

**Curriculum Information – Adders, Falcons and Stoats**

Term: Spring Term 4

Class/Year Group: Six and Four/Five/Six

<p><b>Inspiration/Theme:</b> What treasures can you find on the beach?</p>	<p><b>Curriculum Driver:</b> English/Geography</p>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>To create a class book of short stories and poems inspired by the sea.</li> </ul>	
<p align="center"><b>Core texts/artefact/film</b></p>	<p align="center"><b>Provocation - Inspire, Immerse</b></p>	<p align="center"><b>Display outcomes</b></p>	<p align="center"><b>Topic specific speaking frames</b></p>
<p>The Giant's Necklace Michael Morpurgo</p>  <p>Class reader: River Boy by Tim Bowler</p> 	<p><b>Hook/Super Starter</b></p> <ul style="list-style-type: none"> <li>Make a necklace – collect objects of significance for home learning</li> </ul> <p><b>Trips/Visitors/Marvellous Middle</b></p> <ul style="list-style-type: none"> <li>Trip to Bath Taps</li> </ul> <p><b>Celebration/Fabulous Finish</b></p> <ul style="list-style-type: none"> <li>Story telling session/poetry recital to a different year group.</li> <li>Trip to Lulworth Cove</li> </ul>	<ul style="list-style-type: none"> <li>Poetry anthology</li> <li>Seaside stories</li> <li>Necklaces</li> </ul>	<p><u>Language of evaluation</u></p> <ul style="list-style-type: none"> <li>My view is that.....</li> <li>In my opinion.....</li> <li>This is supported by the fact that.....</li> <li>Furthermore.....however.....</li> <li>Possible improvements may include.....</li> <li>Or alternatively</li> </ul> <p><u>Language of comparison</u></p> <ul style="list-style-type: none"> <li>In some ways.....and.....are alike. For instance they both.....</li> <li>Another feature they have in common is that.....</li> <li>Furthermore they are both.....</li> <li>However they also differ in some ways. For example.....while.....</li> <li>Another difference is that.....whereas.....</li> <li>Finally.....but.....</li> <li>The similarities/differences seem more significant that the similarities/differences because.....</li> </ul>
<p align="center"><b>Topic Table</b></p>	<p align="center"><b>Book area</b></p>	<p align="center"><b>Maths Challenge table</b></p>	<p align="center"><b>Home School Links</b></p>
<p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>What is the coastline?</li> <li>What forces affect coastal areas?</li> <li>What are the features of the coastline?</li> </ul> <p><b>Key images/artefacts</b></p> <ul style="list-style-type: none"> <li>Maps/shells/pebbles</li> </ul> <p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>Coast, wave, erosion, deposition, cliff, wave-cut platform, cove, headland, cave, stack, arch.</li> </ul>	<p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>What famous stories are set by the sea?</li> </ul> <p><b>Key images/artefacts</b></p> <ul style="list-style-type: none"> <li>Maps/shells/pebbles</li> </ul> <p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>Coast, wave, erosion, deposition, cliff, wave-cut platform, cove, headland, cave, stack, arch.</li> </ul>	<p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>What is Geometry? When would you use it?</li> </ul> <p><b>Key images/artefacts</b></p> <ul style="list-style-type: none"> <li>3d/2d shapes, angle measurers</li> </ul> <p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>Polygon, obtuse, acute, reflex, triangles, parallel, perpendicular</li> </ul>	<p><b>Weekly Home Learning:</b> Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday.</p> <p>Practise reading and spelling the key vocabulary that you will be using this term (Do you know what these words mean?). This will help you with your writing.</p> <p>Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Log.</p> <p>Can you find out about the features of different coastlines in Britain? E.g. The White Cliffs of Dover, The Jurassic Coast, the coast in Devon and Cornwall. How are they different and what has caused this difference?</p>

