

## Oak Class Curriculum Overview 2017-2018

	Autumn	Spring 1	Spring 2	Summer
	World War II		The Amazon Rainforest	
<b>Reading</b>	<p><b>Class Reader</b> Goodnight Mr Tom</p> <p>Newspaper Report</p> <p>Story settings</p> <p>Character descriptions</p> <p>Diary Entries</p> <p>Vocabulary Ninja every day</p> <p>Reading Comp - Monster SATs papers each week</p>		<p><b>Class Reader</b> Journey to the River Sea</p> <p>Discuss and evaluate figurative language, considering the impact on the reader</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Vocabulary Ninja every day</p> <p>Reading Comp - Monster SATs papers each week</p> <p>CGP booklets</p>	
<b>Writing</b>	<p>Recounts:</p> <ul style="list-style-type: none"> <li>• Titanium</li> <li>• Road to War (WWII)</li> </ul> <p>Poetry:</p> <ul style="list-style-type: none"> <li>• The Bells</li> <li>• Weather</li> </ul> <p>Biographies:</p> <ul style="list-style-type: none"> <li>• Dr Charles Drew (WWII and Science Animals including Humans)</li> <li>• Gandhi (British Values)</li> </ul> <p>Non-chronological Reports:</p> <ul style="list-style-type: none"> <li>• Newspaper Report (WWII and Goodnight Mr Tom)</li> <li>• Drugs and Alcohol Advice (PHSEE)</li> </ul> <p>Story settings (Goodnight Mr Tom)</p> <p>Character descriptions (Goodnight Mr Tom)</p> <p>Diary Entries (WWII - evacuees and Goodnight Mr Tom)</p>		<p>Discussion:</p> <ul style="list-style-type: none"> <li>• Deforestation (The Amazon Rainforest)</li> </ul> <p>Persuasion:</p> <ul style="list-style-type: none"> <li>• Different viewpoints of deforestation (The Amazon Rainforest)</li> <li>• Visiting Pandora</li> </ul> <p>Stories:</p> <ul style="list-style-type: none"> <li>• Titanium</li> <li>• Skin (Rag 'n' Bone Man)</li> <li>• Alma</li> </ul> <p>Non-chronological Reports:</p> <ul style="list-style-type: none"> <li>• The Mayan Civilisation</li> <li>• Visiting Pandora (The Amazon Rainforest)</li> <li>• Caring for a Hexapod - Pandora (The Amazon Rainforest and Science - Living Things and their Habitats)</li> </ul>	
<b>SPAG</b>	<p>Recounts: Word classes, types of sentences</p> <p>Poetry: Describe settings and characters: expanded noun phrases, prepositional phrases, figurative language &amp; personification</p> <p>Biographies: Fronted adverbials in paragraphs and co-ordinating and subordinating conjunctions</p> <p>Reports: Fronted adverbials in paragraphs and co-ordinating and subordinating conjunctions, passive voice, use modal verbs to show how likely an event is to happen in the future, shifts in formality</p>		<p>Persuasion: Use different verb forms - maintain subject/verb agreement, use the past and past perfect tense correctly, use the present continuous tense correctly, use the past continuous tense correctly, use modal verbs to show how likely an event is to happen in the future</p> <p>Discussion: Use a wide range of clause structures, sometimes varying their position within the sentence: open sentences with subordinate clauses; use subordinate clauses after a main clause, use relative clauses</p>	

		<p>beginning with a relative pronoun.</p> <p>Stories: Create atmosphere, and integrate dialogue to convey character and advance the action: short sentences, rhetorical questions and ellipsis moments, shifts in formality including authorial intrusion</p> <p>Non-chronological Reports: Fronted adverbials in paragraphs and co-ordinating and subordinating conjunctions, passive voice, shifts in formality</p>
<p><b>Guided reading</b></p>	<p>To maintain positive attitudes to reading and understanding of what they read by:...continuing to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ...reading books that are structured in different ways and reading for a range of purposes ..increasing their familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions ...recommending books that they have read to their peers, giving reasons for their choices ...identifying and discussing themes and conventions in and across a wide range of writing ...making comparisons within and across books ...learning a wider range of poetry by heart ...preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>To understand what they read by:...checking that the book makes sense to them, discussing their understanding and exploring the meaning of word in context ...asking questions to improve their understanding ...drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ...predicting what might happen from details stated and implied discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those that they can read for themselves, building on their own and others' ideas and challenging view courteously distinguish between statements of fact and opinion provide reasoned justifications for their views</p>	<p>To maintain positive attitudes to reading and understanding of what they read by:...continuing to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ...reading books that are structured in different ways and reading for a range of purposes ..increasing their familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions ...recommending books that they have read to their peers, giving reasons for their choices ...identifying and discussing themes and conventions in and across a wide range of writing ...making comparisons within and across books ...learning a wider range of poetry by heart ...preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>To understand what they read by:...checking that the book makes sense to them, discussing their understanding and exploring the meaning of word in context ...asking questions to improve their understanding ...drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ...predicting what might happen from details stated and implied discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those that they can read for themselves, building on their own and others' ideas and challenging view courteously distinguish between statements of fact and opinion provide reasoned justifications for their views</p>

