

Curriculum 2017-18 ‘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 (7.5 weeks) | Spring 1 (5.5 weeks) | Spring 2 (6 weeks) | Summer 1 (6 weeks) | Summer 2 (7.5 weeks) |
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| Whole school | Rosh Hashanah (Jewish New Year) Al-Hijra (Islamic New Year) 21..9.17 Mathematics in the Environment Week 18.09.17 Survival Day 22.09.17 | Christmas Diwali 19.10.17 World Books Remembrance day 11.11.17 | Chinese New Yr. 15.02.18 St Piran's Day 5.3.18 Shrove Tuesday 13.02.18 | Mother's Day 11.03.18 St. George's Day 23.04.18 Easter 01.04.18 | Ramadan Begins 06.06.16 | Father's Day 17.06.18 |
| PHSE | Knowing Me Friendship | Staying Healthy Making good choices or sound judgements (Sensibility) | Being with other people Respect & consideration for others (kindness) | Living in a Community Equality, empathy and understanding of others (fairness) | Citizenship Responsibility | Excellence Inspiration & celebration |
| | Past What did the Roman's ever do for us? <i>Did the Roman's make Britain better or worse?</i> | | Present Water 'Sauces'? <i>The flavour of our rivers and seas</i> <i>How do our rivers and seas sustain and support us?</i> | | Future Get with the Program – you are the future! <i>How much can we learn from ICT?</i> | |
| CLASS 2 Year 4/5 Resilience | Theme/Topic | Theme/Topic | Theme/Topic | Theme/Topic | Theme/Topic | Theme/Topic |
| English Reading | Myth of Romulus and Remus Biography of Caesar What did the Romans do for us? | Escape from Pompeii Romans on the rampage Hadrian's wall The Roman Record | Play scripts Mermaid of Zennor Journey to the River Sea | The River Singers River Story A drop in the Ocean – The Story of Water | The Iron Man The way things work now | Diary of a Minecraft Zombie Coding games |
| Writing Text types and styles taken from both year 4 and five curriculums | Fiction – Shared stories with a historical setting Non-Fiction – Information texts Newspapers Poetry – Performance poetry | Fiction – Stories which raise issues or dilemmas Narratives – writing from different view points Non-Fiction – Leaflets Note writing | Fiction Stories set in an imaginary world Non-Fiction – Play scripts Persuasive texts Poetry Creating Images | Fiction Stories from other cultures Non-Fiction Recounts Poetry – Language play | Fiction Character/settings descriptions Non-Fiction Explanation texts Poetry- Language play | Fiction Diaries Non-Fiction Letters/Informal letters Poetry – Exploring form |

