



Topic overview – Year 4/5/6 (CYCLE B)

Autumn 1

Topic name	The Spice of Life
Big question	How do continents compliment and contrast?
Memorable experience	Examine real animals in class, studying a mammal, reptile, insect etc Visiting African drumming workshop
Outdoor learning	Studying habitats and ecosystems in our locality
Linked books	The Butterfly Lion by Michael Morpogo The Akimbo Adventures by Alexander McCall Smith
Reading aims	-Listen to and respond to a story -Ask relevant questions -Identify themes and conventions in books
Writing aims	-Story writing- dramatic events -Debate followed by a structured argument for/against keeping animals in zoos/circuses -Non chronological report on an African animal/ Africa as a continent
Speaking & listening aims	-Ask relevant questions to further their understanding -Listen to and respond to others -Form opinions and voice with conviction
Maths aims	-Place Value (5 weeks) -Addition and subtraction (3 weeks)
Science aims	-Classify living things into broad groups (e.g. mammals, amphibians, insects, birds, reptiles; vertebrates, invertebrates, microorganisms) -use a classification key to identify and name a variety of living things -Describe the lifecycle of common plants and animals (including describing the changes as humans develop to old age) -Compare the classification of common plants and animals to living things found in other ecosystems/ habitats? (e.g. under the sea and coral reefs) -Understand that changes in environments can pose a danger to living things
History aims	A study of Benin (West Africa) c. AD 900-1300.
Geography aims	-Understand geographical similarities and differences both human and physical comparing Africa as a continent to Europe -Use maps, globes and atlases -Name and locate countries and capital cities - identify the Tropics of Cancer and Capricorn, the Equator and the Northern and Southern Hemispheres, and Arctic and Antarctic circles
DT aims	
Art and design aims	A study of African Art- focussing on use of patterns and colour plus sunsets and silhouettes, African masks and African artist- Joseph Amedokpo Self portrait in the style of Lichtenstein
Music aims	- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (could use LSMS 'table-tappers' drumming / body percussion videos if no African drums available) - Listen with attention to detail and recall sounds with increasing aural memory. <i>Sing songs in tune and with an awareness of other parts</i> <i>Internalise rhythmic patterns and play these back on percussion instruments</i> <i>Demonstrate ability to play at different tempos and dynamics</i> <i>Identify and control different ways percussion instruments make sounds</i> <i>Improvise rhythmic patterns</i> <i>Present performances effectively with awareness of audience, venue and occasion</i> <i>Improve work through analysis, evaluation and comparison</i>
Computing aims	Collecting and presenting information- study of endangered animals -Input information into a database -use search engines to locate information -use technology safely, responsibly and respectfully (E safety)
PSHE aims	-Identifying goals for the year -Global citizenship -Children's universal rights -Feeling welcome and valued -Choices, consequences, and rewards -Group dynamics



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	<ul style="list-style-type: none"> -Democracy -Anti- social behaviour and bullying
<p>PE aims</p>	<p>African Dance-visiting Dance group linked with Music</p> <ul style="list-style-type: none"> -Use dance to communicate an idea -Develop dance sequences in a specific style -Perform dances using a range of movement patterns -Control their movements <p>Swimming</p> <p>Football</p> <ul style="list-style-type: none"> -Dribbling -Passing with accuracy and control <p>Handball</p> <ul style="list-style-type: none"> -shooting -attack and defence
<p>RE aims</p>	<p>If God is everywhere, why go to a place of worship?</p> <p>Religious buildings- children will recognise different religious buildings, understand which religions these relate to and understand where significant religious buildings are located around the world.</p> <p>Is it better to express your beliefs in arts and architecture or in charity and generosity? (Christians, Muslims and non-religious people)</p>
<p>Foreign language aims</p>	<ul style="list-style-type: none"> - read carefully and show understanding of words, phrases and simple writing - appreciate stories, songs, poems and rhymes in the language. <p><i>Wild animals (link to the Butterfly Lion)</i></p> <p><i>Countries (link to the geography)</i></p> <p><i>Habitats</i></p> <p><i>Recap numbers to 20</i></p> <p><i>French alphabet</i></p> <p><i>La Toussaint (Halloween)</i></p>