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| **Topic** | **Autumn Term** | | | **Spring Term** | | | | | **Summer Term** | | | | |
| **Curriculum, Writing and class texts** | C:\Users\rwatson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\81C0C0C.tmpC:\Users\rwatson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\450F26CE.tmpC:\Users\rwatson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\952572C0.tmpA selection of class texts shared across the term  Writing is delivered through our creative curriculum. | | | C:\Users\rwatson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\1E7E36E4.tmpC:\Users\rwatson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FB059292.tmpC:\Users\rwatson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\E563A070.tmpC:\Users\rwatson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\65068FFE.tmpA selection of class texts shared across the term  Writing is delivered through our creative curriculum. | | | | | C:\Users\rwatson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\B785FD94.tmpC:\Users\rwatson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\5EBDBCBC.tmpC:\Users\rwatson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\E93B3916.tmpC:\Users\rwatson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\763C57C8.tmpA selection of class texts shared across the term  Writing is delivered through our creative curriculum. | | | | |
|  | **TERM 1** | **TERM 2** | | **TERM 3** | | | | **TERM 4** | **TERM 5** | | **TERM 6** | | |
| **English Genres** | To include:   * Newspaper report/journalistic writing – Floods * Poetry linked to rivers and water * Non-chronological reports – invertebrates * Historical narrative – linked to Romans * Factual diary entry – science link | | | To include:   * Formal and informal letter writing – rainforest link * Explanation text – States of matter# * Adventures stories – Beowolf link * Poetry – Anglo-Saxon link (tbc) | | | | | To include:   * Narrative writing – legends * Discussion text – The Amazon * Poetry – The Sound Collector * Persuasive writing – Crime and Punishment link * Instructional text – Electricity link | | | | |
| **Maths** | Number: Place Value  Calculation: Addition and Subtraction  Decimals  Measure – money  Roman Numerals | | | Measure: length and perimeter  Number - Multiplication and Division  Number: Fractions  Time  Measure: area | | | | | Geometry - angles  Geometry: Shape and symmetry  Geometry: position and direction  Statistics  Measurement: area and perimeter | | | | |
| **Science** | **Science: Living things and habitats**  Most pupils will be able to -  Sort living things into groups.  Generating questions about animals.  Observing similarities and differences between vertebrates.  Identifying vertebrate groups.  Identifying the characteristics of living things.  Suggesting how to have a positive effect on the local environment.  Record observations on a map.  Naming some endangered species.  Create a classification key.  Identify dangers to wildlife in the local and wider environment.  **Science: Animals including humans**  Most pupils will be able to -  Generate questions and use scientific evidence that is given to answer questions.  Identify similarities related to scientific ideas.  Set up a simple enquiry with support.  Make observations, record findings and use results to draw simple conclusions.  Identify and name parts of the digestive system.  Add functions to the parts of the digestive system.  Identify the types and function of teeth in humans.  Construct and interpret a simple food chain. | | | **Science: States of Matter**  Describe the properties of solids, liquids and gases.  Explain that melting and freezing are opposite processes that change the state of a material.  Identify the melting and freezing point of several different materials.  Explain that heating causes evaporation and cooling causes condensation.  Explain that evaporation and condensation are opposite processes that change the state of a material.  Explain that the higher the temperature, the quicker water evaporates.  Explain what happens to water at the different stages of the water cycle.  Make observations and conclusions.  Be able to answer questions based on their learning. | | | | | **Science: Sound**  Explain how sound sources vibrate to make sounds. Explain how vibrations change when the loudness of a sound changes.  Explain how sounds travel to reach our ears.  Describe the pitch of a sound.  Describe patterns between the pitch of a sound and the features of the object that made the sound.  Explain how sound travels through a string telephone. Identify the best material for absorbing sound.  Create a musical instrument that can play high, low, loud and quiet sounds.  Make observations and conclusions.  Be able to answer questions based on their learning  **Science: Electricity**  Most pupils will be able to -  They will learn to identify electrical and nonelectrical appliances.  They will be able to explain, with support, how a circuit works.  Sort appliances based on whether they use mains or batteries.  Children will be able to name at least two electrical conductors and insulators.  They will be able to create a simple series circuit both with and without a switch.  They will be able to accurately record their findings in a table.  They will be able to explain how a switch turns the electric current on and off.  Children will be able to report their findings and conclusions orally. | | | | |
