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| **Class 4**  **Curriculum Overview**  **2018/2019** | | | | | | | | | | | | | | | | | | |
|  | Topic 1  Around the World in 80 days, Mountains and coasts | | | Topic 2  Invaders and Settlers- The Vikings | | | | | | | | | | | Topic 3  Ancient Civilisations- The Greeks | | | |
| Visit/Event/ Festival | World day  Dressing up  Chester Zoo trip | | | Visit from a Viking? | | | | | | | | | | | Greek day | | | |
| Enrichment  ECO/Safety/Outdoors/  Special Day/Festival  etc. | Anti-bullying week  Harvest Service  Christmas Service  Visit to URC | | | Fairtrade Fortnight  Comic Relief  Mother’s Day  Easter Service   |  | | --- | |  | | | | | | | | | | | | St George’s Day  Father’s Day  Leavers Service | | | |
| Core Subjects | | | | | | | | | | | | | | | | | | |
| Literacy | Please see separate Literacy and Numeracy Curriculum overviews. | | | | | | | | | | | | | | | | | |
| Numeracy |
| Science | **Y5 – Living things and their habitats.**  We will be researching and comparing animals and their habitats from around the world. We will be using ICT to present our research. We will also compare the lifecycles of mammals, amphibians, insects and birds and research reproduction in plants and animals. We will compare the life cycles of different animals and sort animals according to their style of life cycle including learning about gestation periods and metamorphosis. | | | | | **Y6 – Animals including humans.**  We will look a heart rates and physical exertion - a dramatic representation. How our circulatory system works and listen to our heartbeat sound. We will understand the human body through history an watch a documentary on diet, exercise, drugs and lifestyle. We will also compare the diet and lifestyle of different cultures around the world and how this affects them. | | | | | | | **Y5- Properties and changes of materials**  We will compare properties of solids, liquids and gases, investigate mixing materials. We will also investigate separating materials, making new materials. | | **Y6 – Electricity**  During this unit we will look at and associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. We will compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches and recognise symbols when representing a simple circuit in a diagram. | | | **Y5- Forces**  During this unit we will investigate parachutes and air resistance. We will investigate and create levers and create pulleys. We will recap our knowledge of friction and water resistance. |
| Computing | Spreadsheets  The class will learn how to use formulae in a spreadsheet to work out different outcomes. They will also use a spreadsheet to present and calculate different real life problems linked to their topic. | | Concept Maps  In this unit we will give children a basic understanding of how to generate, visualise and connect their  ideas and thought processes using concept maps. This will be linked to their topic. They will produce concept maps and use them as a presentation tool to show their class information they have learnt. | | | | | | | 3D Modelling  We will explore how to edit polygon 3D models to  design a 3D model for a purpose.We will also explore the different viewpoints  whilst designing a building,  refine one of their designs to prepare it for  printing and finally print their design as a 2D net and then  use it to create a 3D model. | | | | Coding  This term we will learn to explain what Object, Action, Output, Control and Event are in computer programming and explain which commands they included in their program and what they achieve.  We will also learn to explain how their program simulates a physical  system, i.e. objects move at different speeds and angles and describe what they did to make their vehicle  change angle. | Databases  During this unit we will learn to understand the different ways to search a  database and search a database in order to answer  questions correctly.  We will design an avatar for a class database and  successfully enter information into a  class database. We will also create their own database on a  topic and add records to their database. | | | Game Creator  We will begin by reviewing and analysing a computer game. We will also describe some of the elements that make a  successful game.  • Children can begin the process of designing their own game |
|  | **E-safety is taught every unit throughout the year and will be discussed through PSHE and if and when it is needed.** | | | | | | | | | | | | | | | | | |
| Foundation Subjects | | | | | | | | | | | | | | | | | | |
| Art |  | | | | | | | | | | | | | | | | | |
|  | We will be creating symmetrical art work from around the world.  We will create some Art Deco style drawings. We will also look at some French artists and creating some art based on their work. | | | During this topic we will use ModRoc to build a model of characters from one of the Nine Worlds. We will produce creative work, exploring our ideas and recording our experiences. We will evaluate and analyse creative works using the language of art and be proficient in the techniques of sculpture. | | | | | | | | | | | We will include on the pot designs such as simple shapes, upright triangular points and geometric patterns. We will also learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. | | | |
| Design and Technology |  | | | | | | | | | | | | | | | | | |
|  | We will be using ICT to investigate architecture and design and build our own 3D building for New York. We will be learning about food from around the world and having a go at creating some dishes. | | | During this topic we will investigate and analyse boat designs. Understand how key events and individuals in design and technology have helped shape the world. We will also analyse the building techniques used by the Vikings and understand that this method still has an impact in ship building today. | | | | | | | | | | | During this topic we will make a clay pot and decorate using design of the times. We will also use research and develop design criteria to inform the design of innovative, functional, appealing products which are fit for purpose. | | | |
| Geography |  | | | | | | | | | | | | | | | | | |
|  | This topic is based around geography of the world but will also include developing understanding of rivers mountains and coastlines. We will learn about the physical geography of rivers around the world, compare coastlines and mountain ranges as well as locating countries, continents and oceans on a map. We will also identify the position and significance of longitude, latitude, Equator, Northern and Southern Hemisphere, tropics and time zones. | | | | During this topic we will look at Viking invasion and settlements in terms of location. We will see where the Viking originated and where they travelled to. We will create maps and uses atlases and globes. | | | | | | | | | | During this topic we will be looking at the location of Greece and looking at places that Greek Army visited. We will compare this location to ours and see what the main differences and similarities are. | | | |