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| <p>SPAG</p> <p>Yr 4 will follow Yr 4 curriculum</p> <p>Yr 5 will follow the Yr 5 program of study</p> | <p>1.Capital letters, full stops and commas</p> <p>2.Conjunctions</p> <p>3.Full stops, question marks, exclamation marks</p> <p>4.Prepositions</p> <p>5. Time connectives</p> <p>6. Pronouns</p> <p>7. Present and past test</p> | <p>8. Auxiliary verbs</p> <p>9. Direct speech</p> <p>10.Adverbs</p> <p>11. Synonyms</p> <p>12. Sentence structure</p> <p>13. Paired adjectives</p> | <p>14.Embedded clauses</p> <p>15.Abstract nouns</p> <p>16. Cohesive devices</p> <p>17. Prepositions</p> <p>18. Statements into questions</p> | <p>19.Fronted adverbials</p> <p>20. Adverbs (not ending in ly)</p> <p>21. Parts of speech</p> <p>22. Synonyms</p> <p>23. Present perfect and past perfect</p> | <p>24. Compound and complex sentences</p> <p>25. Prefixes</p> <p>26.Apostrophe for contraction</p> <p>27.Regular and irregular plurals</p> <p>28. Subject and object</p> <p>29. Apostrophe for possession</p> <p>30. Regular and irregular comparative and superlative adjectives</p> | <p>Revision of key areas and in depth focus on 'Standard English'.</p> <p>Fronted adverbials</p> <p>Paragraphs</p> <p>Reported speech</p> |
| <p>Maths</p> <p>(Rising Stars)</p> <p>(Abacus)</p> <p>All the topics are covered in both the Year 4 and 5 programs of study – The depth and technicality changes with each year.</p> | <p>Number and Place Value</p> <p>Calculations</p> <p>Fractions</p> | <p>Measurement</p> <p>Geometry</p> <p>Statistics</p> | <p>Number and Place Value</p> <p>Calculations</p> <p>Fractions</p> | <p>Measurement</p> <p>Geometry</p> <p>Statistics</p> | <p>Number and Place Value</p> <p>Calculations</p> <p>Fractions</p> | <p>Measurement</p> <p>Geometry</p> <p>Statistics</p> |
| <p>Science</p> <p>Year A</p> | <p>Sound as vibrations - earthquake detection.</p> | <p>Digestive system and teeth</p> | <p>Food Chains</p> | <p>Water cycle and changes in state</p> | <p>Electricity</p> | <p>Classification of living things</p> |
| <p>Computing</p> <p>(Discovery & Scholastic)</p> | <p>Use the internet safely and appropriately – research into Roman influence</p> | <p>Use the internet safely and appropriately – research into Roman influence</p> | <p>Collection and presentation of data</p> | <p>Collection and presentation of data</p> | <p>Design and write programs to achieve specific goals including problem solving</p> <p>Computer programming – scratch</p> | <p>Design and write programs to achieve specific goals including problem solving</p> <p>Computer programming – scratch</p> |
| <p>History</p> <p>Year A</p> | <p>Roman Empire & its impact on Britain.</p> <p>Who, What, When, Where and Why? –</p> | <p>Britain fights back – The resistance through Boudicca and the eventual Romanisation of</p> | <p>Ancient Egyptian civilisation and their reliance on the River Nile.</p> | <p>Ancient Egyptian civilisation and their reliance on the River Nile.</p> | | |

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| | invasion, Julius Caesar. | Britain – leading to what happened when they left? | | | | |
| Geography | Where was Rome? What did the empire look like? – Understanding European geography from continent down to countries and regions including physical features – mountains. | Volcanoes – case study of Mount Vesuvius – link to earthquakes and plate tectonics. Settlements – Early British settlements in comparison to the Roman forts and towns. | Rivers – Source to sea – Key features of a river and local study of wildlife around our local river Trade – How we use our rivers and oceans to trade with other counties and countries. Fieldwork – observe, measure and record. | River Nile – course and countries it flows through – map work Trade – How we use our rivers and oceans to trade with other counties and countries. | | Climate – create own weather forecast programs – Look at long term weather predictions and MET office data. Use apps to predict weather in coming days/weeks. |
| DT | Annotated sketches – design a Roman catapult - and make mechanical systems | Making Rock Buns | Evaluate current sandwiches and wraps. Food packaging – seafood sandwiches | | Standalone cookery – super foods for the super future/ or our super Resilience | |
| Art and design (Scottish Borders) | Drawing The face of Caesar – self portraits | Painting Roman Mosaics | Printing Sea/river inspired t shirts – possible for play | Collage Underwater collage | 3D Inside my computer | Fabric |
| Music | Music fit for Caesar – Composition and collaborative pieces | | Underwater theme tunes – possibly linked to our play | | Rhythm of the processor! | |
| MFL Year A (CGP) | Greetings and introductions Numbers | Colours Days and months | My family My house | Animals – linked to the sea Clothes Food | Question time In my town | Masculine and feminine written forms and plurals |
| Re Year A –KS2 (Cornish Syllabus) | How the Bible is used in Christian worship in local churches | How many Christians have a structure to their year and why some do not? | Introducing saints | The importance of the Gurdwara | Why Methodism is so important to Cornish communities | The Holy Spirit and the fruits of the spirit |
| PE (Champions) | Invasion games | Outdoor and adventurous Swimming? | Striking and fielding | Gymnastics | Athletics | |

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| Possible Visits | Roman Baths Castle an Dinas | Early settlements | Truro Museum – the mummy Sea food restaurant? | Padstow lobster hatchery River Camel The beach | Robotics? Goonhilly satellite station? | |
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