

Year Group: Year 4/5 – Hazel/Maple Classes		Class Teachers: Miss Richardson & Mrs Bond			
Autumn 1		Autumn 2			
<b>Unit Title: Volcanoes Rock!</b>		<b>Unit Title: On Top of the World</b>			
<b>Entry point:</b> Visit to Natural History Museum (Volcano focus)		<b>Entry point:</b> Children learn and sing a popular song called 'On Top of the World'. Throughout the half term they will create a new 'video' to go with the song, linking to their topics.			
<b>Exit point:</b> Parents invited to volcano making 'workshop'		<b>Exit point:</b> Parents invited in to watch children perform their song and share their learning this term			
<b>Outcome:</b> Children will develop a deep understanding of the structure of the Earth, how volcanoes and earthquakes are formed and where in the world this happens.		<b>Outcome:</b> Children will learn about the mountain ranges of the world, meteorology and The Age of Enlightenment in the UK.			
<p><b>English:</b>  <b>Sayings –</b></p> <ul style="list-style-type: none"> <li>o Break the ice</li> <li>o Bull in a china shop</li> <li>o Bury the hatchet</li> <li>o Don't put all your eggs in one basket.</li> <li>o Gone to pot</li> </ul> <p>Fiction: Poetry (1 week) 'Mementos' by Charlotte Brontë</p> <p><b>Narrative writing –</b> 'A Journey to the Centre of the Earth' (4 weeks)  <b>Newspaper reports -</b>  Volcanoes/Geology (2 weeks)</p> <p><b>Maths:</b>  Weeks 1-3: Number and Place Value – reading writing and ordering numbers to 1000000  Weeks 4-5: Addition and Subtraction  Weeks 6-7: Multiplication and Division</p> <p><b>Geography: Spatial Sense</b>  On relief maps: identify elevated areas, depressions and river basins.</p> <ul style="list-style-type: none"> <li>• Compare aerial photographs and maps. Identify the ways in which maps represent and simplify the real world.</li> <li>• Read maps and globes using latitude, longitude, coordinates and degrees.</li> <li>• Scale: measure distances using map scales.</li> <li>• Identify the Prime Meridian, the 1800 line (International Date Line), the Eastern and Western Hemispheres.</li> </ul> <p><b>History: The Rise of Islam</b>  Since religion is a shaping force in the story of civilisation, we begin with a review of the major religions with which children should be familiar in terms of their geography, major symbols and figures. In Year 5 the focus is on history, geography, and the development of a civilisation. The purpose is not to explore matters of theology but to understand the place of religion and religious ideas in history.</p> <p><b>The development of Islamic Civilisation</b></p> <ul style="list-style-type: none"> <li>• Contributions to science and mathematics: Avicenna (Ibn Sina), Arabic numerals</li> <li>• Thriving cities as centres of Islamic art and learning, such as Cordoba (Spain)</li> </ul> <p><b>Wars between Muslims and Christians</b></p> <ul style="list-style-type: none"> <li>• The Holy Land, Jerusalem</li> <li>• The Crusades</li> <li>• Saladin and Richard the Lionheart</li> <li>• Growing trade and cultural exchange between east and west</li> </ul> <p><b>Science: Geology</b>  THE EARTH'S LAYERS</p> <ul style="list-style-type: none"> <li>• Crust, mantle, core (outer core and inner core)</li> <li>• Movement of tectonic plates</li> <li>• Earthquakes <ul style="list-style-type: none"> <li>o Faults, San Andreas fault</li> <li>o Measuring intensity: seismograph and</li> </ul> </li> </ul>		<p><b>Key Text:</b> 'A Journey to the Centre of the Earth' by Jules Verne</p> <p><b>UNCRC Article(s):</b></p> <p><b>Article 29</b>  Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p> <p><b>Article 30</b>  You have the right to practice your own culture, language and religion.</p> <p><b>Article 42</b>  You have the right to know your rights! Adults should know about these rights and help you learn about them, too.</p> <p><b>P4C Stimuli:</b></p> <p>Is everything connected? (Does everything we do affect everything else? – what might happen if we accidentally drop a piece of litter?)</p> <p>What's so great about the world anyway? 'Those who don't believe in magic will never find it.' – Roald Dahl</p> <p><b>Key Questions:</b></p> <p>Do we still need maps when we have so much technology?</p> <p>How do the innovations of ancient civilisations affect our modern world?</p> <p>Can we stop volcanoes and earthquakes?</p> <p><b>Community/International Involvement:</b></p>		<p><b>English:</b>  <b>Sayings –</b></p> <ul style="list-style-type: none"> <li>o Prevention is better than cure.</li> <li>o As the crow flies</li> <li>o Beauty is only skin deep.</li> <li>o The bigger they are, the harder they fall.