| **Art** | **Shading & Texture**  **People and Figures**  **Charcoal**  **Self-Figure Drawing** | **Salvidor Dali**  **Tertiary Colour Mixing**  **Paint**  **Dreams and Nightmares** | | **Megan Coyle**  **Layering Papers**  **Magazine Cuttings**  **Endangered Animals** | | **MC Escher**  **Tessellating Patterns**  **Coloured Pencils, Crayons**  **Landscapes** | | | **Georgina Brown**  **Mono Printing**  **Printing Ink, Ballpoint Pen, Acetate**  **Layers of the Ocean** | | | | **Hans Arp**  **Clay Figures**  **Clay, Clay Tools**  **Movement** |
| The children will spend this term developing their understanding of textures. They will look at the structure and proportion of human bodies. Once they have successfully drawn the outline of a figures, they will move on explore a variety graphite pencils to show tone, before investigation the use of charcoal to show depth and shadow. | Over the term the children will be studying artist, Dali, and developing an understanding of the inspirations behind his artwork. Children will explore tertiary colour mixing and be able to mix with confidence and be able to use the colours on the final inspired pieces. They will have the opportunity to analyse and evaluate their work. | | This term the children will be working on adding an animal collage with various shades of the same colour onto a magazine cut-out background. The children will have the opportunity to explore different types of animals and study their natural habitats to develop their final collage pieces. | | This term the children will be looking at tessellating patterns and the work of Escher. They will experiment with different block patterns and ensuring they fit together to create tessellations. The children will use coloured pencils and crayons to design a landscape filled with various tessellating patterns. | | | The children will be looking at artist Georgina Brown. They will begin to explore mono printing and develop the skills needs to create a print which involves pressure printing. The children will need to consider the thickness of their printing ink and the results of too much or too little ink. They will take inspiration from their topic and look at ocean life. | | | | This term the children will be looking at artist Hans Arp. They will be focussing on the structure of the clay as well as the movement that can be portrayed through the structure. Children will have the opportunity to pose and create a model to work from. They will paint their structure with neutral colours in the style of Arp. |
| **Computing** | **The Internet**  Describe how networks physically connect to one another. Describe some services delivered on the WWW. Describe how content can be shared and accessed on the WWW. Explain rules for sharing content online. Evaluate unreliable content and its consequences. | **Audio Editing**  Identify ways of recording digitally. Discuss podcasts and record a conversation. Understand that a recording is stored as a file and that it can be edited. Combine different types of audio to make a short radio play. | | **Programming – Shape Machine**  Explore an algorithm for drawing a shape. Explain the changes made by adjusting a value. Use repeat to make the code more efficient. Modify a count-controlled loop. Decompose the task of creating more shapes into small steps. | | | **Data Logging**  Understand that data gathered over time can be used to answer questions. Explore a device that can log data automatically. Understand the meaning of ‘data point’. Use and present data collected over a period of time. Use collected data to answer questions. | | **Photo Editing**  Explain that digital images can be changed and the purposes for doing so. Edit the composition of an image. Select appropriate editing tools for retouching an image. Evaluate the positive and negative of image editing. | | | **Programming –**  **(Scratch 3)**  Describe the difference between count-controlled loops and infinite loops. Decompose a program which uses both loops. Design a program which uses loops for repetition. | |
| **D & T**  **Note: Order of units may change** | **Topic: Textiles**  **Project: Bean Bag/Juggling Ball** | **Topic: Cooking**  **Project: Sandwiches** | | **Topic: Architecture**  **Project: Dolls Houses** | | **Topic: Mechanisms**  **Project: Catapult** | | | **Topic: Structure**  **Project: Money Box** | | | | **Topic: Circuits**  **Project: Torches** |
| With increasing confidence in their sewing skills, children will begin to explore alternative types of stitches to join fabrics together and create beanbags or juggling balls. The children will have the opportunity to embellish their creations with beads, buttons etc. They will evaluate their work and consider whether it is fit to be used. | The children will design a recipe with an ingredients list. They will have the opportunity to work in a wider context and make sandwicheswhile developing the appropriate kitchen skills. They will evaluate their dish and identify what they would do differently next time to improve what they have made. | | This term the children will be working with a range of materials to design and make a dolls house. They will need to consider the layout of the house and the construction of the roof to ensure that it is stiff and durable. Children will be able to decorate their houses using various materials. They will consider the strengths and weaknesses of their final product. | | The children will create annotated