

Year 4/5

Autumn Term 1



Healthy Body, Healthy Planet, Healthy Mind

History

Intent: How did tin mining shape Cornwall and its people?

Implementation:

To understand the beginnings of the tin mining industry

To explore the industrial processes involved in tin mining

To investigate the daily life of a Cornish miner and Bal Maiden

To examine the economic impact of tin mining on Cornwall

To analyse the social and cultural effects of tin mining

To evaluate the legacy of tin mining in modern Cornwall

Impact: Children can explain how tin mining made an impact on Cornwall economically, physically and socially

Science

Intent: To explore how light travels and how we are able to see

Implementation:

To research the scientist Patricia Bath (R)

To identify that light travels in straight lines and enters our eyes, enabling us to see objects. (IGC)

To observe and recognise that light is reflected from surfaces and that the angle of incidence equals the angle of reflection (IGC)

To understand that light changes direction when it passes through different materials. (CTF)

To explore how white light can be split into colours (spectrum). (PRS)

To investigate and explain how shadows lengths are affected (PS)

Impact: Children will understand how light travels in straight lines and we see objects as light is reflected from them. They can explain the formation of shadows.

Computing

Intent: To explore the importance of a data packet, explain what it includes and how to communicate effectively

Implementation:

To explain the importance of internet addresses by understanding IP address, DNS and agreed protocols

To recognise how data is transferred across the internet in a 'packet' by transferring and image.

To explain how sharing information online can help people to work together when they are not in the same room.

To evaluate different ways of working together online through reusing and modifying work done by somebody else.

To recognise how we communicate using technology.

To evaluate different methods of online communication.

Impact: Children will understand how a data pack works and how we can work online effectively to achieve a goal.

RE

Intent: CREATION/FALL:
Creation and science, conflicting or complimentary? (Unit 34)

Implementation:

To investigate can we find out about the creation story in Genesis 1?

To analyse what many Christians might see as important in Genesis 1?

To explore the relationships that scientists have with religious worldviews.

To investigate how and why do some Christians see both science and religion as important.

To explore different Christian views about the relationship between science and religion.

To debate science and religion: conflicting or complementary?

Impact: Children will have an understanding of the conflict people have with science and religious beliefs

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PE

Intent- to develop their cognitive skills along with coordination and agility skills. To continue to apply and develop a broader range of skills, learning how to use them in different ways, to link them to make actions and sequences of movement in netball.

Implementation– Physical Education

Warm up : Every 3 week the children focus on 1 warm up and progress once the class has mastered the concept of each stage . Hi Baby and Race Walking

Funs Skills : Our sequence of 6 depends on the control , confidence and competency of the individuals ability to perform the skill. Footwork (FUNS 10) and Static Balance : One Leg (FUNS 1) aiming for red.

Cog : For 6 weeks we are working on our personal skills

Implementation : Netball

- To pass and receive stepping into the pass (chest, bounce only 1 bounce and shoulder pass)
- To perform a stride stop with a pivot
- To perform a jump top with a pivoting
- To perform two different dodges (Drive and the dodge)
- To mark a player standing side on sticking to player reading for the intercept
- Shooting- bend knees and place hand **under the ball to shoot**
- Begin to understand the positions in a high five game**

Outcome: children can participate in a high five netball game

Impact: Children will have clear idea of how to develop their own and others' work and recognise and suggest patterns of play which will increase chances of success I can develop methods to outwit opponents
Netball—children can use a range of throwing skills, sequence of movements and linked actions when playing netball.

PSHE

Intent: to be able to identify and discuss the impact of different behaviours and identify how to solve problems

Implementation:

To learn why respecting others is important

To learn how we can be respectful to ourselves and others.

To develop skills of problem solving and resourcefulness

To understand how these skills can help us.

To understand the qualities that make a good leader

To identify how we can effectively lead a team

To understand different social media platforms and how to operate safely within them

Impact: children will be able to understand the impact of their actions towards others

Music

Intent: to listen and appraise, songs from pop genre. To improvise, compose and perform expressively with accuracy and fluency using voice and instruments

Implementation:

To listen and appraise 'Happy' by Pharrell Williams. To sing the song 'Happy'.

To listen and appraise 'Top of the World' sung by The Carpenters. To Sing the song and play instrumental parts within the song.

To listen and appraise 'Don't Worry Be Happy' sung by Bobby McFerrin. To Sing the song and improvise using voices and/or instruments within the song

To listen and appraise 'Walking On Sunshine' sung by Katrina And The Waves. To Sing the song and perform composition(s) within the song

To listen and appraise 'When You're Smiling' sung by Frank Sinatra. To start to prepare for the end-of-unit performance.

To listen and appraise 'Love Will Save The Day' sung by Brendan Reilly. To Prepare for the end-of-unit performance.

Impact:

Children can perform a pop song as an ensemble using harmonies and rhythmic patterns

Art

Intent: to develop their drawing skills using mark making, atmospheric perspective and proportional form

Implementation:

To investigate the work of L.S. Lowry, exploring how artists use drawing to communicate narrative, atmosphere and a sense of place.

To develop drawing skills through advanced mark-making, tone and atmospheric perspective to create depth, mood and texture.

To develop drawing skills by using perspective, proportion and observation to accurately represent buildings and streetscapes.

To use sketchbooks to plan and refine a townscape composition, considering viewpoint, scale and visual impact.

To create a final townscape drawing that communicates narrative, atmosphere and a strong sense of place.

To evaluate the final artwork using artistic vocabulary, reflecting on composition, perspective, atmosphere and the successful communication of ideas.

Impact:

Children use developed drawing skills: mark making and atmospheric perspective, to create an urban scene