in steps of powers for 10 for any given number up to 1,000,000  Read, write and compare numbers to at least 1,000,000  Know the value of each digit in numbers up to 1,000,000  Read and write Roman numerals up to 1000  Round any number up to 1,000,000 to the nearest 10,100,1000,10000, 100000.  Interpret negative numbers in context, count backwards and forwards with positive and negative whole numbers, including through zero.  Solve number and practical problems | **Number – Calculations**  Year 4  Adding and subtracting numbers with up to 4 digits using column method  Estimating and using inverse operations to check answers  Solving 2 step addition and subtraction problems  Recalling multiplication and division up to 12 x 12  Using place value, known facts to multiply and divide mentally  Recognising and using factor pairs and commutativity in mental calculations  Using formal written methods to multiply 2 digits by 1 digit  Solving problems which involve all four operations  Year 5  Adding and subtracting with increasingly large numbers  Using formal written methods to add and subtract whole number with more than 4 digits  Using rounding to check answers and determine level of accuracy  Solving multi-step addition and subtraction problems  Identifying multiples and factors of numbers  Know about and understand prime numbers, prime factors and composite numbers  Work out whether a number up to 100 is prime; know and recall all prime numbers up to 19  Know and understand squared and cubed numbers  Multiply and divide numbers mentally  Multiply and divide by 10,100 and 1000 and understand place value when decimals are used.  Multiply 4 digits by 1 or 2 digits using formal written methods  Use short division to divide 4 digits by 1 digit and interpret remainders  Solve a variety of questions involving the four operations  Solve multiplication and division problems using scaling by simple fractions and problems involving simple rates | **Fractions, decimals and percentages**  Year 4  Counting up and down in hundredths  Understanding that hundredths are made when dividing an object by a hundred and dividing tenths by ten.  Recognising and showing, using diagrams, families of common equivalent fractions.  Adding and subtracting fractions with the same denominator  Recognising decimal equivalents to ¼ ½ and ¾  Recognising and writing decimal equivalents of any number of tenths or hundredths  Rounding decimals with one decimal place to the nearest whole number.  Comparing numbers with the same number of decimal places up to 2 decimal places.  Finding the effect of dividing a 1 or 2-digit number by 10 and 100, identifying the value of the digits using ones, tenths or hundredths.  Solving problems involving increasingly harder fractions and using fractions to divide quantities.  Solving simple measure and money problems involving fractions and decimals to 2 decimal places.  Year 5  Recognising mixed number and improper fractions and converting one form to the other.  Writing mathematical statements greater than 1 as a mixed number.  Identifying, naming and writing equivalent fractions of a given fraction visually including tenths and hundredths.  Comparing and ordering fractions whose denominators are multiple of the same number.  Adding and subtracting fractions with the same denominator and denominators that are multiples of the same number.  Multiplying proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.  Reading and writing decimal numbers as fractions.  Recognising and using thousandths and relate them to tenths, hundredths and decimal equivalents.  Rounding decimals with 2 decimal places to the nearest whole number and 1 decimal place.  Read, write, order and compare numbers with up to 3 decimal places.  Solve problems involving numbers up to 3 decimal places.  Recognising the % symbol and understand that it relates to ‘number parts per hundred’.  Writing percentages as a fraction with denominator hundred, and as a decimal.  Solve problems which require knowing percentage and decimal equivalents of ½ ¼ 1/5 2/5 4/5 and those fractions with a denominator or multiple of 10 or 25. | **Statistics**  **\*Preparation for working scientifically: reporting findings**  Year 4  Interpreting and presenting discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.  Solving comparison, sum and difference problems using information presented in bar charts, pictograms and other graphs.  **Year 5**  Completing, reading and interpreting information in tables; including timetables.  