cross-sectional drawings to design and make a catapult. The children will have the opportunity to test the durability and elasticity of materials for their spring mechanism. They will evaluate their work through discussions and written evaluations and reflections and test their catapult to see whether it works. | | | The children will have the opportunity to design and make a Money box for personal use. They will create annotated sketches and use their knowledge of nets to cut, score, fold and join their money boxes with increasing accuracy. Finally, the children will consider the success of their product and whether it is successful in comparison to their original plans. | | | | This term the children will be exploring circuits to make torches. The children will have the opportunity to make and test a circuit with a bulb as their light up element and ensure that their torch casing is suitable. They will be able to evaluate their work through discussions and written evaluations with increasing confidence. |
| **MFL: Spanish** | **How many countries speak Spanish?**  -Greetings and introducing yourself.  -Phonics – Spanish Alphabet- asking how to spell /write your name, spelling your name.    **-Classroom objects**  Objects in the classroom  (Masculine and feminine nouns)  Indefinite article – singular a - ‘un/una.’    Verb to have – ‘tener.’  Asking – Do you have a…..?  Do you have some…?  Saying- Yes, I have….. (affirmative)  No, I don’t have.. (Negative)  Saying what you have in your school bag  Preposition – In – ‘en’  Instruction – ‘Mostradme un../una…’  Conjunctions – and, but.    **In the classroom:**  More classroom words  Using a bilingual dictionary:  How do you say…? What does …mean?  Rules to make word plurals  Indefinite article - plural – ‘unos/unas.’  Definite article – The – ‘el, las, los, las.’  It’s…. – es / son  -use a bilingual dictionary    -**Numbers 30 to 100**  -Giving the age – He/she is ….years old.  -Family members / Possessive adjective my/your (Singular,plural)  Verb tener (to have)  -Prepositions – before/after  -Spanish punctuation: upside down question mark and exclamation mark – ¿, ¡  -Accents on a syllable. | | | **Pets**  Vocabulary of pets  What animal is? It is a…..’Es un / una...’  Saying the pets you have  Definite article – The – ‘el, las, los, las.’  Like and dislike –  Me gustan / No me gustan + los , las  Me gusta / No me gusta…….  Notion of gender and singular, plural.    **Wild animals**  Name for wild animals  Adjectives to describe animals (big, small, tall, short, fast, slow, old, young)  Colours to describe animals  Adjective agreements with gender  Adjective agreements with singular / plural nouns  Possessive adjectives – singular/ plural – my, your, his, her - ‘mi/mis/tu/tus/su/sus’  Difference between tu (your) and tú (you)  It is – ‘es ‘  They are - ‘son’  Verb to be - ‘Ser’    **Animal habitats / food**  Regular verb ending -er- ir:  Comer – to eat - (come, comen)  vivir – to live - (vive, viven)    -Use a bilingual dictionary | | | | | **Transport**  - Transport vocabulary  - How do you go to school, on holiday?  - Verb to go ‘ir’  **Holiday places**  - prepositions - ‘en, a’  - Near future ‘ir’ a + infinitive    **Fruits**  - Vocabulary of fruits  - What are you going to buy?  - I am going to buy ….  - Verb comprar    **Going shopping**  Type of shops  Where can I buy?  There is / There are…  Negatives  Verb to buy -  Verb to be able - poder      -Use a bilingual dictionary | | | | |
| **Nutritional Learning** | **Animal proteins**  As part of healthy eating, children will know that we need a range of fruit, vegetables, dairy, carbohydrates, and proteins to form part of a balanced diet and can begin to discuss the importance of proteins and why we need them in our diets. Children will begin to consider what would happen if people were not drinking 6-8 glasses of water.  They will learn that proteins can comes from animals on land and from under the sea and that different people eat or avoid certain things for different reasons, for example, religious reasons, vegetarian/vegan.  As part of healthy eating, children will know that we need a range of fruit, vegetables, dairy, carbohydrates, and proteins to form part of a balanced diet and can begin to discuss the importance of proteins and why we need them in our diets. Children will begin to consider what would happen if people were not drinking 6-8 glasses of water.  They will learn that proteins can comes from animals on land and from under the sea and that different people eat or avoid certain things for different reasons, for example, religious reasons, vegetarian/vegan.  They will have the opportunity to discuss and investigate alternative options such as plant-based meat options. | **Consumer Awareness**  As part of understanding consumer awareness children will know that people have different views on how food is produced and that this influences the food they buy. For example, sustainable meat farming and fishing. They will know where to look for key information on food labels and how to identify allergens on ingredient lists and begin to understand that there are a variety of influences on the food we choose to eat (seasonal availability). | | **Food and Farming**  In Year 4, children will learn about **Poultry Farming and Fishing.