<b>Mathematics</b>	Number - Place value; Number - Addition, Subtraction, Multiplication and Division; Fractions; Geometry- Position and Direction; Number - Decimals; Number - Percentages; Number - Algebra	Measurement - Converting units; Measurement - Perimeter, Area and Volume; Number - Ratio; Geometry - Properties of Shapes; Problem solving; Statistics; Investigations
<b>Science</b>	<p>Animals including Humans:</p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> <p>Biography of Dr Charles Drew</p> <p>Electricity:</p> <ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>Use recognised symbols when representing a simple circuit in a diagram.</li> <li>Experiment →static electricity and circuits</li> </ul> <p>Light:</p> <ul style="list-style-type: none"> <li>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> <li>Experiment → seeing around corners</li> </ul>	<p>Living Things and their Habitats:</p> <ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p>Evolution and Inheritance:</p> <ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> <li>Non-chronological Report (Pandora and Hexapods)</li> </ul>
<b>Geography</b>	<p>Europe during and after WWII</p> <ul style="list-style-type: none"> <li>Guided Reading</li> <li>Non-chronological report on Allies and Axis</li> </ul>	<p>South America, Fair Trade Products and the Deforestation Debate</p> <ul style="list-style-type: none"> <li>Persuasion / Discussion</li> <li>Fairtrade</li> </ul>
<b>History</b>	<p>World War II</p> <ul style="list-style-type: none"> <li>Recounts</li> <li>Biographies</li> <li>Reports</li> <li>Diary Entries</li> </ul>	<p>The Mayan Civilisation</p> <ul style="list-style-type: none"> <li>Non-chronological Reports: <ul style="list-style-type: none"> <li>Life</li> <li>Gods</li> <li>Number system</li> </ul> </li> </ul>

<b>DT</b>	Christmas Fayre	Mixed media sewing - Tree of Life (linked to Pandora)
<b>Computing</b>	Design, write and debug programs; Use algorithms and networks; Web design and databases and e-safety	
<b>PE</b>	PPA: Football, gymnastics, SKA & Line Dancing; Tag rugby, outdoor activities; Irish dance & Indian Bhangra dance; Net / Wall Games, athletics, 90s dance & Creative dances	
<b>Art</b>	Blitz pictures	Mixed Media - Tree of Life
<b>Music</b>	Compose, rehearse and perform Christmas carols	Melodic composition (A River's Journey)
<b>RE</b>	<p>Judaism</p> <p>Link to History and persecution of people because of their faith</p> <p>Key Question: What is a mezuzah and why do people have them in their homes?</p>	<p>Christianity</p> <p>Beautiful World: Wonderful God</p> <p>Key Question: Is it right that environmental organisations put pressure on people to change their ways?</p> <p>Deforestation research</p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Fairtrade</li> </ul>
<b>PSHEE</b>	<p>Living in the Wider World, Relationships and Health</p> <ul style="list-style-type: none"> <li>• Money (Christmas Fayre)</li> <li>• Discrimination</li> <li>• Non-chronological Report (Drugs and Alcohol)</li> </ul>	<p>Health &amp; Wellbeing and Relationships</p> <ul style="list-style-type: none"> <li>• e-safety day</li> <li>• SRE</li> <li>• Bikeability</li> </ul>
<b>French</b>	Our School, Telling the Time, French History & France at Christmas	Our Town & Planning a Holiday to London The Past and the Future & Visiting Paris