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| **Wibsey Web LogoYearly Learning Challenge Overview**  **Year 2019 / 2020** | | | | | | | | |
|  | **AUTUMN TERM** | | | **SPRING TERM** | | | **SUMMER TERM** | |
| **Prime Learning Challenge** | Are you what you eat? | Can we explore the world? | | Are you a master of magic? | | Who has invaded us? | How brave a warrior are you? | What makes the earth angry? |
| **English** | Reading / Writing / Spelling / Punctuation / Grammar | | | | | | | |
| **Writing** | Composition / Transcription / Analysis and Presentation through the context of themed writing opportunity | | | | | | | |
| **Author focus / Text** | Charlie and the Chocolate Factory (Roald Dahl) | | Gulliver’s Travels | Harry Potter and the Philosopher’s Stone  (JK Rowling) | | | Romans on the Rampage  (Jeremy Strong) | Escape from Pompeii |
| The Magic Finger (Roald Dahl) | | Cut-throat Celts (Horrible Histories) |
| **Mathematics** | Number and Place Value | Addition and Subtraction | | Multiplication  Division | Fractions  Statistics | | Shape  Position and Direction | Measurement  (including time) |
| **Science** | Animals including humans | |  | Magnets and Forces | | Light and Shadow | Plants | Rocks and Soils |
| **Computing** | Unit 3.5  We are Communicators | Unit 3.1  We are programmers | | Unit 3.6  We are opinion pollsters | | Unit 3.3  We are presenters | Unit 3.2  We are bug fixers | Unit 3.4  We are network engineers |
| **Design and Technology** | Food (Chocolate Bar) | Mechanical Systems (moving heavy objects)  -Christmas related? | |  | | Textiles (Weaving) |  |  |
| **History** |  |  | |  | | Celts  Changes in Britain from Stone Age to the Iron Age  Skills: Chronology  Historical  Enquiry | Romans  The Roman Empire and its impact on Britain  Skills: Chronology  Historical  Enquiry |  |
| **Geography** |  | European Study:  Paris  Settlement and land use  Physical and human features | |  | | Settlement and land use (Celts) |  | Volcanos and Earthquakes |
| **Art and Design** | Collage (Sweet Wrappers) |  | | Sculpture (magical creatures) | | Observational Drawing (shadows) | Printing (Mosaics) | Painting  Volcano artist? |
| **Music** | Fife lessons: pitch, rhythm, symbols, duration | | | | | | | |
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| **PE –games, gym, dance** | Games | Games | | Gymnastics/Dance | | Athletics | Games | Games |
| **RE** | Beliefs  **What do different people believe about God?** | | | Practices  **How do faith communities demonstrate what is sacred?** | | | Forms of Expression  **How do believers use symbolism to show their beliefs?** | |
| Christianity/Islam/Judaism | | | | | | | |
| **Spanish** | Numbers to 30 / days of the week / months of the year / my birthday / the face | | | | | | | |
| **WSFL** | Managing relationships  Coping with life  Communicating clearly | Engaging with the community (School linking project)  Managing media | | Developing a healthy lifestyle | | Understanding rights and responsibilities | Art of thinking  Effective decision making | Managing finance |
| **BLP Muscle** | Capitalising  Imagining  Managing Distractions | Planning  Perseverance | | Revising  Imitating | | Capitalising  Noticing  Listening & Empathy | Planning  Absorption  Questioning | Revising  Collaboration |