



## Long Wittenham Curriculum Overview

### Penguins Class

2024 - 2025

	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
Science	Bright Sparks: material, light and electricity		Following Darwin's Footsteps		Healthy Body, Healthy Mind	
History		The Victorians and turning points in history: The Railways (Local Study)		The Early Islamic Civilisation		Crime and punishment 1066 - now
Geography	North America		Earthquakes		World Trade	
Design & Technology		More complex switches and circuits		Textiles: Combining different fabric shapes	Enterprise Project	
Art	Typography and Maps: Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.		Making monotypes Combine the monotype process with painting and collage to make visual poetry zines.			Set design: Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.
PE	Swimming  Sport (Outdoor) Invasion Games - Netball	Real P.E Unit 2  Sport (Outdoor) Invasion Games - Netball	Real P.E Unit 4  Real Gym Unit 1	Real P.E Unit 6  Real Gym Unit 2	OAA - Orienteering  Sport (outdoor) Net/wall games - Tennis	Athletics  Dance
RE	What does it mean to live a good life?	What kind of king do Christians believe Jesus is?	Why is it important to Muslims that Muhammad is known as the seal of the prophets?	What do Christians believe about the death of Jesus?	How far does the mosque contribute to the Muslim concept of Ummah?	How do people make valid judgements about how and why the world is as it is?
French	Notre école	Ma ville. Où j'habite	Ma famille.	Quel radis donc!	Chasse a l'ours	Quel temps fait-il?

		Describe your school and timetable giving opinions and justifications about subjects.	Learning about French towns. Describing your town and giving directions.	Talking about your family using possessive pronouns 'mon, ma, mes'	Story. With family and animals. Perform story with actions	Familiar story with geography.	Weather and French speaking countries
	Music	Hey Mr Miller: Swing music, Composing, Scat singing, syncopation, arrangement.	Empress of the pagodas: Composing, ternary form, pentatonic scale, creating accompaniments, notate simple score. Composing for protest: Composing lyrics and melody, structure, ostinato, coda.	Ain't Gonna Let Nobody Chords, singing in three parts	Touch the Sky: Scottish Folk Song Learning Melodies and Chords Pentatonic Scale Improvising	Ame Sau Vala tara Bal: Bhangra, Learn Ragas (Scale), Learn Chaals, (Rhythm) Singing	Nobody knows: Composing leavers song, singing, playing chords
	PSHE	Me and My Relationships	Valuing Differences	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
Engli sh	Reading	The Last Bear (alongside writing)	Street child (alongside writing)	The Explorer (alongside writing)			

	<p>Writing</p>	<p><u>The Last Bear</u>  <b>Outcome 1:</b> Letter (Response to the letter received in chapter 1 <i>Hook with the job offer letter</i>)</p> <p><b>Outcome 2:</b>  Narrative- Recount (April writing about her experiences meeting the bear, rescuing him and using her food supplies for him). Focus on description and the authors use of description within the text.</p> <p><b>Outcome 3:</b>  Persuasive article (Formal article persuading people to make changes that will help protect the environment, thinking about lack of food, destroying habitats and global warming. Some Y5s to focus on persuasion as opposed to formal language in their article).</p>	<p><u>Street Child</u>  <b>Outcome 1:</b> Prequel to Jim’s introduction. What happened to Jim, why is he so happy. What happened to get him there. Use dialogue here to support the prequel. Ensure that the dialogue is used to pull the story forwards and not left stand alone. Think about getting Jim from X to his warm, full state in chapter 1.</p> <p><b>Outcome 2:</b> Poem (use this outcome when the work house has been introduced for maximum impact.) LA Y5s to use haiku. Remaining Y5s and all y6 to create a narrative poem with rhythm.</p> <p><b>Outcome 3:</b> Non-chron report in the form of a job description. Write a job description for an owner of the work house.  If the children finish this well,</p>	<p><u>The Explorer</u>  <b>Outcome 1:</b> Read chapter 1 and then children begin to write the story for an alternative viewpoint. For the majority of the class this would be from the view of an unknown person hiding from the main characters in the Amazon, for the HA children this could be from an animal or ‘being’ in the Amazon. They can consider their experience (sights, sounds and feelings). Dialogue recap to be included at this point too.</p> <p><b>Outcome 2:</b> Non-Chron report</p>	<p><u>Tom’s midnight garden</u>  <b>Outcome 1: To be written alongside the reading of chapter 1-6.</b> Read the blurb and discuss. Children are going to innovate a story based on the blurb. They are focussing on mood and atmosphere (light and magical, dark and scary.) Think of lots of different concepts including; creating settings, hyperbole, personification, building fantasy, imagery symbolism etc.</p> <p><b>Outcome 2:</b>  Recounting and trip/event Before reading chapter 7. Children are writing to Peter (Tom’s brother), to tell him everything that has happened to him so far</p>	<p><u>Skellig</u>  <b>Outcome 1:</b>  Discussion debate: Should people be home-schooled? Introduce the character of Mina, discuss how she is home-schooled and what that means. Brainstorm ideas about the pros and cons of school Vs Home-school and then children work on writing a debate.</p> <p><b>Outcome 2:</b> Introduce a new character/Developing the story with a side plot. Children to create their new character that is similar to Skellig. They must describe and develop this character in a similar way to Skellig. Use speech bubbles and comic strips to plan the characters story and development</p> <p><b>Outcome 3:</b>  Sequel. What happens to Skellig next.</p>	<p><u>Outlaw</u>  <b>Outcome 1:</b> To be completed while Outlaw is being read. Use the Highway man to write a new poem in a different form. Give the children time to discuss and work out what sort of poem The Highwayman is.</p> <p><b>Outcome 2:</b> Once we have finished reading Outlaw. Children take a part of the story and retell this in the 1<sup>st</sup> person.</p> <p><b>Outcome 3:</b> Write an alternative ending for Outlaw as though Outlaw was written in the modern day. This could be changed to is Robin hood was female.</p>
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			consider writing a secondary job description based on the sort of person the children/women would want to run the work house. Taking an opposing view to the previous.				
<b>Maths</b>	Mastering number Year 4 programme (discretion for SEN Provision)  Place Value Addition and Subtraction	Mastering number Year 4 programme (discretion for SEN Provision)  Fractions Multiplication Division	Mastering number Year 4 programme (discretion for SEN Provision)  Multiplication Division Fractions Decimals Area, Perimeter and Volume	Mastering number Year 4 programme (discretion for SEN Provision)  Area, Perimeter and Volume (con'd from last term) Decimals Fractions, Decimals and Percentages	Mastering number Year 4 programme (discretion for SEN Provision)  Ratio Algebra Shape	Mastering number Year 4 programme (discretion for SEN Provision)  Position and Direction Statistics Converting Units	