Solving comparison, sum and difference problems using information presented in a line graph.  **Geometry**  ***Position and direction***  Year 4  Describing movements between positions as translations or a given unit to the left/right or up/down.  Describing positions on a 2D grid as coordinates in the first quadrant.  Plotting specified points and drawing sides to complete a given polygon.  Year 5  Identifying, describing and representing the position of a shape following a reflection or translation, using the appropriate language and know that the shape has not changed. | **Geometry**  ***Properties of Shape***  Year 4  Comparing and classifying geometric shapes including quadrilateral and triangles based on their properties and sizes.  Identifying lines of symmetry in 2D shapes presented in different orientations.  Completing a simple symmetrical figure with respect to a specific line of symmetry.  Identifying acute and obtuse angles and comparing and ordering angles up to 2 right angles by size.  Year 5  Using the properties of rectangles to work out related facts and find missing lengths and angles.  Distinguishing between regular and irregular polygons based on reasoning about equal sides and angles.  Identifying 3D shapes, including cubes and other cuboids, from 2D representations.  Knowing that angles are measured in degrees.  Estimating and comparing acute, obtuse and reflex angles.  Identifying angles at a point and one whole turn.  Identifying angles at a point on a straight line and a ½ turn.  Identifying other multiples of 90°  Drawing given angles and measuring them in degrees. | **Measurement**  Year 4  Comparing, estimating and calculating different measures including money in £ and p  Reading, writing and converting time between analogue and digital 12-hour clocks.  Reading, writing and converting time between analogue and digital 24-hour clocks.  Solving problem involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.  Converting between different unit of measurements.  Measuring and calculating the perimeter of a rectangle shape in cm and m.  Finding the area of rectangle shapes by counting squares.  Calculating different measures.  Year 5  Solving problems involving converting between units of time.  Converting between different units of metric measure  Understanding and using approximate equivalents between metric and imperial units e.g. inches, pounds and pints.  Measuring and calculating the perimeter of composite rectangle shapes in cm and m.  Calculate and compare the area of rectangles (including squares) and using the standard cm² and m² to estimate the area of irregular shapes.  Estimating volume and capacity.  Using all four operations to solve problems involving money using decimal notation and scaling. |
| Science  Themes | Animals including humans (Biology)  Yr 4 – Identifying and naming the parts of the human digestive system  Yr 4 – Describing the functions of the organs in the human digestive system  Yr 4 – Identifying and describing the different types of teeth and their functions in humans  Yr 5 – Making a timeline to indicate stages of growth in humans | State of matter (Chemistry)  Yr 4 – Grouping materials based on whether they are a s, l or g  Yr 5 – Sorting based on their properties and explain why they are fit for a certain purpose.  Yr 4 Describing how some materials can change state and exploring these changes  Yr 4 – Measuring the temperature at which materials change state  Yr 5 – Explain whether changes are reversible or not | State of matter (Chemistry)  ***Year 5’s work only***  Yr 5 – Describing dissolving; and how to recover a substance from a solution. Discovering information about the separation of materials.  ***Year 4 work only***  Yr 4 – Describing the water cycle  Yr 4 – Explaining the part played by evaporation and condensation in the water cycle  \*link to work on rivers in geography | Living things and their habitats (Biology)  Yr 4 – Using food chains to identify producer, predators and prey; constructing own food chains  Yr 4 Grouping living things in different ways.  Yr 4 – Using classification keys to group, identify and name living things.  Yr 4 – Creating classification keys.  Describing how changing and environment could endanger living things.  Yr 5 – Describing the life cycle of different living things and talk about the difference between these  Yr 5 – Describing the process of reproduction in plants and animals | Electricity (Physics)  ***Year 4’s work only***  Identifying and naming appliances that require electricity to function.  