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| **Key Stage 2. Class 2 Mrs K E Lamb Mixed Y4 & Y5 cohort (26 pupils)**  |
| Curriculum 2018-19 ‘Learning for life to be a Global Citizens of today and for tomorrow’ ***(STEAM)******Exploring, thinking, explaining, presenting, reflecting, practising, assessing***  |
|  | Autumn 1 (7 weeks)  | Autumn 2(7 weeks) | Spring 1(6 weeks) | Spring 2(6 weeks) | Summer 1(6 weeks) | Summer 2(8 weeks) |
| Whole School | Rosh Hashanah 10.9.18Environmental Maths week 24/09/18Harvest Festival | ChristmasDiwali 7.11.18World BooksRemembrance day100 yrs End of WW1 | Chinese New Yr. 05.02.19St Piran’s Day 5.3 19Shrove Tuesday 05.03.19 | St. George’s Day 23.04.19Easter 21.04.19 | Ramadan Begins 06.05.19 | Flower FestivalFeast SportsPTA- Summer Fair |
|  | Magic!*The Magic of Stories* | Wonder! | Adventure!(Including a Whole School Event) |
|  | Aztecs | Shang Dynasty of China | Local History |
| PHSELearning for LifeOngoing: Citizenship with a focus on ***resilience.***  | Knowing Me | Being with other people | Protecting the environment (Plastic free focus) | Living in the community(Plastic free focus) | Staying healthy | Citizenship and Excellence |
| ENGLISHWriting GenreFocus | Narrative – story writing | ExplanationArgument | InstructionsPoetry | Playscripts | Recounts | Reports |
| ENGLISHSpelling\*Handwriting ongoing practise | Yr 4 – Spelling list 19Yr 5 – Spelling list 25Ongoing common exception words | Y4 spelling - list 20Yr 5 – Spelling list 26Ongoing common exception words | Y4 spelling - list 21Yr 5 – Spelling list 27Ongoing common exception words | Y4 spelling - list 22Yr 5 – Spelling list 28Ongoing common exception words | Y4 spelling - list 23Yr 5 – Spelling list 29Ongoing common exception words | Y4 spelling - list 24Yr 5 – Spelling list 30Ongoing common exception words |
| MATHSMastery  | **Number - Place value**  | **Number – Calculations** | **Fractions, decimals and percentages** | **Statistics** **Geometry*****Position and direction*** | **Geometry*****Properties of Shape*** | **Measurement**  |
| ScienceThemes | Animals including humans (Biology) | State of matter (Chemistry) | State of matter (Chemistry) | Living things and their habitats (Biology) | Electricity (Physics)***Year 4’s work only***Earth and space ***Year 5’s work only*** | Sound (Physics) ***Year 4’s work only***Forces ***Year 5’s work only*** |
| Working scientifically\*Ongoing:development of scientific vocabulary | Working scientifically**Focus: Setting questions, planning and predicting** | Working scientifically**Focus: Carrying out a fair test; improving accuracy of data**  | Working scientifically**Focus: Measuring and observing accurately using a range of equipment** | Working scientifically**Focus: gathering data, recording, classifying and presenting using a variety of methods** | Working scientifically**Focus: Reporting findings**  | Working scientifically**Focus: Drawing conclusions, linking to real life and suggesting improvements** |
| Computing\*Ongoing: Digital Literacy/internet safety | Information TechnologyOngoing: Digital Literacy | Algorithms and programmingOngoing Digital Literacy | Algorithms and programmingOngoing Digital Literacy |
| Geography | **Focus: Why people choose to live where they do.**  | **Focus: Planning a journey from England to Mexico.**  | **Focus: World geography.**  | **Focus: British Isles, Great Britain and UK differences. Location of key physical and human features including islands off the shore of the UK.**  | **Focus: Features of villages, towns and cities.**  | **Focus: Local area.**  |
| Design | **Construction project: Designing and building a temple based on Aztec style** | **Textiles Project: Designing and making a bag which replaces a plastic one**.  | **Food Project: Linked to Healthy Body/using local produce** |
| Art Ongoing – experimenting using artists’ styles | Collage | 3D | Drawing | Fabric | Painting | Printing |
| Music | Focus: Singing | Focus: Composing, evaluating, improving and performing | Focus: Listening |
| International Speaker | Focus: Speaking French | Focus: Reading French | Focus: Writing French |
| RE KS2Mix of lower and Upper BCornish Syllabus | The concept of worshipping a god figure in the Christian, Islamic and Hindu faiths. Related to the worship of Gods in Aztec times.  | Festivals in the Christian, Hindu and Islamic calendar. Link of the Aztec calendar to current Christian one.  | Christianity in Cornwall – history and how this has shaped Cornwall in the present. Why people are attracted to Cornwall as a centre of spirituality and spiritual experience.  | Prayer book rebellion of 1549. The coming of non-conformity, its diversity and the importance of John Wesley and Methodism in Cornwall.  | What is the church? Local church and Truro cathedral. Belonging to a faith community. How Christians talk about God and the Trinity; what it means for their understanding of humanity.  | Pilgrimages for each of the three religions, identifying similarities and differences.  |
| PESportsFitnessHealth | InvadersBootcampInside out | Dynamic danceBoxerciseGoing for goals | Swimming/gymStep to the beatYou are what you eat | SwimmingStriking/fieldingBlood and guts | Net gamesCool core (Pilates)Healthy body | OlympiansFitness frenzyGerm busters |
| Visits | Visitor: dental worker to school.Visitor: Local Vicar to talk about worshipping God. Other visitors from faith communities (if possible)  | Visit: Barbara Hepworth and Tate Gallery; St Ives.  | Visit: Beach Visitor: Surfers Against Sewage | Visit: Gwennap Pit | Visit: Local church and Truro CathedralVisitor: historian who used to attend Mawgan School.  | Visit: Local trail |
|  |  |  | Swimming | *Swimming****Class 2 Play*** |  Assessment |  |
| Fund Raising |  | *UK-‘Children in Need’ -**Super Heroes* |  | *Supporting Others* |  | *Local-Sport/Health* |