** They will be able to identify foods that come from different parts of certain animals. The children will be able to give examples of common fishes that are farmed and fished for sustainably. They will also be able to give examples of foods that grow outside of the UK and explain how they become available for consumers in the UK. | | | **Recipes, Ingredients and Tasting**  Children will start to recognise and name a broad range of ingredients (eg cereals, meat, fish, pulses) and suggest ways they can be prepared and eaten safely (cooked and uncooked). They will begin to compare different versions of the same dish and identify ways a recipe can be altered and changed. The children will have the opportunity to taste ingredients through fruit and veg tasting, discuss appearance and texture using simple food descriptors and identify likes and dislikes. They will also be able to suggest wats the taste could be improved. | | **Food Safety and Hygiene**  Children will learn that there are storage instructions on food packaging (meat and fish) and identify these. They will also know that meat or fish foods need to be covered and stored properly and explain that foods can decay over time when not stored correctly.  They will know and be able to follow basic food safety rules and be able to get ready to cook. With guidance they will follow procedures for clearing up such as washing and drying utensils, clearing, and cleaning tables, sweeping the floor, disposing of rubbish, putting equipment away. | | | **Planning for Healthy Cooking and Evaluation**  The children will design a recipe with an ingredients list to show how to make a sandwich.  They will have the opportunity to work in a wider context and make a dish with supervision **(Sandwiches)** while developing the appropriate kitchen skills. Such as, cutting, weighing and measuring, mixing, shaping and assembling, heating and serving.  They will evaluate their dish against a design criterion and identify what they would do differently next time to improve what they have made.  They will explore and evaluate existing products and decide whether it has been designed well and meets its intended purpose. | |
| **Geography** | **Rivers**  **In this unit children will:**   * Describe the water cycle * Explain what a river is * Name and locate the world’s longest rivers * Describe how rivers are used around the world * Identify stages and features of a river * Recognise and explain how human activity affects rivers * Recognise and explain how flooding affects communities | | | **Rainforests**  **In this unit children will:**   * Recognise what a rainforest is and locate the world’s rainforests on a map * Recognise the different layers of life in a rainforest * Recognise the different features that make up a rainforest * Describe the key characteristics of The Congo * Describe and explain the impact of deforestation on rainforests * Explain the importance of the Amazon rainforest | | | | | **South America The Amazon Basin**  **In this unit children will:**   * Locate South America on a world map and identify some of its physical and human features * Locate the countries and capital cities of South America * Compare key facts about Brazil with those of GB * Find out if the Amazon River is the longest in the world and identify the key characteristics of the Amazon Basin * Further develop understanding of the importance of the Amazon basin | | | | |
| **History** | **History: Roman Empire and the Impact in Britain**  Describe when the Romans conquered Britain.  Recall some facts about the Romanisation of Britain – what resources did the Romans want – what innovations did they introduce to Britain e.g. roads, baths, buildings.  Describe some aspects of Roman Britain in significant detail and be able to ask and answer questions to demonstrate their understanding. Focus on the conflict between the two cultures with a focus on Boudicca with a link to Roman military. In the light of this, pupils appreciate the process of change and empathise with the people whose lives were affected.  To understand what primary and secondary sources of evidence and use them to appreciate how an accurate picture of the past can be constructed. | | | **History: Anglo Saxons and Scots**  Say who the Anglo-Saxons and Scots were  and when and why they invaded Britain.  Be able to explain some key features of life  in Anglo-Saxon Britain. Describe some artefacts that have been discovered. Explain how life in Britain changed as a result of the Anglo-Saxon and Scots  invasions, recognising similarities and  differences. Be able to analyse historical evidence and  artefacts to make claims about Anglo-Saxon  life and culture. Describe the work of some key individuals at the time. | | | | | **History: Crime and Punishment**  Talk about some of the key facts about punishments that were used during the Roman, Anglo-Saxon, Tudor and Victorian times.  Recall key facts about the life of Dick Turpin and talk about differences in how he is portrayed in various historical sources.  Talk about and compare the punishments that were used during the Roman, Anglo Saxon, Tudor and Victorian times and give some reasons for them. Explain some key terms in the history of crime and punishment in Britain, such as wergild, trial by ordeal, tithings, hue and cry, treason, transportation and hard labour.  Use primary sources to decide what are facts, what opinions can be formed from the evidence, and identify the questions they have about the life of the highway man Dick Turpin.  Compare modern day crime and punishment with those from the past, and talk about the legacy of past methods of crime prevention and detection with those of the present day. | | | | |
