

Curriculum Overview for Sycamores class – Spring term 2018 – Ice Worlds

<p>Writing – Pupils can speak and write fluently to communicate their ideas and emotions. Clear, accurate and coherent writing in a range of styles to be elicited from written tasks linked to personal experiences, experiences of others, real events, poetry and the use of role play.</p> <ul style="list-style-type: none"> Formal/informal (letter home Vs letter to King) Audience (chapter story writing, news reports, biography) Classic poetry (linked to time) Debate and presentation (speaking and listening) Spelling, vocabulary, grammar, punctuation and glossary to be integrated throughout and contextualised within chosen units. 	<p>English</p> <p>Role play – Pupils can adopt, create and sustain a range of roles, responding appropriately to others in role.</p> <ul style="list-style-type: none"> Role play activities embedded into literacy e.g. members of crew, Mrs Chippy (the cat) Expeditions <p>Reading – Pupils can develop confidence and competences in both the speedy working out of new, unfamiliar 'decoding' words and the skill of comprehension via high-quality discussions with the teacher and immersion in a range of rich and varied stories, poems and non-fiction.</p> <ul style="list-style-type: none"> Mrs Chippy's Diary – Biographical writing The Rime of the Ancient Mariner, Coleridge (1798) – Poetry Shackleton's Journey The Wolf Wilder 	<p>Art & Design</p> <ul style="list-style-type: none"> To create a scene picture suggestive of the mood. To use different mediums and techniques to create a scene. Know about the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work. 	<p>Computing</p> <p>Spreadsheets and data collection</p>
<p>Mathematics</p> <p><i>Pupils are fluent in the fundamentals; rapid and accurate recall with varied opportunities to apply to problems. Pupils can reason mathematically by following a line of enquiry.</i></p> <p>Key areas with interconnected and fluent links between mathematical ideologies (written and mental):</p> <p>Number – problem solving problems linked to expedition and scientific enquiry</p>	<p>Mathematics</p> <p>Measurement – sledge weight, distances, times</p> <p>Geometry – Endurance/Shakleton direction and navigation, pack ice drifting</p> <p>Statistics – Sledging rations, temperature (readings)</p> <p>Ratio/proportion/algebra – link to recipes for expeditions,</p>	<p>Design & Technology</p> <ul style="list-style-type: none"> Designing: ideas for my product Designing: improving and developing the best ideas for my product Designing: presenting my selected design ideas to modify their design Making: selecting the tools, equipment, materials and components Making: further improving my design while I am making it Evaluating: my own thoughts about my product 	<p>Geography</p> <p><i>Pupils gain knowledge, curiosity and fascination of the physical and human processes in an extreme environment.</i></p> <p>Locational Knowledge: position and significance of latitude, Antarctic circle, time zones</p> <p>Human and Physical: Economy, Antarctic Treaty, glaciers, iceberg/landmass, Arctic Circle</p> <p>Skills and Fieldwork: maps/ atlases (1914 and today – link to exploration), compass direction (at pole?!), keys, compare to locality (height above sea level, scale e.g. how many UK's can fit in Antarctica etc)</p>
<p>Science</p> <p><i>Pupils work scientifically by asking questions, observing systematically, performing practical enquiries, recording, reporting, evaluating and concluding their findings using scientific explanations and evidence which link back to the enquiry focus; analysing the outcomes.</i></p> <p>Opportunities to gain scientific knowledge and conceptual understanding linked to programme of study:</p> <ul style="list-style-type: none"> Animals including humans – nutrition and diet, calorie consumption (foods) and energy used Forces and magnets – magnetic poles, friction and buoyancy/water resistance e.g. boat building Habitats/Evolution States of Matter – Ice/seal blubber: Materials – tasks to make equipment, vessels, food for expeditions Earth and Space – movement of earth, daylight hours at the south/north pole at different times of the year 	<p>History</p> <p><i>Pupils can ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement of an element of British past and that of the wider world.</i></p> <ul style="list-style-type: none"> A study of a theme of British history that extends pupils' chronological knowledge beyond 1066 – The Heroic Age of Antarctic Exploration (End of 19th Century) Comparison with modern day – Ralph Fiennes 	<p>Modern Languages</p> <p>Conversational French</p>	<p>Music</p> <ul style="list-style-type: none"> perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
		<p>Physical Education</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>Religious Education</p> <ul style="list-style-type: none"> Hindu festivals, teachings and religious texts Understanding and respecting the beliefs of different religions

