The London Acorn School

Curriculum Plan
Oak – Autumn 2

Programmes of Study

The London Acorn School

Class/ Year Class 5 Year 6 Term Autumn Second half term

Unit title : Extreme Earth

Literacy Genres Stories with flashbacks: Harry Miller's Run, *David Almond* (3 Weeks)
Journalistic Writing: Flood [Babcock], *Alvaro F Villa* (3 weeks)
The Power of Imagery Poetry: Earth Verse [Focus], *Sally M Walker* (1 week)

Reading Enhancements Flood [Babcock], *Alvaro F Villa*

Literacy	• Writing for Purpose Descriptive Piece – what it was like surviving a tornado Book Review – Flood Information Piece/ Instructional – What to do in the event of an earthquake • Grammar To revise the language conventions and grammatical features of the different types of text such as: Narrative (e.g. stories and novels) Recounts (e.g. anecdotes, accounts of observations, experiences) Instructional texts (e.g. instructions and directions) Reports (e.g. factual writing, description) Explanatory texts (how and why) Persuasive texts (e.g. opinions and promotional literature) Discursive texts (e.g. balanced arguments) • Spelling gh c (s) -or -our • Comprehension Tsunami Earthquake Flooding in the UK	Maths	Number and place value Problem solving, reasoning and algebra Negative numbers • calculate small differences between negative and positive numbers • add and subtract negative numbers Fractions - comparing, ordering, adding and subtracting fractions, incl. mixed numbers - compare fractions with unlike, but related, denominators - correctly use the terms fraction, denominator and numerator - understand what improper fractions and mixed numbers are - add fractions with the same denominator, writing the answer as a mixed number - Multiply fractions less than 1 by whole numbers, converting improper fractions to whole numbers - divide unit and non-unit fractions by whole numbers - word problems Measurement Geometry: properties of shapes (Shape, and measurement in relation to shape) • 2D shapes, their properties • areas, and perimeters • 3D shapes, their nets, volumes and properties

			• Calculate the perimeter, area and volume of shapes, and know their units of measurement; • understand that shapes can have the same perimeters but different areas and vice versa • calculate the area of a triangle using the formula A = 1/2 b × h • find the area of parallelograms using the formula A = b × h • name and describe properties of 3D shapes • systematically find and compare nets for different 3D shapes. Mental multiplication and division • Use mental strategies to divide by 2, 4, 8, 5, 20 and 25 Fractions, ratio and proportion Written multiplication and division • use short division to divide 3-and 4-digit numbers by 1-digit numbers, including those which leave a remainder; Problem solving, reasoning and algebra Division; fractions and percentages • giving remainders as fractions, simplifying where possible • fractions are added, subtracted, multiplied and divided; • finding percentages is also covered. • find non-unit fractions of amounts Decimals, percentages and their equivalence to fractions • use mental strategies to find simple percentages of amounts, including money • Finding percentages
Art	• Interpret the artwork of Hokusai and use it as a stimulus for own work • Understand how a variety of media, tools and techniques can be matched to own ideas and intentions • Use line and shape to depict physical movement in water • Select appropriate techniques to portray water, waves, crests and sea foam • Select a range of media to depict the colour and tone of water Select appropriate tools to add detail, shape and line to an image	Humanities	Geography Investigating a variety of extreme weather phenomena, such as tropical storms, floods, lightning, hurricanes and tornadoes. Explore the effects these can have on people and the landscape Earthquakes • Finding out about the Earth's tectonic plates and how these move to create earthquakes. Exploring areas of the globe that are prone to earthquakes because of fault lines. Exploring examples of earthquakes and the effects they had on people and the landscape • Using a map to identify the location of earthquakes around the world Tsunamis

			• Finding out how tsunamis are caused by earthquakes under the sea bed. Exploring the effects of tsunamis on people and the environment- Investigating the Indian Ocean tsunami of 2004 • Exploring the effects of natural disasters on people and communities • Exploring how aid agencies and charities respond to natural disasters and ongoing issues of famine and drought Exploring what individuals can do to help those
Relationships and Health	• Children will learn: • about how to deal with conflicts as they arise • how to recognise pressure from others to do something that is unsafe, or that feels unsafe or uncomfortable, and strategies for managing this (incl online) • about the people responsible for helping them stay healthy and safe, ways that they can help these people, and how showing kindness to these people is a positive expression of thanks and celebration for them • the importance of empathy/compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others • about the 'protected characteristics' within the Equality Act (2010) • that our behaviour has an effect on others and ourselves (jncl online) and discriminatory behaviours are wrong about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced	Forest School	Story : Wolves Make Rivers – trophic cascade, effects of large mammals on a landscape. Autotroph/heterotroph. Weaving with diverse twigs, boats, small shelters, Catalan tension tray. Pupils identify more flora and fauna, consider needs of fauna and undertake projects for these. Use tools with more confidence, make simple knots. Widen scientific vocabulary and work well as a class team. Children expand their environmental awareness in terms of conservation of the Morden Hall Park. Children taken on leadership roles with Forest school days with younger children
Design and technology / Woodwork	Festival food • Explore traditional dishes and the components involved (Christmas Dinner) • Understand seasonality and how this effects foods that are available • Use research methods to identify food preferences and choices in preparation for a dish Design a simple toy made from wood and make it.	Science	LIGHT • Consider how climate change can affect seasonal change. • Know how light travels. • Know how we see objects. • Explain reflection and refraction of light. • Explore a range of phenomena incl rainbows.
Religious Studies	Christian Festival of Christmas The story of the nativity	PE	• SWIMMING • To develop confidence in the water. To enter and leave the pool safely. Be able to answer questions about pool safety. Swims competently, confidently and proficiently over a distance of at least 20m. Uses the stroke of front crawl effectively. Begin to refine the technique of breaststroke and back stroke. Outcome: To swim a width unaided in recognisable stroke. • • FITNESS • Fitness Increase and improve in higher intensity, physical activity for sustained periods of time. Apply skills to solve problems, individually

			and as part of a team. Increase and improve on longevity of physical activity.
French	• Talk about different foods in shops • To ask questions about food in shops • To use our knowledge of food to create a menu • Create a script for a café role paly • To perform role play • To review Christmas in France • To re-cap what has been learned	Music	Music • Pupils will develop their performing, composing and listening skills • Pupils will learn about the interrelated dimensions of music • Pupils will use a range of classroom instruments to create and manipulate sounds, develop a strong sense of pulse and rhythm and establish good ensemble performance skills. • Pupils will sing a wide number of songs and develop their vocal range, intonation, articulation, blending and a joy for singing. • Pupils will learn to analyse music using age-appropriate musical vocabulary and to apply this knowledge in a musical context through solo and small group performance and composition activities. Exploring Sound Ideas • Dynamics • Duration • Tempo • Pitch • Timbre • Texture • Structure • Singing
Trips and/ or events		ICT	• Deconstruct a problem into smaller steps, recognising similarities to solutions used before. • Explain and program each of the steps in my algorithm. • Evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm. • Recognise when I need to use a variable to achieve a required output. • Use a variable and operators to stop a program. • Use different inputs (incl. sensors) to control a device or onscreen action and predict what will happen. Use logical reasoning to detect and correct errors in algorithms and programs.