</li> <li>o Blow hot and cold</li> </ul> <p><i>Fiction: Narrative (2 weeks) , Non Fiction: Persuasive writing (2 weeks), Newspaper Reports (2 weeks),</i></p> <p><b>Non chronological reports –</b>  Life in Georgian Britain (2 weeks)</p> <p><b>Maths:</b>  Week 1: Multiplication and Division review  Week 2: Solving Word Problems  Weeks 3-4: Graphs – reading and presenting data in tables and line graphs  Weeks 5-7: Working with Fractions - Dividing to Make Fractions, Writing Improper Fractions and Mixed Numbers  Finding Equivalent Fractions, Comparing and Ordering Fractions, Making Number Pairs, Adding &amp; Subtracting Fractions, Multiplying Fractions by Whole Numbers, Multiplying Mixed Numbers</p> <p><b>Geography: Mountains of the World</b>  Children should learn the names of some of the world's mountain ranges. They should also become familiar with the terms peak meaning the highest point of a mountain and range meaning a connected group of mountains.</p> <ul style="list-style-type: none"> <li>• The Alps</li> <li>• The Himalayas</li> <li>• The Andes and The Appalachian Mountains</li> <li>• The Atlas Mountains</li> </ul> <p><b>History: Life in Georgian Britain</b>  The Georgian Era was a period of British history during which successive kings named 'George' ruled. 1714 to 1837 saw the reign of King George I, King George II, King George III and King George IV. Following the Georgian Era was the Victorian Era which saw George IV's niece take the throne and reign for over sixty years.</p> <ul style="list-style-type: none"> <li>• The class system <ul style="list-style-type: none"> <li>o Aristocracy</li> <li>o Middling Sort</li> <li>o Poor</li> </ul> </li> <li>• The position of women</li> <li>• Crime</li> </ul> <p><b>Science: Meteorology</b>  A review of our knowledge of the Earth's atmosphere</p> <ul style="list-style-type: none"> <li>o Troposphere, stratosphere, mesosphere, thermosphere, exosphere</li> <li>o How the Sun and the Earth heat the atmosphere</li> </ul> <ul style="list-style-type: none"> <li>• Air movement: wind direction and speed,</li> </ul>	
		<p><b>Key Text:</b> 'The Fire on the Mountain' (an Ethiopian folktale)</p> <p><b>UNCRC Article(s):</b></p> <p><b>Article 15</b>  You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others</p> <p><b>Article 17</b>  You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.</p> <p><b>Article 27</b>  You have the right to food, clothing, a safe place to live and to have your basic needs met.</p> <p><b>P4C Stimuli:</b></p> <p>Are the best things in life free?</p> <p>Can one person change the world?</p> <p><b>Key Questions:</b></p> <p>Why does our planet have an atmosphere?</p> <p>How much has life changed since Georgian times?</p> <p>Why does weather matter?</p> <p><b>Community/International Involvement:</b></p>			

<p>Richter scale  o Tsunamis  • Volcanoes  o Magma  o Lava and lava flow  o Active, dormant and extinct  o Famous volcanoes: Vesuvius, Krakatoa, Mount St. Helens  • Hot springs and geysers: Old Faithful (in Yellowstone National Park, US)  • Theories of how the continents and oceans were formed: Pangaea and continental drift</p> <p><u>Visual Arts:</u> Islamic Art and Architecture as inspiration. Become familiar with examples of Islamic art, including illuminated manuscripts and illumination of the Qur'an (Koran). Investigate and recreate features of Islamic architecture, such as domes and minarets, in:  o The Dome of the Rock (Mosque of Omar), initial construction completed in AD 691 (Jerusalem)  o The Alhambra Palace, 1527 (Granada, Spain)  o The Taj Mahal, 1632 (Agra, India)</p> <p><u>Computing:</u> 'How the Internet Works'  Scratch – 'counting machine'.</p> <p>Digital Literacy – creating strong passwords to protect private information, being good digital citizens and recognising spam and digitally altered images.</p> <p><u>PSHE/R.E.</u> Living Difference 3 Curriculum - <b>Belonging</b>  Shahada and Salat</p> <p><u>PE:</u> Team Building/Invasion Games (Quicksticks Hockey)  Gymnastics/Dance</p> <p><u>MFL:</u> 'Rigalo' French Curriculum</p>		<p>prevailing winds, air pressure, low and high pressure, air masses</p> <ul style="list-style-type: none"> <li>• Cold and warm fronts: thunderheads, lightning and electric charge, thunder, tornadoes, hurricanes</li> <li>• Forecasting the weather: barometers (relation between changes in atmospheric pressure and weather), weather maps, weather satellites</li> <li>• Weather and climate: 'weather' refers to daily changes in temperature, rainfall, sunshine, etc., while 'climate' refers to weather trends that are longer than the cycle of the seasons</li> </ul> <p><u>Language of Art: Style</u> Understand the meaning of 'style' as a noun and, in the context of art, as a term to refer to how something looks. Practice applying the term 'style' to describe contrasting works of art, for example Stubbs' <i>Whistlejacket</i> and Munch's <i>The Scream</i>. Comparing Rococo and Modernist styles of art and architecture.</p> <p><u>R.E: Interpretation</u>  Christmas – the two birth narratives</p> <p><u>Computing:</u> Scratch: Car Park Barrier  IT - Web Research  Using 'Green Screen' for video recordings</p> <p><u>Digital Literacy:</u> A Pledge of Digital Citizenship</p> <p><u>PE:</u> Invasion Games (Football)  Net/wall games (Handball)</p> <p><u>MFL:</u> 'Rigalo' French Curriculum</p>	
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