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| **Class 4**  **Curriculum Overview**  **Year B** | | | | | | | | |
|  | Topic 1  The World | | | Topic 2  Ancient Civilizations | | Topic 3  We are Biologists | | |
| 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**  Pupils will be taught to:  - describe the movement of the Earth, and other planets, relative to the Sun in the solar system  - describe the movement of the Moon relative to the Earth  - describe the Sun, Earth and Moon as approximately spherical bodies  - use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. | | | Science units will be covered in the Summer term. | | **Animals Including Humans**  Pupils will be taught to  -describe the changes as humans develop to old age  -identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood  - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function  - describe the ways in which nutrients and water are transported within animals, including humans  **Living Things and their Habitats**  Pupils will be taught to:  - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird  -describe the life process of reproduction in some plants and animals  Pupils should be taught to:  -describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals  - give reasons for classifying plants and animals based on specific characteristics.  **Evolution and Inheritance**  Pupils will be taught to:  - recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago  - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents  - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. | | |
| 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 study Gaudi’s architecture and artwork. We will look in particular at Sagrada Familia. We will create a mood board with a design for a building or structure and some sketches and example mosaics that we would use. | | | We will be designing a canopic jar and creating it using papier mache. we will study the designs of Egyptian Canopic jars and we will try to replicate them.  We will also look at Ancient Islamic pattern designs and have a go at creating our own using repetition of geometric shapes. | | We will create human sculptures based on Barbara Hepworth’s artwork. After learning about her process and sketching some designs we will use wire and modrock to create our own sculptures. | | |
| Design and Technology |  | | |  | | Animals Including Humans topic   * Investigating sugar content of meals. * Revising different food types and how they affect our bodies and where food comes from.   Planning a low sugar savoury meal using in season ingredients. | | |
| Geography | The World | | | Ancient Civilizations | | We are Biologists | | |
|  | Pupils will be taught to:  - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  - locate the world’s countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America  - describe and understand key aspects of physical geography, including: climate zones, rivers and the water cycle | | | Pupils will be taught how to use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. | | Pupils will also be taught to describe and understand key aspects of physical geography including biomes. | | |
| History |  | | | Early Islamic Civilizations and Ancient Egypt | | See Science – Evolution and Inheritance | | |
|  |  | | | Pupils should be taught a non-European society that provides contrasts with British history –early Islamic civilization, including a study of Baghdad.  Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. | |  | | |
| Languages (French) | Our School | | | Money | | Holidays and Hobbies | | |
|  | We will be learning to talk about the different subjects in school in French. We will create a map of the school and label the different areas. We will learn how to talk about school equipment in French and will try to use this throughout the day  Grammar   * revise gender of nouns - use le, la, mon, ma * all subject pronouns (je, tu, il, elle, vous, nous, ils, elles) and apply a verb to each   apply to another verb to see pattern | | | We will learn about the currency used in France and revise numbers in order to learn how to use money. We will role play some shop situations and try some Maths with a French catalogue using numbers written in French.  Grammar   * use contractions (je – j’, tu – t’) compare with English   identify word classes (noun, adverb, adjective, verb) | | We will learn how to discuss the hobbies we like. We will talk about where we have been on holiday and what we did. We will then learn about the future tense and how to talk about where we would like to go on holiday and what we would like to do there.  Grammar   * choose the correct tense of a verb (present/ perfect/ imperfect/ future) * use the simple future tense and compare with English (I will play - jouer)   use immediate future tense with je, tu, il and elle and explain how it’s formed. | | |
| Music | Ocarina | | | Ocarinas | | Ocarinas | | |
|  | We will begin learning to play the ocarina. We will begin by learning the different notes and build up some short melodies. | | | We will continue working on the ocarinas by reading musical notation and learning tunes. We will challenge ourselves to play these tunes in a round. | | We will use Musical notation paper to create some of our own melodies. We will begin to learn some more complex notation to repeat bars, change the volume of the playing. We will attempt to follow each other’s notation. | | |
| 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 |
|  | We will be learning about how 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 the Church building are the signs of salvation? What does the ‘Road to Emmaus’ story show Christians about Jesus? What evidence is there for the resurrection. | Does Science disprove Genesis? | | What part do Christians believe the Holy Spirit plays in confirmation and in helping the disciples in the early church? |