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| **Class 4**  **Curriculum Overview**  **2020/2021** | | | | | | | | | | | | | | | | | | |
|  | Topic 1 | | | Topic 2 | | | | | | | | Topic 3 | | | | | | |
| Visit/Event/ Festival | Location, location, location. | | | A British History  Queen Elizabeth 1 (Tudors) | | | | | | | | Invaders and Settlers  Vikings and Anglo Saxons | | | | | | |
| Enrichment  ECO/Safety/Outdoors/  Special Day/Festival  etc. | Anti-bullying week  Black History Month  Harvest Service  Christmas Service  Christmas Play | | | 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 | Forces (Y5)  We will learn about and investigate the force of gravity and its discovery.  We will carry out investigations to explore air resistance, water resistance and friction.  We will learn about how levers, pulleys and gears, allow a smaller force to have a greater effect. We will put these into practice by building models and investigating how different variables change the strength of pulleys and levers. | | | Electricity (Y6)  We will investigate electrical circuits to find out how the number and voltage of cells used in the circuit effects the brightness of a lamp or the volume of a buzzer.  We will discuss and explain why these changes happen  We will record and present our investigations by using recognised symbols do draw a diagram of a simple circuit.  Light (Y6)  We will learn about how light appears to travel in straight lines.  We will also be able to give a basic explanation of how the eye uses light to see.  We will investigate shadows, how their shape is created by light travelling in straight lines and how we can manipulate shadows. We will attempt to create a Tudor dun dial to investigate how shadows change throughout the day. | | | | | | | | Properties and Changes of Materials (Y5)  We will learn to compare and group together everyday materials according to various properties.  We will also investigate what happens when some materials are added to water and how to reverse these changes.  We will use our knowledge of solids, liquids and gases to explore separating mixtures.  We will also investigate why different materials are chosen for various everyday objects.  Some of our investigations will explore how new materials are sometimes created after a change and whether these changes are reversible or irreversible. | | | | | | |
| 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 learn about how Anglo-Saxon art and culture influenced British art and culture. We will recreate some Anglo-Saxon patterns using clay. | | | | | | |
| Design and Technology |  | | | | | | | | | | | | | | | | | |
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| Geography |  | | | | | | | | | | | | | | | | | |
|  | We will visit Tintwistle and Glossop so that we can sketch maps, graphs and plans of areas local to our school with the help of technology. During our map work we will learn the 8 points of compass and how to use 6 figure grid references, symbols and keys. We will also recap the locations of counties in the UK and learn to identify various features including cities, towns, villages, hills, valleys, regions, coasts and rivers. We will investigate the land use in the local area and how they have changed over time. | | |  | | | | | | | | We will use our knowledge of the UK to map the settlements of Vikings and Anglo Saxons around the UK. We will explore the reasons for why they settled in certain places according to land use and trade links and learn about the different types of settlements formed by Vikings and Anglo Saxons. | | | | | | |
| History |  | | | | | | | | | | | | | | | | | |
|  | We will be looking at features in our local area which tell us about the past. We will create a timeline of various buildings and features from Glossop and Tintwistle and link them to periods of history we have learnt about. We will choose some interesting features, such as the stocks in Tintwistle, to learn about in more depth. We will create timelines to contextualise the different periods in history that we learn about. We will use this throughout the year to add on different periods of history. | | | We will be learning about the reign of Elizabeth 1. This will include her rivalry with Mary Queen of Scots, the battles won against the Spanish Armarda and the reasons behind these conflicts. We will look at family trees, timelines and other sources to help us to compare Elizabeth to her predecessor, Mary 1, and her successor James 1. We will look at the significance of the end of the Tudors and the beginning of the Stuarts.  We will also learn about the opening of the first theatres in England and the legacies of Shakespeare and Marlowe. | | | | | | | | During this topic we will contextualise the Anglo-Saxon period within a timeline. We will be learning about Britain’s settlement by Anglo-Saxon, their invasions, kingdoms and village life.  We will move onto the Viking and Anglo-Saxon struggle for the Kingdom of England by re-enacting Viking raids and invasions. We will look at Anglo-Saxon laws and justice. | | | | | | |
