

Maple: Cycle 2 – Autumn 2

Core School Value	Curriculum Question	Core Text(s)	Beginning Hooks (enrichment days and trips)	Exciting End (showcasing learning/published outcomes/celebration)	Parental Involvement (celebrating learning alongside their children)	Pupil Led Learning (What have the children asked to learn about?)		
Wisdom	Are all desserts covered in sand?	Holes	Horton Kirby environmental centre?	Art gallery 'Top of the Pops' Music videos	Show and Share	Animal fact file Presentation about Dubai (contrasting location) 'What a Wonderful World' video		
English	Maths	Science	Computing	History	Geography	Music		
<ul style="list-style-type: none"> Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context – Guided reading Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures in non-narrative material, using simple organisational devices [for example, headings and sub-headings] assessing the effectiveness of their own and others' writing and suggesting improvements. Using and punctuating direct speech. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Asking questions to improve their understanding. Using brackets, dashes or commas to indicate parenthesis. Using semicolons, colons or dashes to mark boundaries between independent clauses. 	<ul style="list-style-type: none"> Multiply and divide numbers mentally drawing upon known facts. Multiply and divide whole numbers by 10, 100 and 1000. Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers. Multiply multi-digit number up to 4 digits by a 2 digit number using the formal written method of long multiplication. Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context. Divide numbers up to 4 digits by a 2 digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions or by rounding as appropriate for the context. Divide numbers up to 4 digits by a 2 digit number using the formal written method of short division, interpreting remainders according to context. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Identify common factors, common multiples and prime numbers. Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3) Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign. Solve problems involving addition, subtraction, multiplication and division. Use their knowledge of the order of operations to carry out calculations involving the four operations. 	<ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. 	<ul style="list-style-type: none"> We are game developers. Mario Kart – using Scratch, could they create a desert game? 		<ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<ul style="list-style-type: none"> develop an understanding of the history of music use and understand staff and other musical notations listen with attention to detail and recall sounds with increasing aural memory 		
				Study of organisms in different habitat regions. E.g. deserts.	Create a game involving organisms in a desert.		Study of Dubai (contrasting locality).	Sound in a desert?
				<p>RE</p> <ul style="list-style-type: none"> People of God: How can following God bring freedom and justice? 	<p>MFL</p> <ul style="list-style-type: none"> Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words sentences, using familiar vocabulary, phrases and basic language structures 	<p>PE/Games</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination 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 take part in outdoor and adventurous activity challenges both individually and within a team 	<p>Art</p> <ul style="list-style-type: none"> about great artists, architects and designers in history. Mastery of techniques, including drawing, painting and sculpture with a range of materials 	<p>Design and Technology</p> <ul style="list-style-type: none"> Investigate and analyse a range of existing products Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
<p>Narrative writing</p> <p>Poetry – environment in the book, links geography and art</p> <p>Newspaper Report – Police report on the crime that has taken place.</p> <p>Non-fiction fact files</p> <p>Play script</p>		Bring in a non-fiction text (Martin Luther King).	Revise greetings and introductions. Homes/ Rooms	<ul style="list-style-type: none"> Basketball 	<ul style="list-style-type: none"> Painting Concentric Circles – base around the environment/ feelings throughout the book. Study Kadinski art. 	<ul style="list-style-type: none"> Mechanism for moving water from one place to another – Well – dig down far enough into a desert to find water. Mechanism to carry crops down a mountainside for sale at a market in third world countries (STEM). 		