

Science - All Living Things

Pupils should be taught to:

Develop their own classification keys and assign living things to groups, using their keys.

- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- Suggest relevant questions and know that they could be answered in a variety of ways, including using secondary sources such as ICT.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

Working Scientifically

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes

Literacy:

- Class book - 20,000 Leagues Under the Sea by Jules Verne
- Dilemma stories
- Information texts
- Persuasive letters
- Planning/Drafting/Editing/ Presentation/ Evaluating/Justifying/Grammar (homophones, complex sentences, fronted adverbials, commas to separate clauses, direct speech)

History

- Choose the best way to record a range of historical information, giving reasons for their choice.
- Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Year 4/5 Curriculum Map Autumn 1 2017 Blue Abyss

PSHCE

Think about the lives of people

- living in other places
- with different values and customs

Explore the meaning of the terms

- stereotype
- discrimination
- The church (Christianity around the world)

Art & Design

- Improve mastery of art & design techniques with a range of materials - drawing/ model making/ collage
- Draw from close observation to capture fine details.
- Comment on similarities/differences between own and others' work, describing what they feel about both.
- Compare and comment on a number of artworks on a similar theme, explaining the approaches taken by different artists or genres
- Design a submarine
- Build models incorporating motors.

Geography

Locational knowledge

- Locate and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn to a range of countries of the world

Human and physical geography

Describe and understand key aspects of:

- physical geography, including: climate zones/ the water cycle/ oceans/deep ocean environments/ coral reefs
- human geography, including: how physical activity has impacted and/or changed the physical and human characteristics of a place in the world.

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

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Computing - algorithms

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use logical reasoning to explain how some simple algorithms work
- debug - detect and correct errors in algorithms and programs