| Languages | **Food – La Nourriture Christmas in France - Noël en France** | | | **Friends and Family**  **- Mes amis et ma famille** | | | | | | | | | | **France and Directions –**  **France et Directions** | | | | |
|  | Food -We will be learning the vocabulary for French foods and looking at menus in French. We will learn how to order food in a restaurant and write shopping lists and read some simple recipes. Christmas in France -We will be learning about how the French celebrate Christmas, designing and writing messages in Christmas cards, learning Christmas themed vocabulary and writing gift lists and letters to Père Noël in French. | | | We will be learning to talk and write about our families and friends including creating family trees, describing members of our family and friends. We will write thank you messages to our friends explaining why they are good friends. | | | | | | | | | | We will be exploring France and learning about cities and regions of France. We will also compare Tintwistle to a village in France. We will be learning about how to follow and later give directions in French and looking at French maps. We will write a postcard from a village in France. | | | | |
| Music | **Performing Together** | | | **Song writing** | | | | | | | | | **Exploring musical processes** | | | | | |
| **Due to Covid-19 singing and playing the ocarina will be avoided for as long as necessary. We will have access to percussion instruments and will focus on different areas of music for this year.** | In this unit we will play a two-part piece of music, play instrumental accompaniments, improvise and rehearse and develop musical and performance ideas with understanding of how to achieve a quality class performance. We will also develop our own technique of recording music (not using standard notation). | | | | 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 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. **(This will begin when the guidelines allow us to)** | | | | | | | | | | | | | | | | | |
| PE | **Swimming is taught throughout the year to children in Class 4. (Nov onwards)** | | | | | | | | | | | | | | | | | |
| **Due to Covid-19 the PE topics and Swimming sessions are subject to change. PE will take place outside as much as possible (this will be weather dependant) and contact sports will be avoided for as long as necessary.** | **Circus Skills** | | | | | | **Tennis** | | | **Lacrosse** | | **Tag Rugby** | | | | **Athletics/ Cricket** | | |
| This term we will be developing our physical skills including balance, flexibility, strength, technique and control. We will also be developing our creative expression, team-work, communication and coordination. We will 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, when possible, with other schools.  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. We will be working on our fitness and continuing our mile running. | | | | | | | | | | | | | | | | | |
| PSHE | Exploring Emotions | | Bullying Matters | | | | | Being Healthy | | | Being Responsible | | | | Being Safe | | | Growing Up |
|  | We will learn to recognise a range of feelings and develop strategies to resolve disputes. | | We will be developing our understanding of how our actions affect others and ourselves and developing strategies for getting support. | | | | | We will be exploring what affects our physical, mental and emotional health and identifying how to make informed choices. | | | We will be identifying why rules are needed in different situations and understanding that there are human rights to protect everyone. | | | | We will be exploring how to recognise, predict and asses risks in different situations and explaining how rules can keep us safe. | | | We will exploring how images in the media and online do not always reflect reality and identify different pressures and influences. We will also be understanding what puberty and human reproduction is. |
| RE | **Good News** | | **Hinduism** | | | | | **Christian Community** | | | **Judaism** | | | | **Discipleship** | | | **Kingdom of God and Forgiveness** |
|  | How do Christians believe that God speaks good news to people through the life of Jesus? | | How does the Hindu celebration of Diwali show their understanding of their god, Brahman? How does a belief in reincarnation affect a Hindu’s life? | | | | | How are local, national and global church communities similar and different? How do Christian leaders help to build the kind of world Jesus wants? | | | Why is Passover important to Jews?  We will explore the background and practice of Passover in the Jewish community. | | | | How does the ‘Sermon on the Mount’ help Christians to follow Jesus? | | | How does the local church community seek to bring God’s Kingdom on Earth? How and why do Christians confess their sins? Who do Christians believe God forgives? |