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| **Class 4**  **Curriculum Overview**  **Year B** | | | | | | | | | | | | |
|  | Topic 1  Coasts | | | | | Topic 2  Victorians | | | | Topic 3  Egyptians | | |
| Visit/Event/ Festival |  | | | | |  | | | |  | | |
| Enrichment  ECO/Safety/Outdoors/  Special Day/Festival  etc. | Anti-bullying week  Children in Need  Harvest Festival  Christmas Service  Visit to URC | | | | | Forest Schools  Sports Relief  Mothers’ Day  Easter Service   |  | | --- | |  | | | | | St George’s Day  Fathers’ Day  Sports Day  Leavers’ Service | | |
| Core Subjects | | | | | | | | | | | | |
| Literacy | Please see separate Literacy and Numeracy Curriculum overviews. | | | | | | | | | | | |
| Numeracy |
| Science | **Earth and Space**  We will learn about the planets and stars within our solar system in particular the Sun, the Moon and Earth and develop an understanding of how day and night and the seasons happen. | | | **Living things and their habitats.**  This term we will learn about how to classify animals and different systems that have been used throughout history to classify nature.  **Evolution and Inheritance**  This half term we will learn about how living things have changed over time and that  living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents and how in turn this can lead to adaptations which cause evolution when animals and plants are adapt to suit their environment. | | | | | | **Animals including humans**  We will learn about the human circulatory system and the human heart. We will also learn how  nutrients and water are transported within animals.  We will discuss  the impact of diet, exercise, drugs and lifestyle on the way their bodies function. | | **Light**  In this unit we will learn about sources of light, how light travels. We will also investigate the reflection and refraction of light. We will learn about how we see light and the structure of an eye. |
| Computing | E-Safety | | | | Programming, coding and Controlling | | | Graphics Packages Digital Video Animation | | | Communicating, collaborating and multimedia | |
| 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. | | | | 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 | | | 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. | | | 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 | We will be incorporating Art into our topic lessons throughout the year. | | | | | | | | | | | |
|  |  | | | | | * Victorian silhouette portraits | | | | * Hieroglyphics | | |
| Design and Technology | We will be incorporating DT into our topic sessions throughout the year. | | | | | | | | | | | |
|  |  | | | | | * Designing a greetings card * Victorian fashion | | | | * Designing mummies * Building pyramids | | |
| Geography | Coasts | | | | | Victorians | | | | Egyptians | | |
|  | We will learn the location of coasts around the UK and carry out case studies on particular coastal towns. We will learn about issues that affect coastal towns, human and physical, including erosion, transport and tourism. | | | | | We will be doing some map work based on comparing Victorian maps to modern maps and looking at areas which were included in the British Empire. | | | | We will be locating Egypt and the River Nile as well as learning about how the Egyptians used the Nile and why. | | |
| History | Coasts | | | | | Victorians | | | | Egyptians | | |
|  | During our topic about coasts we will learn about how tourism at UK coastal towns first began and how it has changed and declined over the years. | | | | | We will be learning about the lifestyle of Victorians including comparing rich and poor, learning about industry in Britain, the British Empire, Victorian inventions and fashion. We will also do some work on traditions, superstitions and medicine in the Victorian era. | | | | We will do some general timeline work, we will place all the different eras that we have studied onto a timeline in order. We will be learning about the mummification process, Egyptian Gods and traditions, the Pyramids, hieroglyphics, Pharaohs and Egyptian inventions. | | |
| Languages | What do I look like? | | | | | What is the weather like? | | | | How much is it? | | |
|  | We will learn to talk about our appearance including hair and eye colour and height. Further to this we will learn the names of the parts of the body along with a variety of colours. We will learn some French songs about body parts and colours. This will support us in designing and describing our own alien in French. We will write sentences and ask questions about each other’s aliens. | | | | | During this unit will learn how to say simple questions and phrases linked to the weather. We will play a variety of games linked to the weather to consolidate our learning and this will lead into us creating a weather report on different countries around the world. We will write a script and add detail to our sentences. We will learn the names of different countries around the world in French. | | | | In this term we will be using our prior knowledge of numbers (Year 4s) and learning new numbers. We will learn about French currency and how the French write their prices. We set up a role play shop based on the class’ interests to support our speaking and listening. We will then create a catalogue of items for sale with prices written in numbers and words. In our catalogue we will write descriptions of the items in French. | | |
| Music | Ukulele | | | | | |  | | | Ocarinas | |  |
|  | We will be learning some basic skills on the Ukulele. We will be learning about written music and how to follow simple musical notations. | | | | | | In this term we will begin to listen with attention to detail and recall sounds with increasing aural memory. | | We will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. | | | In the Summer term we will develop an understanding of the history of music. |
| PE | Swimming is taught throughout the year to children in Class 4 | | | | | | | | | | | |
| Tennis | | | | | Tag Rugby | | | | Rounders/ Cricket | | Athletics |
|  | In this unit we will learn the basic rules of tennis. We will learn the different skills and how to play tactically. | | | | | During this unit we will learn the skills, tactics and attacking and defending principles. We will apply these when creating our own games to be tested, refined and played by others. | | | | We will be learning striking and fielding skills, to play the game. The children will also work on their teamwork skills needed to play as part of a team. | | In this unit pupils will have the opportunity to develop their skills in a variety of running, jumping and throwing activities in the lead up to competing in Sports day. |
| PSHE | New beginnings | | Getting on and falling out | | | Say no to bullying | | Going for goals | | Good to be me | | Relationships and changes |
|  | The class will be learning to see themselves as valued individuals within a community. We will consider how it feels to start something new, and how to deal with difficulties encountered in new challenges. | | We will focus on the value of diversity and cooperation in building a positive classroom ethos. We will approach common friendship problems and explore solutions to them. | | | We will learn about the difference between ‘direct’ and ‘indirect’ bullying, and how to recognise bullying. We will consider the different ways in which people can have power over others and how to encourage people who use bullying behaviours to make other choices. | | We will learn the attributes of effective learners and try top develop these skills. We will discuss setting realistic goals and challenges and make plans by breaking down our personal challenge into small manageable goals. | | We will learn about how to accept ourselves for who we are, the difference between being proud and boasting and the effects of boasting. We will learn about how the feeling part of our brain works and how it is sometimes overwhelming and influences our decisions. | | In this unit we will consider how other people see us and how this sometimes might lead to feelings of embarrassment. We will try to develop strategies to help us deal with feelings of embarrassment. We will also learn about how we might feel when a change takes you away from familiar people and places. |
| RE | God | Incarnation | | | | Islam | | Salvation and resurrection | | Creation | | God and the Holy Spirit |
|  | How do different Christians describe God? | What titles are given to Jesus at Christmas time? | | | | How does a mosque show that the idea of one community is important to Muslims? | | Where in a church building are the signs of salvation? What does the ‘Road to Emmaus’ story show Christians about Jesus? What evidence is there for resurrection? | | Does Science disprove Genesis? | | What part do Christians believe the Holy Spirit plays in confirmation? What part do Christians believe the Holy Spirit played in helping the disciples in the early church? |