English	Maths	Science	PE
<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will write a short story inspired by 'The Giant's Necklace</li> <li>Children will compose a seaside poem in the style of The Magic box</li> <li>Children will write formal letters arguing the merits of their new form of energy production</li> </ul> <p><b>Key Fiction Writing Skills:</b></p> <ul style="list-style-type: none"> <li>Identify and explain the features of a short story.</li> <li>Identify and use appropriate language to convey emotion.</li> <li>Practise using inverted commas to signify speech.</li> <li>Structure writing appropriately</li> <li>Develop a range of ways to create cohesion.</li> <li>Develop drafting skills.</li> <li>Edit and proof read with audience in mind</li> <li>Recognise how poets manipulate language for effect.</li> <li>Use similes and metaphors for effect</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will learn to identify and compare percentages, fractions and ratios of amounts</li> <li>Children will learn to determine patterns in order to express a rule, sing a letter or a symbol</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Use division and multiplication.</li> <li>Identify percentages of a number and quantity.</li> <li>Compare percentages and fractions of amounts.</li> <li>Use ratio and fractions to compare objects.</li> <li>Find relationship between ratios, percentages and fractions.</li> <li>Simplifying ratios.</li> <li>Solve word problems.</li> <li>Identify patterns in numbers.</li> <li>Write algebraic equations using the four operations</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Identify a detailed classification system.</li> <li>Planning scientific enquiries, recognising and controlling variables.</li> <li>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will learn to combine balance, agility and coordination movements accurately</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Plan an effective warm up and cool down for others</li> <li>Explain why regular exercise is good for long term health</li> <li>To balance on one leg, balance in pairs</li> <li>Catching a ball using different body parts</li> <li>Control ball when throwing</li> <li>Use equipment with coordination</li> </ul>
Art	RE	Music	History
<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will create a sculpture to represent an object from the sea</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Record observations and use them to review and revisit ideas.</li> <li>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [pencil, charcoal, paint, clay].</li> <li>Learn about great artists, architects and designers in history.</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will present information to explain why certain places are sacred</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Show an understanding of different examples of holy places and sacred spaces.</li> <li>Describe similarities and differences between two religious buildings.</li> <li>Ask questions and suggest answers about the beliefs and values that are expressed in a church, mosque, gurdwara or mandir, for themselves.</li> <li>Describe what kind of sacred space would inspire them or influence their own values.</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will be developing skills as a class orchestra, playing parts together in a drum circle using the non-pitched percussion.</li> <li>Children will be able to sustain a complex rhythmic part and layer patterns to create a successful performance.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Identify features of African drums</li> <li>To play traditional music</li> <li>Play fast syncopated rhythms</li> <li>Sing traditional songs</li> <li>Sing in harmony</li> <li>Develop listening skills</li> <li>Develop ability to work in an ensemble</li> <li>Perform with confidence</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will compare how similar/different life was during the Early Islamic Civilization to life nowadays</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Place features of historical events and people from past societies and periods in a chronological framework.</li> <li>Pose our own historical questions.</li> <li>Evaluate the usefulness and reliability of sources.</li> <li>Answer our own historical questions.</li> <li>Present our ideas.</li> </ul>

Computing	PSHE	Geography	MFL
<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will produce flowcharts that drive an on-screen representation of a scene.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Understand how sequence of events controls the output</li> <li>Program using multiple outputs</li> <li>Sequence events and variables</li> <li>Program using inputs, outputs and motors</li> <li>Produce a flowchart incorporating analogue sensors</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will further develop an awareness of their own behaviours and the consequences of their choices.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Identify feelings that people have when someone close dies or leaves.</li> <li>Identify self-image.</li> <li>To develop strategies to cope with stereotyping.</li> <li>Identify peer pressure and develop strategies to cope with it.</li> <li>Know how the media can influence people.</li> <li>Identify consequences of behaviour and be able to make appropriate choices.</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will learn about the key features of coastlines, including their formation and erosion, through a field trip to Lulworth Cove</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will learn about springtime traditions in France, including Easter. They will also be able to say which form of transport they prefer, and how they get to school.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Chanting and singing to aid memory</li> <li>Listen and respond to native French speakers</li> <li>Read and write key words and phrases</li> <li>Learn about French customs</li> </ul>
<p><b>Design and Technology</b></p> <p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will design and make a necklace representing what is important to them</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Select from and use a wider range of materials and components.</li> </ul>			