



Topic overview – Year 4/5/6

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Topic name	Extreme Earth
Big question	What makes the Earth Angry?
Memorable experience	End of topic environmental summit discussing the issues of climate change and what we can do to help.
Outdoor learning	Investigate food chains in the locality Local area walk looking for features of our local biome / climate zone and comparing to others.
Linked books	Earth Shattering Events Tsunami Girl by Julian Sedgewick Running Wild by Michael Morpurgo (class novel)
Reading aims	<ul style="list-style-type: none"> - Identify themes and conventions in books - Develop positive attitudes to reading - Read and understand fiction / non-fiction - Make predictions from details stated and implied - Ask questions to improve understanding - Identify vocabulary that captures the reader's imagination
Writing aims	<p>Narrative – contrasting settings, before and after disaster (based on 'Running Wild')</p> <ul style="list-style-type: none"> • Extend sentences using a wider range of conjunctions • Use expanded noun phrases <p>Information texts linked to geography</p> <ul style="list-style-type: none"> ▪ Organise paragraphs around a theme ▪ Use organisational devices <p>Increase the legibility, consistency and control of handwriting Plan writing based on models read Choose appropriate grammar and vocabulary, understanding how choices can change and enhance meaning.</p>
Speaking & listening aims	<ul style="list-style-type: none"> - Ask relevant questions to further their understanding - Listen to and respond to others - Prepare ideas before writing by rehearsing orally
Maths aims	Number and Place value (5 weeks) Addition and Subtraction (3 weeks)
Science aims	<p>The Digestive System: Children will learn to:</p> <ul style="list-style-type: none"> - describe the simple functions of the basic parts of the digestive system in humans - the main body parts associated with the digestive system, for example: mouth, tongue, teeth, oesophagus, stomach, and small and large intestine, and explore questions that help them to understand their special functions - identify the different types of teeth in humans and their simple functions - construct and interpret a variety of food chains, identifying producers, predators and prey <p>Working scientifically: compare the teeth of carnivores and herbivores and suggest reasons for differences; finding out what damages teeth and how to look after them.</p>
History aims	<p>Children will learn:</p> <ul style="list-style-type: none"> - Where key disasters fit in chronological order - How has life changed as a result of natural disasters – focus on 2004 Boxing Day Tsunami
Geography aims	<p>Children will learn to:</p> <ul style="list-style-type: none"> - Locate the world's countries, focusing on environmental regions, physical and human features - Research major disasters around the world - Describe how earthquakes/tsunamis/ are created using understanding of the physical features of plate tectonics – why some places are more prone than others - Use maps, atlases, globes and aerial photos to locate countries affected by natural disasters and understand physical geographical similarities and differences before and after the disaster. - Investigate climate – does this affect disasters? Understand climate zones – which is the wettest / coldest (poles) / driest / hottest places (equator)
DT aims	Art focus this half term
Art aims	<p>Children will learn to:</p> <ul style="list-style-type: none"> - Use various types of lines to emphasise emotion or draw attention. - Describe how artists have shown emotion. - Use colour and line to convey emotion or movement in their sketch.



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	<ul style="list-style-type: none"> - Design a print, considering the composition carefully. - Use a combination of marks to create tone and depth. - Describe how artists use tone to show depth in their artwork. - Create an effective printing plate. - Reflect and improve their sketchbook experiments and final work.
Music aims	<p>Children will learn to:</p> <ul style="list-style-type: none"> - Identify and move to the pulse - Think about the message of songs - Compare two songs in the same style - Use musical language to describe the music - Sing in unison and sing backing vocals - Listen to each other and be aware of how they fit into the group
Computing aims	<p>Digital Literacy (E-Safety) To understand how online information can be used to form judgements.</p> <p>Computing Systems & Networks <i>Collaborative Learning</i> Children will learn:</p> <ul style="list-style-type: none"> - To understand that software can be used to work online collaboratively. - To understand how to contribute to someone else's work effectively. - To understand how to create a digital survey. - To create and share a Microsoft Form - To analyse data
PSHE aims	<p>Family and Relationships Children will learn:</p> <ul style="list-style-type: none"> - To begin to understand that families are very varied, in this country and across the world - To understand the concept of marriage - To begin to understand self-respect - To begin to understand that family relationships can sometimes make children feel unhappy and what they can do if this happens - To understand the impact of bullying and the responsibility of bystanders to help - To understand more about bullying and how to get help - To explore how we can help following a bereavement - To begin to understand the process and emotions relating to grief
PE aims	<p>Cricket and Rounders Children will learn to:</p> <ul style="list-style-type: none"> - choose and use a range of ball skills with a good degree of accuracy. (As well as their weekly PE session, children will take part in a 'Daily Boost' every day to promote physical activity and wellbeing) - know and apply the basic strategic and tactical principles of a various games and adapt them to different situations. - know the importance and types of fitness and how playing games contributes to a healthy lifestyle. - be able to choose and use information to evaluate their own and others' work. <p>Swimming Children will be taking part in swimming lessons for 10 weeks this term.</p>
RE aims	<p><u>What do religions say to us when life gets hard? (Christians, Hindus and non-religious people)</u> Children will learn to:</p> <ul style="list-style-type: none"> - Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life - Identify beliefs about life after death in at least two religious traditions, comparing and explaining for similarities and differences. - Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) - Use evidence and examples to show how beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives. - Reflect on a range of artistic expressions of afterlife, articulating and explaining different ways of understanding these - Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.
Foreign language aims	<p>Children will learn:</p> <ul style="list-style-type: none"> - To listen attentively to spoken language and show understanding by joining in and responding - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sounds and meaning of words. <p>Year 4: Introductions and greetings</p> <p>Year 5/6: Recap of basic introductions and greetings Bigger numbers</p>



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