|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Class 4**  **Curriculum Overview**  **Year B** | | | | | | |
|  | Topic 1  Local History- Manchester | | Topic 2  Polar Regions | | Topic 3  Ancient Egypt | |
| Visit/Event/ Festival | Visit to Manchester | | Ice rink? | | Manchester Museum? | |
| Enrichment  ECO/Safety/Outdoors/  Special Day/Festival  etc. | Walk to school week  Anti-bullying week  Children in Need  Harvest Service  Christmas Service  Visit to URC  Fire Service visit | | Fairtrade Fortnight  Sport Relief  Mother’s Day  Easter Service   |  | | --- | |  | | | St George’s Day  Father’s Day  Leaver’s Service | |
| Core Subjects | | | | | | |
| Literacy | Please see separate Literacy and Numeracy Curriculum overviews. | | | | | |
| Numeracy |
| Science | **Living things and their habitats.**  During this unit we will be looking at the history of classification of living things from Aristotle to the present day. Studying the binomial system introduced by Linnaeus and the 7 levels of classification used today. We will try to understand why classification is important and use and create classification keys. | | **Y5 – Earth & Space**  During this unit we will be looking at the Sun, Moon and Earth and develop an understanding of day and night, the four seasons and the Moon’s phases. How the Sun and the planets make up our Solar System and stars in their constellations. | **Y6 – Light**  During this unit we will be looking at identifying sources of light and revise facts that light travels in straight lines and opaque objects form shadows. Understand that to see, light needs to enter the eye. Investigate light reflection and refraction, white light made of many colours and the speed of light. | **Y5 – Animals including humans**  During this topic we will be discussing why living things need to reproduce and look in detail at human life cycle, comparing with other animals. Study physical and emotional changes at puberty. Challenge children to look after a Flour Baby. | **Y6 – Evolution & inheritance**  During this unit we will be looking at and discussing fossils as evidence of life millions of years ago and study the life of Mary Anning. Comparing offspring with parents and see how plants/animals are adapted to habitats. We will also look at Darwin, Wallace and Mendel’s contributions to our understanding of evolution. |
| Computing | E-safety  Pupils will learn how to create secure passwords in order to protect their private information and accounts online. Pupils work together to outline common expectations in order to build a strong digital citizenship community Pupils will learn what spam is, the forms it takes, and then identify strategies for dealing with it. Pupils will reflect on the importance of citing all sources when they do research. Pupils will learn how photos can be altered digitally. | | Programming, controlling and coding.  Children will learn to find errors and improve given code (**debug**), create **flow diagrams** to explain what is happening and illustrate how **control** impacts on our lives. They will build **code** to **control** a device or create a game which includes **inputs** and **outputs** and make use of:  **Sub-procedures-**  Physical **inputs** such as a **sensor** and **outputs, Values** and/or **variables**  ***If. . . . then*** conditional commands and refine procedures to improve desired outcomes through the use of loops or repeats | Graphics Packages Digital Video Animation  Children will develop a range of techniques to illustrate their work. Explore different digital tools and mediums to create different effects on screen. They will, through peer and self-evaluation, refine and make appropriate changes to their graphic work. The children will learn to use different filming techniques and camera angles e.g. zoom, panning, wide shots - to create a different mood or perspective and develop an awareness of purpose and audience through evaluation and editing. They will consider different types of animation (stop motion, computer generated), plan and create an animated sequence to communicate a specific idea, or tell a story. | | Communicating, collaborating and multimedia  Children will discuss the different styles of language, layout and format of different electronic communications. They will design their own pages online, using a range of skills (such as hyperlinks, embedding video, tables, flash files, games) and contribute/edit/refine from self and peer evaluation wiki / blog entries and understand that all changes are visible. They will also select and import sounds from their own recordings; create their own effects and music and also import from other sources, format and edit work to improve consistency, clarity and mood, use a range of tools e.g. cut and paste, justify, insert and replace. |
| Foundation Subjects | | | | | | |
| Art |  | | | | | |
|  | Painting the Bridgewater canal and learning about Lowry, his life and paintings. | | Inuit traditional art- using a range of materials to create traditional Inuit drawings. Wood- outside using natural dyes? | | Through this topic we will improve their mastery of art and design techniques, including painting and drawing, find out about great artists in history through mythology, daily life of the Egyptians and The Nile. | |
| Design and Technology |  | | | | | |
|  | Create our own Manchester skyline and skyscrapers using paper and card. | | Design, make and evaluate a winter coat- look at the different materials that would have been used and how it is different today. | | Design, make and decorate our own 3D model of an Ancient Egyptian decorated rock-cut tomb. | |
| Geography |  | | | | | |
|  | Locational information on where Manchester is in relation to the rest of the country. Why it was so well placed for The Romans. Looking the use of canals and rivers and the importance of these. | | Locational Knowledge- we will be looking at position and significance of latitude and longitude, Arctic circle and time zones.  Human and physical- Economy, Arctic Treaty, glaciers, landmass and the water cycle.  Skills and Fieldwork- Maps/atlases (1914 and today- link to exploration) compass direction, keys and comparisons to locality. | | We will compare the Ancient Egyptian civilisation with the society, climate and terrain of Britain at the time. We will also learn about the incredible, life-giving River Nile and its impact on civilisation in Egypt and use the maps and models to locate and find Egypt. | |