| History |  | | | | | | | | | | | | | | | | | |
|  | We will compare a modern map of the world to the way people mapped the world in the past, looking at name and country border changes and how people believe continents have changed over a long period of time. | | | During this topic we will develop our knowledge of the Viking invasion and settlement in Britain, through a series of practical and informative lessons that have imaginative outcomes . We will learn where the Vikings came from. Where did they invade and settle? Why did they leave Scandinavia? How do we know about them? We will do this through work on time lines, map work, completing a quiz, and creative writing exercises. We will appreciate why the Vikings were successful and to empathise with the people of Britain who experienced invasion. | | | | | | | | | | | During this topic we will discover the lasting influence of the Ancient Greeks on the western world. We will investigate the timeline and four main periods of the Greek Empire, explore different kinds of historical sources and evaluate their usefulness. We will look at Alexander the Great and the empire under his leadership. We will learn about trading and design, research lifestyle and clothing, and study key Ancient Greek buildings. Learn about and research the historical background of Aesop and his fables and learn about the roles and rights of free men, women, children and slaves in Ancient Greece and research democracy. | | | |
| Languages |  | | | | | | | | | | | | | | | | | |
|  | Bon appetite, bonne sante.  (Healthy eating)  We will learn to pronounce foods in French and understand basic grammar. | Je suis le musician.  (I am the music man)  We will learn to pronounce musical instruments in French. Children will learn feminine and masculine forms. | | | | | En route pour l’ecole (On the way to school)  We will learn how to pronounce directions and names of shops. They will develop words, phrases and simple sentences. | | | | | | Scence de plage (Beach scene)  We will learn how to speak in sentences about what they would see at the beach. | | Le retour de printemps  (The return of spring)  We will explore patterns and sounds, speak in sentences, and write sentences. | | | Les planets  (The planets)  We will write phrases from memory. Apply grammatical language and skills to their work and learn accurate pronunciation. |
| Music | **Song writing** | | | | | | | | **Performing Together** | | | | | | | **Exploring musical processes** | | |
|  | This unit develops our ability to compose a song with an awareness of the relationship between lyrics and melody. In this unit, we will learn of the important role played by lyrics in songs. In particular we will focus on the different functions of lyrics in conveying mood, expressing attitude or telling a story. We will employ simple techniques for composing lyrics of their own and setting these to melodies. We will learn about the cultural and social significance of many lyrics and how that meaning should be reflected in performance as well as in the composition itself. | | | | | | | This unit develops and demonstrates our ability to take part in a class performance with confidence, expression and control.  In this unit we will sing and play a two-part song, play instrumental accompaniments and rehearse and develop musical and performance ideas with understanding of how to achieve a quality class performance. | | | | | | | | This unit provides an opportunity for us to develop and demonstrate the musical skills, knowledge and understanding achieved in years 5 and 6.  During the unit we will develop an understanding of the process of composing by creating and performing music in response to musical and non-musical stimuli. | | |
| Throughout the year Class 4 will learn how to play the ocarina. They are simple instruments that lend themselves to fluent, accurate, controlled and expressive musical performance in solo and ensemble playing. | | | | | | | | | | | | | | | | | |
| PE | **Swimming is taught throughout the year to children in Class 4.** | | | | | | | | | | | | | | | | | |
|  | **Circus Skills/Dance** | | | | | | | | | | **Tag Rugby** | | **Lacrosse** | | **Tennis** | | **Athletics/Rounders/Cricket** | |
| Through this unit we will learn to develop flexibility, strength, technique, control and balance and perform dances using a range of movement patterns based on Indian style dancing. We will also be using circus skills equipment to create a circus routine. | | | | | | | | | | Through these units we will be learn the skills, tactics and attacking and defending principles. We will play competitive games, in school and out of school.  We will also take part in outdoor and adventurous activity that challenges them both as individuals and as a team. | | | | | | We will learn skills to improve our running, jumping, throwing and catching techniques. | |
| Throughout all PE, there will also be opportunities for the children to compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | | | | | | | | | | | | | | | | |
| PSHE | In PSHE we use a mix of R-time activities, SEAL activities and we use the world news. Through these activities children learn about themselves, others and people in society. We look at British values and Christian Values and share how these are important in today’s society. We share, debate and try to persuade people, friends and teachers through role play, written and spoken discussions. | | | | | | | | | | | | | | | | | |
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| RE | **Christian Community** | | | | | | | | | | | **God** | | | **Kingdom of God** | | | |
|  | We will learn about how local, national and global church communities compare and how Christians worship differently around the world. We will also investigate Christmas traditions in different global communities. We will also research some different religions from around the world. | | | | | | | | | | | We will learn about how Christians believe God speaks to people through the Bible by learning about Moses and the plagues and Jesus’ birth. | | | We will learn about how a belief in the Kingdom of God inspire and influence Christians across the world. We will also discuss how this compares to the beliefs of other religions. | | | |