

## Long Term Curriculum Overview - Maple 2019/20

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<b>The Mysterious Metal Man</b>		<b>Ancient Egyptians</b>		<b>Healthy Me Healthy Living</b>	
Outcome	Write the final chapter of The Iron Man before reading the final chapter of the book.		Class museum exhibit		Snack stall for sports day	
Text Driver suggestions	The Iron Man - Ted Hughes		Secrets of a Sun King - Emma Carroll		George's Marvellous Medicine - Roald Dahl Kaspar Prince of Cats - Michael Morpurgo	
English	<b>Chronological reports and letters</b> - Writing to inform, entertain and persuade Newspaper article to inform Diary to entertain Informal letters to persuade Recounts in role to inform		<b>Narratives, information texts and plays</b> - Writing to inform and entertain Character and setting description to entertain Myths and Legends to entertain Dialogue and plays to entertain Information texts to inform Adventure and mystery writing to entertain		<b>Instructions, information texts and poetry</b> - Writing to inform, entertain and persuade Recipe writing to inform Performance poetry to entertain Shape poetry and calligrams to entertain Posters to persuade	
Maths	<b>White rose maths</b> Place value Addition and Subtraction Multiplication and Division		<b>White rose maths</b> Multiplication and Division Money Statistics Length and Perimeter Fractions		<b>White rose maths</b> Fractions Time Properties of shape Mass and Capacity	
Science	<b>Forces and magnets</b> <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> </ul>		<b>Light</b> <ul style="list-style-type: none"> <li>recognise that light is needed in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect eyes</li> </ul>	<b>Rocks</b> <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have</li> </ul>	<b>Animals inc. humans</b> <ul style="list-style-type: none"> <li>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>identify that humans and some other</li> </ul>	<b>Plants</b> <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to</li> </ul>

	<ul style="list-style-type: none"><li>describe magnets as having two poles</li><li>predict whether two magnets will attract or repel each other, depending on which poles are facing.</li></ul>	<ul style="list-style-type: none"><li>recognise that shadows are formed when the light from a light source is blocked by an opaque object</li><li>find patterns in the way that the size of shadows change.</li></ul>	<p>lived are trapped within rock</p> <ul style="list-style-type: none"><li>recognise that soils are made from rocks and organic matter.</li></ul>	animals have skeletons and muscles for support, protection and movement.	<p>grow) and how they vary from plant to plant</p> <ul style="list-style-type: none"><li>investigate the way in which water is transported within plants</li><li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li></ul>	
<b>Science - Longitudinal study</b>	<b>How can we encourage more biodiversity within the school grounds?</b> Working scientifically LKS2: <ul style="list-style-type: none"><li>asking relevant questions and using different types of scientific enquiries to answer them</li><li>setting up simple practical enquiries, comparative and fair tests</li><li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li><li>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li><li>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li><li>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li><li>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li><li>identifying differences, similarities or changes related to simple scientific ideas and processes</li><li>using straightforward scientific evidence to answer questions or to support their findings.</li></ul>					
<b>Computing</b>	We are programmers - programming an animation - programming - 3.1	We are presenters - Videoing performance - Creativity - 3.3	We are communicators - communicating safely on the internet - communication and collaboration - 3.5	We are vloggers - making and sharing a short screencast presentation - computer networks - 3.4	We are opinion pollsters - collecting and analysing data - productivity - 3.6	We are bug fixers - finding and correcting bugs in programs - computational thinking - 3.2
<b>Geography</b>	<b>Becoming mountain experts</b>  Where in the world are the highest peaks? How are mountain formed? Why are some mountains hot and others cold? How can you become an Andes and Alps expert?		<b>The 7 wonders of the world</b>  Where are the 7 wonders of the world?		<b>Local study of Sparsholt and the surrounding area</b> How can I share my cycling and walking routes? Will everyone follow a map in the same way? How can I find out where I am? How can I direct others to key human and physical features in my local area?	

<b>History</b>	/		The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of <b>Ancient Egypt</b> What was life like under the rule of the Egyptian Pharaohs? Why was the Nile so important to the Egyptians? What did the Ancient Egyptians think about death? How did the Ancient Egyptians leave a lasting impact on our lives today?		/	
<b>Art</b>	Chalk iron man Newspaper collage - iron man cut out Black and white sketching - charcoal (junkyard, raining cliff edge) Tin foil string relief art		Watercolour and sculpture Egyptian art linked with history Ancient Egyptian cartouche		Giuseppe Arcimboldo - artist study	Nature - observational drawings
<b>DT</b>	Design, research, make and review - robot with moving parts - pulleys and levers		/		Cooking and nutrition - sports day healthy snack	
<b>RE</b>	WR: Hinduism Good and Evil Diwali - Hindu festival	UC: Creation/Fall 2a.1 What do Christians learn from the creation story?	UC: Salvation (2a.5) Why do Christians call the day Jesus died 'Good Friday'?		WR: Hinduism Ritual Hindu worship - Visit to a Hindu Temple	UC: Gospel 2a.4 What kind of world did Jesus want?
<b>PE</b>	Gym - creating sequences of movement - compare and contrast gymnastics sequences	Dance and movement - improvise and translate ideas - creates phases of movement in a small group - repeat, remember and perform	Striking, fielding and invasion games - football focus - supporting team members and using space well - know and use rules fairly	Athletics - ABC - move at different speeds and directions - take part in a relay	Outdoor Adventurous Activities - following maps - using clues to follow a route - following a route safely	Competitive games Rounders - Throwing and catching - Awareness of space - Using rules fairly
<b>Music</b>	Play and experiment with sound for Iron Man.	Christmas Kaleidoscope	History of Egyptian music - focus on listening to music and understanding historic timeline of music		Play musical instruments - Ukulele	

		Play and perform using their voices and instruments				
<b>PSHE</b>	Me and My Relationships	Valuing difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
<b>French</b>	Moi (All about me)	Jeux et chansons (games and songs)	On fait le fête (Celebrations)	Portraits (portraits)	Les quatre amis (The four friends)	Ça pousse! (Growing things)