**Theme: World of Wonder (Protecting the Environment) – Parent Overview of Spring Term 1**

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|  | **W/C 7.1.19** | **W/C 14.1.19** | **W/C 21.1.19** | **W/C 28.1.19** | **W/C 4.2.19** | **W/C 11.2.19** |
| **English Genre** | Instructions | Instructions | Poetry | Poetry | Poetry | Poetry |
| **English Shared Text** | Danny Champion of the World – Roald Dahl | Danny Champion of the World – Roald Dahl | Danny Champion of the World – Roald Dahl | Danny Champion of the World – Roald Dahl | Danny Champion of the World – Roald Dahl | Danny Champion of the World – Roald Dahl |
| **Spelling – Shakespeare and more** | Y4 spelling - list 21Yr 5 – Spelling list 27Ongoing common exception words | Y4 spelling - list 21Yr 5 – Spelling list 27Ongoing common exception words | Y4 spelling - list 21Yr 5 – Spelling list 27Ongoing common exception words | Y4 spelling - list 21Yr 5 – Spelling list 27Ongoing common exception words | Y4 spelling - list 21Yr 5 – Spelling list 27Ongoing common exception words | Y4 spelling - list 21Yr 5 – Spelling list 27Ongoing common exception words |
| **Maths** | **Number – Calculations**Multiplication and division. Mental and written methods.  | **Number – Calculations**Multiplication and division.Mental and written methods.  | **Fractions**Equivalent fractions, improper fractions, mixed numbers.  | **Fractions and Decimals**Recognising decimal equivalents of fractions. Rounding decimals. Comparing numbers with the same number of decimal places up to 2 decimal places.Comparing and ordering fractions. Multiplying proper fractions and mixed numbers by whole numbers.  | **Fractions and Decimals**Dividing by 10, 100 and 1000. Solving problems involving increasingly harder fractions.Read, write, order and compare numbers with up to 3 decimal places. | **Fractions, Decimals and Percentages.** Solving simple measure and money problems involving fractions and decimals to 2ansd 3 decimal places.. Working with percentages.Solve problems which require knowing percentage and decimal equivalents.  |
| **Science** | **State of matter (Chemistry)**Describing dissolving; and how to recover a substance from a solution. Discovering information about the separation of materials.Fair testing. | **State of matter** Describing dissolving; and how to recover a substance from a solution. Discovering information about the separation of materials.Fair testing.  | **State of matter (Chemistry)**Describing dissolving; and how to recover a substance from a solution. Discovering information about the separation of materials.Fair testing.  | **State of matter (Chemistry)**Describing the water cycle. Explaining the part played by evaporation and condensation in the water cycle.Protecting our Planet focus | **State of matter (Chemistry)** Protecting our Planet focus – looking at pollution problems e.g. acid rain.  | **State of matter (Chemistry)**Protecting our Planet focus e.g. greenhouse gases.  |
| Computing***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**Experimenting with variable to control models.Giving an on-screen robot specific instructions that take them from A to B | **Algorithms and programming**Experimenting with variable to control models.Giving an on-screen robot specific instructions that take them from A to B | **Algorithms and programming**Experimenting with variable to control models.Giving an on-screen robot specific instructions that take them from A to B | **Algorithms and programming**Combining sequences of instructions and procedures to turn devices on and off.Link to saving energy and protecting our planet.  | **Algorithms and programming**Combining sequences of instructions and procedures to turn devices on and off.Link to saving energy and protecting our planet. | **Algorithms and programming**Combining sequences of instructions and procedures to turn devices on and off.Link to saving energy and protecting our planet. |
| **History – Shang Dynasty** | Explaining how historic items and artefacts can be used to build up a picture of life in Using and creating timelines.  | Researching what it was like for children in Shang Dynasty.  | Present findings to an audience about lifestyle for children in Shang period. Comparing two or more historical periods  | Finding out how the lives of wealthy people were different from the lives of poorer people in Shang Dynasty.  | Knowing how the lives of wealthy people were different from the lives of poorer peopleComparing rich and poor in Aztec and Shang times.  | Test out a hypothesis in order to answer a question- e.g. It is easier to find out about life in Aztec times compared to Shang Dynasty times.  |
| **Geography**  | Explaining how China fits into its wider geographical location with reference to human and physical features. Explain why people are attracted to live by rivers. | Naming and locating many of the world’s most famous rivers and mountainous area in an atlas. Link to recent work on Mexico and new work on China. Locating the Tropic of Cancer and Capricorn | Planning a journey to China, taking into account distance and time. | Planning a journey to Mexico, taking into account distance and time. | Explaining why people may choose to live in one place rather than another. | Explaining why people may be attracted to live in cities. |
| **Design** | (Art focus) | (Art focus)  | (Art focus)  | **Construction project:** Planning a temple based on Shang Dynasty style  | **Construction project**: Designing and building a prototype temple based on Shang  | **Construction project**: Making and evaluating a temple based on Shang Dynasty style |
| **Art** | **Drawing**Using marks and lines to show texture and then draw pheasants.  | **Drawing**Using shading to create mood and feeling linked to the woods in the Danny book.  | **Drawing**Showing body language and facial expressions using characters from Danny story.  | (D & T focus) | (D & T focus)  | (D & T focus)  |
| **Music** |  |  | **Composition piece** linked to the water cycle.Whole day topic launch for ‘World of Wonders’ the play for Spring. |  |  |  |
| **French** | Naming and describing people, places and objects.Having short conversations; giving appropriate responses. | Naming and describing people, places and objects.Having short conversations; giving appropriate responses. | Naming and describing people, places and objects.Having short conversations; giving appropriate responses. | Naming and describing people, places and objects.Having short conversations; giving appropriate responses. | Naming and describing people, places and objects.Having short conversations; giving appropriate responses. | Naming and describing people, places and objects.Having short conversations; giving appropriate responses. |
| **Religious education** | Comparison of worship in the Hindu and Islamic faiths compared to the Christian faith.  | Comparison of worship in the Hindu and Islamic faiths compared to the Christian faith. | Comparison of worship in the Hindu and Islamic faiths compared to the Christian faith. | 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. | 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. | 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. |
| **PE** | SwimmingDance/Games | SwimmingDance/Games | SwimmingDance/Games | SwimmingDance/Games | SwimmingDance/Games | SwimmingDance/Games |
| **PSHE** | Protecting the environment | Protecting the environment | Protecting the environment | Protecting the environment | Protecting the environment | Protecting the environment |