Constructing a series circuit.  Identifying and naming the components in a series circuit.  Drawing circuit diagrams.  Predicting whether a lamp will light in a circuit.  Describing the function of a switch in a circuit.  Describing the difference between and conductor and insulator with examples of each.  Earth and space  ***Year 5’s work only***  Describing and explaining the movement of the Earth and planets relative to the sun  Describing and explaining the movement of the moon relative to the Earth  Explaining and demonstrating how night and day are created.  Describing the sun, Earth and moon using the term spherical | Sound (Physics)  ***Year 4’s work only***  Describing how sound is made.  Explaining how sound travels from a source to ears  Exploring the link between pitch and the object producing a sound.; and the volume of sound and the strength of the vibrations which produced it.  Describing what happens to a sound as it travels away from its source.  Forces  ***Year 5’s work only***  Describing and explaining what gravity is and its impact on lives.  Explaining the effect of air resistance, water resistance and friction.  Explain how levers, pulleys and gears allow a smaller force to have a greater effect. |
| Working scientifically  \*Ongoing:  development of scientific vocabulary | Working scientifically  **Focus: Setting questions, planning and predicting**  Asking relevant scientific questions  Planning an enquiry to explore a scientific question  Making predictions with a reason | Working scientifically  **Focus: Carrying out a fair test; improving accuracy of data**  Setting up a test to compare two things.  Making sure a test is fair and explaining why. | Working scientifically  **Focus: Measuring and observing accurately using a range of equipment**  Making careful and accurate observations, including the use of standard units  Using equipment to make measurements e.g. data loggers, thermometers | Working scientifically  **Focus: gathering data, recording, classifying and presenting using a variety of methods**  Gathering, recording, classifying and presenting data in different ways to answer scientific questions. | Working scientifically  **Focus: Reporting findings**  Using observations and knowledge to answer scientific questions  Using diagrams, keys, bar charts and tables and scientific language to report.  Reporting in a variety of ways including oral and written. | Working scientifically  **Focus: Drawing conclusions, linking to real life and suggesting improvements**  Drawing conclusions, explaining these and suggesting improvements  Identifying differences, similarities and changes related to an enquiry.  Using the outcome of test results to make predictions and set up a further comparative test.  Explaining any relationships seen.  Linking the findings to whether they prove or disprove an argument or theory. |
| Computing  \*Ongoing: Digital Literacy/internet safety | Information Technology  **Year 4**  Yr 4 – Selecting and using software to accomplish given goals.  Yr 4 – Collecting and presenting data.  Yr 4 – Producing and uploading a podcast.  **Year 5**  Yr 5 – Analysing information  Yr 5 – Evaluating information  Yr 5 - Understanding how search results are selected and ranked.  Yr 5 – Editing a film.  Ongoing: Digital Literacy  Yr 4 – Recognising acceptable and unacceptable behaviour using technology.  Yr 5 – Understanding that you have to make choices when using technology and that not everything is true and/or safe. | | Algorithms and programming  **Year 4**  Yr 4 – Experimenting with variable to control models.  Yr 4 – Giving an on-screen robot specific instructions that take them from A to B  **Year 5**  Yr 5 – Combining sequences of instructions and procedures to turn devices on and off.  Ongoing Digital Literacy  Yr 4 – Recognising acceptable and unacceptable behaviour using technology.  Yr 5 – Understanding that you have to make choices when using technology and that not everything is true and/or safe. | | Algorithms and programming  **Year 4**  Yr 4 – Making an accurate prediction and explaining why they believe something will happen.  Yr 4 – De-bugging a program.  **Year 5**  Yr 5 – Using technology to control an external device.  Yr 5 – Designing algorithms that use repetition and 2-way selection.  Ongoing Digital Literacy  Yr 4 – Recognising acceptable and unacceptable behaviour using technology.  Yr 5 – Understanding that you have to make choices when using technology and that not everything is true and/or safe. | |
