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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 – story writing | Explanation  Argument | Instructions  Poetry | Playscripts | Recounts | Reports |
| 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 |
| MATHS  Mastery | **Number - Place value** | **Number – Calculations** | **Fractions, decimals and percentages** | **Statistics**  **Geometry**  ***Position and direction*** | **Geometry**  ***Properties of Shape*** | **Measurement** |
| Science  Themes | Animals including humans (Biology) | State of matter (Chemistry) | State of matter (Chemistry) | Living things and their habitats (Biology) | Electricity (Physics)  ***Year 4’s work only***  Earth and space  ***Year 5’s work only*** | Sound (Physics)  ***Year 4’s work only***  Forces  ***Year 5’s work only*** |
| Working scientifically  \*Ongoing:  development of scientific vocabulary | Working scientifically  **Focus: Setting questions, planning and predicting** | Working scientifically  **Focus: Carrying out a fair test; improving accuracy of data** | Working scientifically  **Focus: Measuring and observing accurately using a range of equipment** | Working scientifically  **Focus: gathering data, recording, classifying and presenting using a variety of methods** | Working scientifically  **Focus: Reporting findings** | Working scientifically  **Focus: Drawing conclusions, linking to real life and suggesting improvements** |
| Computing  \*Ongoing: Digital Literacy/internet safety | Information Technology  Ongoing: Digital Literacy | | Algorithms and programming  Ongoing Digital Literacy | | Algorithms and programming  Ongoing Digital Literacy | |
| Geography | **Focus: Why people choose to live where they do.** | **Focus: Planning a journey from England to Mexico.** | **Focus: World geography.** | **Focus: British Isles, Great Britain and UK differences. Location of key physical and human features including islands off the shore of the UK.** | **Focus: Features of villages, towns and cities.** | **Focus: Local area.** |
| Design | **Construction project: Designing and building a temple based on Aztec style** | | **Textiles Project: Designing and making a bag which replaces a plastic one**. | | **Food Project: Linked to Healthy Body/using local produce** | |
| Art  Ongoing – experimenting using artists’ styles | Collage | 3D | Drawing | Fabric | Painting | Printing |
| Music | Focus: Singing | | Focus: Composing, evaluating, improving and performing | | Focus: Listening | |
| International Speaker | Focus: Speaking French | | Focus: Reading French | | Focus: Writing French | |
| 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 |  |
| Fund Raising |  | *UK-‘Children in Need’ -*  *Super Heroes* |  | *Supporting Others* |  | *Local-Sport/Health* |