

Curriculum Overview for Goldfinch Class

Autumn 2020

A Force of Nature

English

National curriculum requirements including Talk for Writing genres including:
 Narrative Writing: character and setting descriptions based on the class text, The Hobbit; developing characters through dialogue.
 Figurative writing through poetry using Hokusai's 'Views of Fuji' as a stimulus.
 Instructions – Staying safe in an earthquake.

Grammar and Punctuation to support writing: punctuating direct and indirect speech; using relative pronouns and relative clauses; using main and subordinate clauses with appropriate conjunction; expanding noun phrases for description; using appropriate modal clauses; using commas, brackets and dashes for parenthesis.

Cross curricular writing: Persuasive – write an advert for your mountain boot warmers;
 Discursive – Should tourism be allowed in the mountains?
 Explanation – How does an earthquake/volcano happen?

Mathematics

National Curriculum requirements including place value and the four operations, statistics and measurement as well as investigations.

Year 5: Number (number and place value; four operations); Statistics – graphs and tables;
 Measure – area and perimeter.

Year 6: Number (number and place value; four operations; fractions); Geometry – position and direction

Cross curricular maths: finding the mean, plotting data and looking for patterns in science investigations; comparing climate data in mountain regions;

Science

May the 'Force' be with You. Explain some of the effects of gravity. Plan, carry out and explain fair tests. Apply to investigations of air resistance (link to parachutes for base jumping) and water resistance and friction. Explain how levers, pulleys, springs and gears transfer force and motion (link to mountain climbing gear and mountain rescue). (Language of written reports on investigations)

Material World: we will be using our investigational and observational skills to explore the hardness of rocks, solubility, reversible and non reversible changes (volcanoes) and thermal properties or materials (best materials for mountaineering clothes)

Geography

Mountains, Earthquakes and Volcanoes

We are learning: about different types of environments and specifically a mountain one

- about the world distribution of major mountain areas using globes and atlases
- to investigate how mountain environments are similar and different in nature across a range of places and scales
- to use secondary sources & ICT
- that the effect of tourism can be significant in a given area and can be both good and bad
- Explain the distribution and causes of earthquakes that shape/change the Earth.
- learning to identify features of different volcanoes

Art & Design

Mountains in Art: Analyse works of art from a range of artists through history using the language of art. Consider why so many artists have chosen to depict mountain scenes in their creative works. Artist Study: Hokusai -36 Views of Mount Fuji, especially the Great Wave.

Linked to: Design techniques such as Drawing - Adding detail, use of Sketchbooks / Painting – experimenting with effects and colour

Design & Technology

Textiles: **Design, make and evaluate a pair of mountain boot warmers**

- Create 3D products using pattern pieces and seam allowance
- Understand pattern layout
- Decorate textiles appropriately often before joining components
- Pin and tack fabric pieces together
- Join fabrics using over sewing, back stitch, blanket stitch
- Combine fabrics to create more useful properties
- Make quality products
- Evaluate products against design criteria

Modern Languages

Des animaux extraordinaires

- Review the concept of gender of nouns
- Develop question form
- Making a sentence negative
- agreement of feminine nouns and adjectives
- write a description of an animal

Bon Appétit Monsieur Lapin

- be aware of how verbs can change their endings
- follow a story
- sentence construction

Physical Education

Covid Adaptations: outdoors and non contact

Yoga/Circuit training
 NS Sport -

Computing

Online Safety: Gain a greater understanding of the impact that sharing digital content can have. • Review sources of support when using technology. • Review children's responsibility to one another in their online behaviour.; Know how to maintain secure passwords. • Understand advantages, disadvantages, permissions and purposes of altering an image digitally & reasons for this. • Be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.; Learn about how to reference sources in their work • Search the Internet with consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. • Ensuring reliability through using different methods of communication

Databases: To learn how to search for information in a database. Children understand the different ways to search a database. • Children can search a database in order to answer questions correctly; To create a database around a chosen topic. Success criteria • Children can create their own database about mountains and volcanoes. • Children can add records to their database. • Children know what a database field is and can correctly add field information. • Children understand how to word questions so that they can be effectively answered using a search of their database

Concepts

Adversity

- What is adversity?
- How does adversity transform lives?
- Did Covid cause adversity?

Transformation

- How do earthquakes transform the landscape? How do earthquakes transform lives? How does Jesus transform views? Did Covid transform our lives?

Music

Including BBC 10 Pieces Study 'Hall of the Mountain King. Sing songs in a wide variety of styles, 3 parts and second part confidently

- Percussion improvisation as part of a group and as solo performer.
- Use a range of instruments
- Compose music for a special occasion
- Write lyrics
- Christmas

Religious Education

Can we know what God is like? Explore different views of God and how some people believe they can know God while others do not believe at all.

Is "God made man" a good way to understand the Christmas story? Exploring the concept of incarnation in the Christmas story; comparing the biblical narrative with a traditional Christmas story

Links

<https://www.stem.org.uk/resources/community/collection/284761/earthquakes-and-volcanoes>