| History | **Aztecs**  Yr 4 & Yr 5 - Using and creating timelines  Yr 4 - Knowing about time differences in centuries and decades  Yr 4 - Explaining how historic items and artefacts can be used to build up a picture of life in the past  Yr 4 - Research two versions of an event and explain how they differ | | **Shang Dynasty**  Yr 4 & Yr 5 - Using and creating timelines  Yr 4 - Knowing how the lives of wealthy people were different from the lives of poorer people  Comparing two or more historical periods  Yr 4 - Researching what it was like for children in a given period of history and present findings to an audience  Yr 5 – I can test out a hypothesis in order to answer a question. | | **Local History**  Yr 4 & Yr 5 - Using and creating timelines  Yr 5 - Explaining how parliament affects decision making in England  Yr 5 - Explaining how the locality has changed over time  Yr 4 - Explaining how an event from the past has shaped out life today  Yr 5 – I can describe how crime and punishment has changed over a period of time | |
| Geography | **Focus: Why people choose to live where they do.**  Yr 4 – Explaining why people may be attracted to live in cities.  Yr 4 – Explaining why people may choose to live in one place rather than another.  Yr 5 – Explain why people are attracted to live by rivers. | **Focus: Planning a journey from England to Mexico.**  Yr 4 – Know the countries which make up the European Union.  Yr 5 – Planning a journey to a place in another part of the world, taking into account distance and time.  Yr 5 – Explaining how a location fits into its wider geographical location with reference to human and physical features. | **Focus: World geography.**  Yr 4 – Locating the Tropic of Cancer and Capricorn  Yr 5 – Explaining the course of a river (Linked to Y4 science on the water cycle)  Yr 5 – Naming and locating many of the world’s most famous rivers and mountainous area in an atlas. | **Focus: British Isles, Great Britain and UK differences. Location of key physical and human features including islands off the shore of the UK.**  Yr 4 – Explaining the difference between the British Isles, Great Britain and the United Kingdom.  Yr 4 – Finding at least six cities in the UK, on a map.  Yr 4 – Naming some of the main islands that surround the UK.  Yr 5 – Explaining how a location fits into its wider geographical location with reference to human and physical features. | **Focus: Features of villages, towns and cities.**  Yr 4 – Carrying out research to discover features of villages, towns or  Yr 5 – Explaining why many cities are situated on or close to rivers.  cities  Yr 4 – Collecting and accurately measuring environmental features e,g, rainfall, windspeed, noise levels. | **Focus: Local area.**  Yr 4 – Planning a journey to a place in England.  Yr 4 – Naming the areas of origin of the main ethnic groups in the UK and the school.  Yr 5 – Explaining how a location fits into its wider geographical location with reference to human and physical features. |
| Design | **Construction project: Designing and building a temple based on Aztec style**  Yr 4 – Producing plans and explaining these  Yr 4 – Measuring accurately  Yr 4 – Learning to persevere and adapt work when original ideas do not work  Yr 5 - Coming up with a range of ideas after collecting information from different sources  Yr 5 – Producing a detailed, step by step plan  Yr 5. – Making a prototype before making a final version | | **Textiles Project: Designing and making a bag which replaces a plastic one**.  Yr 4 – Evaluating products for both their purpose and appearance  Yr 4 – Suggesting improvements for own designs  Yr 4 – Explaining how an original design has been improved  Yr 5 – Using a range of tools and equipment competently  Yr 5 – Evaluating appearance and function against original criteria | | **Food Project: Linked to Healthy Body/using local produce**  Yr 4 – Knowing how to be hygienic and safe when using food  Yr 4 – Presenting a product in an interesting way  Yr 4 – Using ideas from other people when designing  Yr 5 – Knowing how to be both hygienic and safe in the kitchen  Yr 5 – Suggest alternative plans; outlining the positive features and draw backs  Yr 5 – Explaining how a product will appeal to a specific audience | |