| **Music**  **Note: Order of units may change** | **Changes in Pitch, tempo and dynamics**  **(Theme: Rivers)** | | **Body and Tuned Percussion**  **(Theme: Rainforests)** | | **Adapting and transposing motifs**  **(Theme: Romans)** | | | | | **Samba and carnival sounds and instruments** | | | |
| **PSHE**  **Core Values** | **Respect**  **Unit: Family and relationships. Topics to include:**   * Respect and manners * Healthy friendships * How my behaviour affects others * Bullying * Stereotypes – gender * Stereotypes – disability * Families in the wider world * Change and loss | **Resilience**  **Unit: Health and wellbeing.**  **Topics to include:**   * Looking after our teeth * Relaxation – visualisation * Celebrating mistakes * Meaning and purpose * My happiness * Emotions * Mental health | | **Aspiration**  **Unit: Safety and the changing body.**  **Topics to include:**   * Internet safety – age restrictions * Share aware * First aid – asthma * Privacy and secrecy * Consuming information on line * Growing up * Introducing puberty * Tobacco | | | | **Responsibility**  **Unit on safety and the changing body to continue throughout this term** | **Caring**  **Unit: Citizenship.**  **Topics to include:**   * What are human rights * Caring for the environment * Community * Contributing * Diverse communities * Local councillors | | | **Compassion**  **Unit: Economic well-being.**  **Topics to include:**   * Spending choices * Keeping track of money * Looking after money * Influences on career choices * Changing jobs | |
| **PE** | **Hockey**   * Dribbling * Passing * Shooting * Attacking * Defending   **Netball**   * Catching * Passing * Creating Space * Attacking * Defending | **Tag Rugby**   * Handling * Passing * Tackling/ tagging * Attacking * Defending   **Basketball**   * Dribbling * Catching * Passing * Attacking * Defending | | **Gym**   * Travelling * Landing * Jumping * Turning   **Gym (performing)**   * Climbing * Turning while jumping * Weight on hands * Final performance | | | | **Football**   * Dribbling * Passing * Shooting * Attacking Defending   **Outdoor Adventurous Activities**   * Advanced map reading * Learning to navigate * Teamwork * Communications   Drawing a map   * Retrieval | **Athletics**   * Running * Jumping * Throwing * Sprinting | | **Cricket**   * Fielding – Catching * Fielding – Throwing * Bowling * Batting   **Tennis**   * Footwork * Forehand – Accuracy Forehand – Control * Backhand * Serve * Rally | | |
| **RE**  **Judaism**  **Christianity** | **Judaism – Beliefs and Practices**    Key Question: How special is the relationship Jews have with God?  **LO: We are learning to understand the special relationship between Jews and God and the promises they make to each other.**  **AT1 - I can understand how Jewish people remind themselves of their special relationship with God and can tell you how this relationship (covenant) started.**  **AT2 - I can start to understand how challenging it might be for a Jewish person to live up to their special covenant with God.** | **Christianity – Christmas**  Key Question: What is the most significant part of the Nativity story for Christians today?  **LO: We are learning to understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.**  **AT1 – I can explain how many aspects of the Christmas story reflect the Christian belief that Jesus is the Incarnation of God.**  **AT2 – I can begin to reflect on whether or not the Christian meaning of Christmas is meaningful to me.** | | **Judaism – Passover**  Key Question: How important is it for Jewish people to do what God asks them to do?  **LO: We are learning to understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship.**  **AT1 – I can give examples of how, because Jews believe they are in a special covenant with God, they try to show him their respect and gratitude by doing as he asks them to do.**  **AT2 – I can explain my opinion as to which ways may be more or less important for Jews to show their respect to God.** | | | | **Christianity – Easter**  Key Question: Is forgiveness always possible?  **LO: We are learning to understand how Jesus’ life, death and resurrection teaches Christians about forgiveness.**  **AT1 – I can explain how Jesus’ teachings about forgiveness might be difficult but beneficial to Christians.**  **AT2 – I can give my opinion about forgiveness and discuss whether this is always possible, reaching my own conclusion.** | **Judaism – Beliefs and Practices**  Key Question: What is the best way for a Jew to show commitment to God?  **LO: We are learning to understand how Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment.**  **AT1 – I can explain why it is important for Jews to show their commitment to God and can describe different ways they choose to do this.**  **AT2 – I can express my opinion as to what would be the best way for a Jew to show commitment to God and give reasons.** | | **Christianity – Prayer and Worship**  Key Question: Do people need to go to church to show they are Christians?  **LO: We are learning to understand how important going to church is to show someone is a Christian.**  **AT1 – I can give a range of ways that Christians can show their beliefs and explain why they may or may not feel it is important to “show” they are Christians.**  **AT2 – I can tell you my opinion on whether Christians should keep their beliefs private or be public about them.** | | |