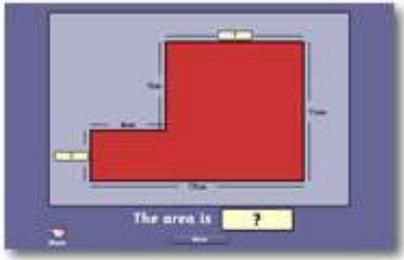


South Baddesley Topic Planning

Class 4 – Autumn 1

Topic OUR TEAM	Lead subject: PSHE	Term: AUTUMN 1
<p>Hook: Picasso's Weeping Woman and Guernica as a stimulus for expressive writing. Spain as part of Europe and the wider world. How well do we know the planet?</p>  <p>Holiday diaries and scrapbooks considered – how are we the same – how are we different? How well do we know ourselves – how well do we know each other? What do Christianity and other world religions have to say about who we should try to be?</p> 		<p>Outcome: Collaborative versions of Picasso's work – are we looking – are we listening? Choice led writing – applying our skills to a variety of texts. Setting specific targets to bridge between what we know and what we need to know. A learning environment that encourages independence but a collective ethos. Enjoyment</p> 
<p>Opportunities for outdoor learning: Looking at the history and geography of the local area and comparing and contrasting this with different parts of the world. Using the areas around the school to facilitate small group working to enhance learning experiences. Field trips to Pylewell and Newtown Park to include aspects of social history and consider changes to land use etc. Opportunities to observe and record changes in the environment due to the</p>	<p>Opportunities for mathematics: Revision of previous learning and then addressing changes to NC – long division and calculating with fractions – also coming to terms with changes in vocab: e.g. Composite rectilinear shapes. Consideration of changes to future testing formats. Featuring maths in the context of real life situations – problem solving and exploring maths beyond the simple calculation. Maths in other curriculum areas e.g. Science / patterns in nature etc.</p>	<p>Opportunities for speaking, listening, reading and writing: Set texts: The Fastest Boy in the World – Elizabeth Laird. Roof Toppers – Katherine Rundell. Children to read aloud in class to peers. Share books in assemblies. Writing across the range of genres using focus on PURPOSE/AUDIENCE/TYPE. Considering how and why we use punctuation to structure our texts. Why we need to be readers to understand the</p>

<p>seasonal differences how can we record data and present it using ICT? Artistic and musical responses to our natural environment. Our effect upon and stewardship of the natural world.</p>		<p>elements of effective writing. How drama and role play can enhance our learning and understanding of the curriculum.</p> 
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South Baddesley Topic Term Plan

History/ Geography PoS:	Art/DT PoS	Computing PoS:	Languages PoS
<ol style="list-style-type: none"> 1. I can place historical events in the correct chronological order <ol style="list-style-type: none"> 1. I can locate the world countries, using maps to focus on Europe (including the location of Russia and North and South America), concentrating on their environmental regions, key physical and manmade characteristics and major cities 2. I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and understand how these have changed over time 3. I can identify the position and significance of latitude, longitude, 	<ol style="list-style-type: none"> 1. I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <ol style="list-style-type: none"> 2. I know about great artists, architects and designers in history. 	<ol style="list-style-type: none"> 1. I can select, use and combine a variety of software on a range of digital devices to design and create a range of content 2. I use technology safely, respectfully and responsibly 	<p>I will continue to improve my written and spoken French and my understanding of the culture and people of France. (MRS BLAKENEY) After half term.</p> 

equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian and time zones			
Science PoS	PE PoS:	RE:	MUSIC:
<ol style="list-style-type: none"> 1. I use test results to make predictions to set up further comparative and fair tests 2. I can identify scientific evidence that has been used to support or refute ideas or arguments 3. I can display scientific results and thinking 	<ol style="list-style-type: none"> 1. I can play competitive games and apply basic principles suitable for attacking and defending 2. I can develop flexibility, strength, technique, control and balance 3. I can perform dances using a range of movement patterns 4. I can take part in outdoor and adventurous activity challenges both individually and within a team 	I have a clear understanding of the deeper meaning of the Christian Festivals and can compare and contrast them with the Festivals of other world religions.	<ol style="list-style-type: none"> 1. I can develop an understanding of the history of music 2. I can improvise and compose music for a range of purposes using the inter-related dimensions of music

Learning Line

Week: 1	Week 2	Week: 3	Week: 4	Week: 5	Week: 6
Activity: Picasso – collaborative collage. Settle in – duties and rules.	Activity: Assessment of previous learning. Independent learning focus on reading and writing.	Activity: Assessment of previous learning. Responding to areas of weakness in maths.	Activity: The way ahead for individual learners – set targets and plan support.	Activity:	Activity: