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| **Class 4**  **Curriculum Overview**  **2016/2017** | | | | | | | | | | | | |
|  | Topic 1  Home Sweet Home  Rivers, Mountains and coasts | | Topic 2  Invaders and Settlers- The Vikings | | | | | | Topic 3  Ancient Civilisations- The Greeks | | | |
| Visit/Event/ Festival | Visit to Manchester? | | Viking Day | | | | | | Whole school trip | | | |
| 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 | | 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.**  During this unit we will observe and sketch insect and amphibian lifecycles for comparison, research the mammalian and bird life cycles. We will also compare the lifecycles of mammals, amphibians, insects and birds and research reproduction in plants and animals. The unit will end with creating computer animations that explain plant reproduction. | | **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- 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 – 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. | | | **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 | **Digital Exploration**  During Computing this term we will learn to acknowledge the source when taking pictures, text and sound from the Internet, check the plausibility, bias and accuracy of information by using information from more than one source. We will learn to understand how search engines tailor results to the user through the use of cookies, ranking, profiling and paid-for results.  We will discuss responsible use of all connected devices and why the school has e-safety rules and demonstrate an understanding of computer networks including the internet; discuss the kinds of services they provide such as the World Wide Web and how different communication tools connect. | | **Multimedia/Music and Sound**  During this unit we will be introduced to choice when creating non-linear presentations so that the viewer can choose where to go within the presentation. We will create a page of sounds which are activated by appropriately named and positioned action buttons,  choose and use a range of software appropriate to the task to communicate our ideas effectively. We will also choose and evaluate appropriate techniques to create an effective and well-polished piece of work considering purpose and intended audience. | | | | | **Digital Media**  During this longer unit we will consider different genres of film/media – consider use of sound, imagery and light. We will plan a short film considering genre type – select appropriate shots, music and when using devices they take into account background, camera position and sound quality to ensure the recording is fit for purpose. We will learn to edit our movies considering genre and add appropriate effects and sound. We will also discuss and evaluate our own and others’ movies and refine them for a given audience or task | | | | **Programming, coding and controlling**  We will undertake creative projects using procedures and variables to achieve specific goals – E.g. control a device linked to work created in Design and Technology. We will learn to build a sequence of instructions to control a device, simulation, App or game with **inputs** and **outputs** which includes:   * **Sub-procedures** * Physical **inputs** and **outputs** * **Values**, including random numbers * ***If . . . then*** conditional commands * **Variables**   and then explain the purpose and function of the **code** in the project. |
|  | **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 |  | | | | | | | | | | | |
|  | In this unit we will develop our techniques including our control and our use of materials (collage) with creativity and experimentation. We will use sketch books to record observations and use them to review and revisit ideas. We will learn about and use Lowry and Claude Monet and learn about the life and work of the great artists. | | 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 |  | | | | | | | | | | | |
|  | During this topic we will select from and use a wide range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.We will make our own ‘riverscape’ from source to mouth. | | 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 wil 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 |  | | | | | | | | | | | |
|  | During this unit we will understand and describe the key aspects of physical geography including: rivers, mountains, coasts and the water cycle. To do this we will use maps, atlases, globes and digital computer mapping to locate countries and describe the features studied. We will extend their knowledge to include the location and characteristics of a range of the world’s most significant human and physical characteristics. | | | 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 be looking at the history of Tintwistle, its residents and how the location has changed over time. We will look at how areas have changed due to physical changes. | | 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 such as a Viking Quest board game, a group model of a longhouse, a Viking feast, a Dragon’s Den trade drama, a mythological creature and a Viking celebration event. We will learn where did the Vikings come 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 | | | | | | 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 | **The Church and Holy Spirit.** | | **Jesus** | | | | | | **Buddhism** | | | |
|  | We will learn about Harvest and the environment. We will  research the worldwide Church of England and compare our churches to Christian churches around the world. | | During this unit we will learn about Jesus as a teacher, through bible stories. We will assess the importance of Jesus’ teaching for Christians and how this impacts their lives.  Children will look at incarnation, forgiveness, trust and how this can affect our lives. | | | | | | This unit will teach us about key aspects of the Buddhist faith. We will find out where Buddhism originated, about special places linked to Buddhism and about key festivals in Buddhist life. We will also learn about symbols in Buddhism, the Buddhist holy book and the main beliefs held by Buddhists. | | | |