| History |  | | | | | |
|  | We will be learning about how Manchester (our local city) has changed since it was founded by the Romans. We be looking at the city centre, surrounding towns and exploring the city taking a look at how tourists see the city. We will be researching the two main football teams and writing persuasive texts, non-fiction texts and a recount. We will be looking at famous artists from Manchester and researching why and how they became famous. We will study how architecture has changed and developed. | | We will be learning about traditional Inuit tales and how the Arctic has been explored. | | We will be learning all about the Ancient Egyptians. Investigating the men and women who studied the kingdoms and explore their discoveries. We will look at some of the Pharaohs and the development of the pyramids, as well as the mythology that surrounded this early civilisation. We will also look at the role the Nile had in allowing this civilisation to flourish and examine daily life, comparing it to our own. | |
| Languages |  | | | | | |
|  | Clothes  We will learn the vocabulary for clothes in French and use our prior knowledge of colours, money and numbers to role play conversation about clothes. We will also begin writing sentences about clothes in French and translating French to English. | France and Christmas in France  We will be learning about famous places in France and the geography of France.  We will be learning about Christmas traditions in France and vocabulary linked to Christmas. We will focus on speaking and listening in this unit. | Weather  We will be learning new weather vocabulary and creating a weather report using our prior knowledge about the geography of France to write and perform this. We will also use our prior knowledge of clothes vocabulary to build more complex sentences about weather and clothes. We will focus on accurate pronunciation in this unit. | Transport  We will be learning new vocabulary about transport as well as the French names for some other countries. We will combine our knowledge from previous units to create a Diary about a holiday (using weather, clothes and geography in France). | Houses/ rooms  We will be learning the different vocabulary for rooms and different objects that are found in the rooms. The class will be asked to bring in photos of their favourite room in their home or a home that they like on the internet and we will build up a piece of writing to describe it. We will also focus on translating from French to English accurately. | Bastille Day  We will begin by learning about some of the History of Bastille day. We will be learning about the celebrations and traditions of Bastille day and use a variety of vocabulary that we have learnt throughout the year (food - last year, clothes, colours and numbers - last year).We will carry out a French style 14th July celebration. We will also be listening to some French speaking and attempting to pick out key words that we understand. |
| Music |  | | | | | |
|  | To achieve the National Curriculum objectives for music Class 4 are learning 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. The ocarina opens the way to improvising and composing; the ocarina’s portability makes it readily accessible at all times and in all circumstances. Children can notate their compositions easily and effectively using ocarina and staff notation naturally develops. Use of the CD-Rom and audio CDs allow children to hear great music, and then play it. Musical notations appear side by side in ocarina music books: understanding comes naturally through regular playing, and is accessible to all. High quality ocarina recordings underpin all ocarina lessons and introduce pupils to the broadest range of music that can be played on any instrument at Key stage 2. Playing along with CD backings of harpsichord, orchestra, band, etc. gives pupils first hand experience of the history of music through the wide and verse sounds and genres explored in ocarina music books, CDs, and in their own performances. | | | | | |
| PE | Swimming is taught throughout the year to children in Class 4. | | | | | |
|  | Gymnastics | | Hockey | Curling | Orienteering | Athletics |
| Through this unit children will learn to develop flexibility, strength, technique, control and balance and perform dances using a range of movement patterns | | Through these units children will be learn the skills, tactics and attacking and defending principles. They will play competitive games, in school and out of school.  They will also take part in outdoor and adventurous activity that challenges them both as individuals and as a team. | | | Children will learn skills to improve their 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. | | | | | |
| RE | The Power of God | | Sikhism | | The Bible | |
|  | Children will look at how God is important to them and Christians. How the power of God is represented through art and faith. How reflection is used and how this can show God’s power. How God’s power is represented through the Bible. | | Children will look at and recognise who Guru Nanak is and the development of the religion of Sikhism. They will discuss and outward signs of the Sikh faith- the 5 K’s. The children will learn, listen, retell and act out stories from the Sikh religion. Reflect upon the values of Sikh faith and look at the similarities and differences between the Sikh faith and Christianity. Explore the Gurdwara and how this is different to the URC and Christ Church | | Children will look at the language of the Bible, story, poem and history.  In this unit the children will be investigating how the Bible has been transmitted, where it has travelled to and how many people it has been in contact with. We will also be looking at and understanding religious language. | |