| Art  Ongoing – experimenting using artists’ styles | Collage  Yr 4 - integrating digital images into art work  Yr 5 – Using images which have been created, scanned and found; altering them where necessary to create art. | 3D  Yr 4 - Sculpting using clay and other mouldable materials.  Visit to Barbara Hepworth and Tate Gallery; St Ives.  Yr 5 – research the work of an artist and use these findings to replicate a style. | Drawing  Yr 4 - Showing body language and facial expressions  Yr 4 & Yr 5 Using marks and lines to show texture, draw objects  Yr 5 – Using shading to create mood and feeling | Fabric  Yr 4 - Explaining some of the features of art from historical periods  Yr 5 – Expressing emotion in art work | Painting  Yr 4 - Showing reflections in art  Yr 5 – Organise line, tone, shape and colour to represent figures and forms in movement | Printing  Yr 4 - Using at least four different colours to print onto different materials  Yr 5 – Create an accurate print design following set criteria |
| Music | Focus: Singing  Yr 4 – Singing songs from memory with accurate pitch  Yr 5 – Breathing in the correct place when singing  Yr 5 – Maintaining a part whilst others are performing their part  Yr 5 – improvising within a group using melodic and rhythmic phrases  Yr 5 – Changing sounds or organising them differently to change the effect  Yr 5 – Choosing the most appropriate tempo for a piece of music | | Focus: Composing, evaluating, improving and performing  Yr 4 – Performing a simple part rhythmically  Yr 4 – Improvising using repeated patterns  Yr 4 – Using notation to record compositions in small groups or on own  Yr 5 – Composing music which meets specific criteria  Yr 5 – Using a music diary to record aspects of the composition process  Yr 5 – Explaining why I think music is successful or unsuccessful  Yr 5 – Suggesting improvements to own and others’ work | | Focus: Listening  Yr 4 – Explaining why silence is often needed in music and explain what effect it has  Yr 4 & Yr 5 – Using notation to record and interpret sequences of pitches  Yr 4 – Identifying the character in a piece of music  Yr 4 – Identifying the different purposes of music  Yr 4 – Begin to identify the style of work of Beethoven, Mozart and Elgar  Yr 5 – Describing, comparing and evaluating music using musical vocabulary  Yr 5 – I can contrast the work of a famous composer and explain my preferences | |
| International Speaker | Focus: Speaking French  Naming and describing people, places and objects.  Having short conversations; giving appropriate responses.  Using knowledge of grammar to speak correctly (Yr 5 only) | | Focus: Reading French  Reading and understanding short passages including stories and factual texts.  Noting main points of the text.  Reading a passage independently.  Using a dictionary, glossary or context to work out unfamiliar words. | | Focus: Writing French  Writing simple phrases and paragraphs from memory  Writing simple phrases and sentences on a familiar topic.  Change words and phrases within a text.  Writing about what they like or dislike about a familiar topic | |
| RE KS2  Mix of lower and Upper B  Cornish Syllabus | The concept of worshipping a god figure in the Christian, Islamic and Hindu faiths. Related to the worship of Gods in Aztec times. | Festivals in the Christian, Hindu and Islamic calendar. Link of the Aztec calendar to current Christian one. | Christianity in Cornwall – history and how this has shaped Cornwall in the present. Why people are attracted to Cornwall as a centre of spirituality and spiritual experience. | Prayer book rebellion of 1549. The coming of non-conformity, its diversity and the importance of John Wesley and Methodism in Cornwall. | What is the church? Local church and Truro cathedral. Belonging to a faith community.  How Christians talk about God and the Trinity; what it means for their understanding of humanity. | Pilgrimages for each of the three religions, identifying similarities and differences. |
| PE  Sports  Fitness  Health | Invaders  Bootcamp  Inside out | Dynamic dance  Boxercise  Going for goals | Swimming/gym  Step to the beat  You are what you eat | Swimming  Striking/fielding  Blood and guts | Net games  Cool core (Pilates)  Healthy body | Olympians  Fitness frenzy  Germ busters |
| Visits | Visitor: dental worker to school.  Visitor: Local Vicar to talk about worshipping God. Other visitors from faith communities (if possible) | Visit: Barbara Hepworth and Tate Gallery; St Ives. | Visit: Beach  Visitor: Surfers Against Sewage | Visit: Gwennap Pit | Visit: Local church and Truro Cathedral  Visitor: historian who used to attend Mawgan School. | Visit: Local trail |
|  |  |  | Swimming | *Swimming*  ***Class 2 Play*** | Assessment | ***Class 1 Play*** |
| Fund Raising |  | *UK-‘Children in Need’ -*  *Super Heroes* |  | *Supporting Others* |  | *Local-Sport/Health* |