

# CURRICULUM OVERVIEW

CYCLE 1 – Year 4						
	<b>Autumn 1</b> <b>Let's Fly Away</b> <b>Trip – Manchester</b> <b>airport</b>	<b>Autumn 2</b> <b>Stone Age to Iron Age</b>	<b>Spring 1</b> <b>Rainforests</b>	<b>Spring 2</b> <b>Ancient Egypt</b> <b>Workshop</b>	<b>Summer 1</b> <b>Chocolate</b> <b>(Maya Civilisation)</b>	<b>Summer 2</b> <b>Pots and Canals</b> <b>Trip - Middleport</b>
<b>English</b>	<p><b>POR books:</b> Tales of Wisdom and Wonder by Hugh Lupton (15-20 sessions)</p> <p>Peddler of Swaffham –</p> <ul style="list-style-type: none"> <li>• Drama</li> <li>• Letter writing in role</li> </ul> <p>Monkey and Papa God –</p> <ul style="list-style-type: none"> <li>• Retell using story map</li> <li>• Poetry</li> </ul> <p>Gregory Cool by Caroline Binch (10-15 sessions)</p> <ul style="list-style-type: none"> <li>• Character description</li> <li>• Diary entry</li> <li>• Non-chronological report about Tobago</li> </ul>	<p><b>POR books:</b> Ug: Boy Genius of the Stone Age by Raymond Briggs (20 sessions)</p> <ul style="list-style-type: none"> <li>• Mini dictionaries linked to vocab from book</li> <li>• Characters</li> <li>• Persuasive – house advert for stone age house</li> <li>• Blackout poetry linked to Remembrance</li> </ul>	<p><b>POR books:</b> The Great Kapok Tree by Lynne Cherry (15 sessions)</p> <ul style="list-style-type: none"> <li>• Description of a macaw</li> <li>• Non-fiction information text on macaws</li> <li>• Poetry linked to Rousseau art work 'Surprised'</li> </ul> <p>Hunted video clip – Literacy Shed</p> <ul style="list-style-type: none"> <li>• Newspaper report – warm write</li> </ul>	<p>The Egyptian Cinderella book (not POR) – description and setting description</p> <ul style="list-style-type: none"> <li>• Diary entries – Howard Carter</li> <li>• Literacy Shed clip – Tadeo Jones – narrative writing</li> <li>• Mummification – instructions Y3/ explanation Y4</li> </ul> <p>World Book Day Science week</p>	<p>Charlie and the Chocolate Factory -</p> <ul style="list-style-type: none"> <li>• Description</li> <li>• Alternative story following a scene from the film</li> <li>• Persuasive letter</li> </ul>	<ul style="list-style-type: none"> <li>• Biography – James Brindley</li> </ul> <p>The Tunnel by Anthony Browne (not POR)</p> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Harecastle Tunnel</li> </ul> <p><b>POR books:</b> Belonging by Jeannie Baker (15 sessions)</p>

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<b>Maths</b>	Place Value Addition and Subtraction	Addition and Subtraction Area Multiplication and Division	Multiplication and Division Length and Perimeter	Fractions Decimals	Decimals Money Time	Shape Statistics Position and Direction
<b>Science</b>	<u>Topic Theme</u> <b>States of Matter</b>  <u>Skills</u> Solids, liquids and gases Water cycle Drying investigation	<u>Topic Theme</u> <b>Animals including humans</b>  <u>Skills</u> The digestive system Teeth Healthy diet Rotting teeth investigation.	<u>Topic Theme</u> <b>Living things and their habitats</b>  <u>Skills</u> Different habitats Ecosystems Food webs Foods chains Pollution	<u>Topic Theme</u> <b>Electricity</b>  <u>Skills</u> Mains and battery appliances Electrical circuits Conductors and insulators Electricity generation	<u>Topic Theme</u> <b>Electricity</b>  <u>Skills</u> Practical circuit building Switches Isaac Newton Other scientists	<u>Topic Theme</u> <b>Sound</b>  <u>Skills</u> How does sound travel? How do we hear sound? The ear
<b>History</b>	<u>Skills</u> <ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a time line using dates.</li> </ul> <u>Activities</u> <ul style="list-style-type: none"> <li>Create a timeline of the history of flight, dating from the first aeroplane invented by the Wright Brothers to modern day commercial aviation.</li> </ul> <u>Key LKS2 Vocabulary</u> artefact, time period, change, chronology, years, decades, centuries, AD (Anno Domini), BC (Before	<u>Skills</u> <ul style="list-style-type: none"> <li>Chronological time line.</li> <li>using secondary sources.</li> </ul> <u>Activities</u> <ul style="list-style-type: none"> <li>Timeline of events.</li> <li>Tools used through the ages</li> <li>Hunter-gatherers to farmers</li> <li>Understanding the Bronze Age religion – technology and travel</li> </ul> <u>Key LKS2 Vocabulary</u> artefact, time period, change, chronology, years, decades, centuries, AD (Anno Domini), BC (Before		<u>Skills</u> <ul style="list-style-type: none"> <li>Develop knowledge of Ancient Egyptians using secondary sources.</li> </ul> <u>Activities</u> <ul style="list-style-type: none"> <li>Hieroglyphs – create name.</li> <li>Understand the process of Mummification.</li> <li>Understanding of believes and after life.</li> <li>Egyptian number system.</li> <li>Discovery of Tutankhamun.</li> <li>Egyptian Gods.</li> </ul> <u>Key LKS2 Vocabulary</u>	<u>Skills</u> <ul style="list-style-type: none"> <li>Describe the characteristic features of the past</li> <li>Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Compare some of the times studied with those of other areas of interest around the world.</li> </ul>	<u>Skills</u> <ul style="list-style-type: none"> <li>Describe changes that have happened in the locality of the school throughout history.</li> </ul> <u>Activities</u> <ul style="list-style-type: none"> <li>History of the canals of Stoke-on-Trent</li> <li>History of the mines of Stoke-on-Trent</li> <li>History of key Pot Banks</li> </ul> <u>Key LKS2 Vocabulary</u> artefact, time period, change, chronology, years, decades, centuries, AD (Anno Domini), BC (Before

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	Christ), Throughout the [ ] period	Christ), Throughout the [ ] period		artefact, time period, change, chronology, years, decades, centuries, AD (Anno Domini), BC (Before Christ), Throughout the [ ] period	<p><u>Activities</u></p> <ul style="list-style-type: none"> <li>Who were the Maya civilization?</li> <li>Mayan culture and beliefs.</li> <li>Compare the Maya to modern day Britain.</li> <li>Timeline of chocolate.</li> </ul> <p><u>Key LKS2 Vocabulary</u> artefact, time period, change, chronology, years, decades, centuries, AD (Anno Domini), BC (Before Christ), Throughout the [ ] period</p>	Christ), Throughout the [ ] period
<b>Geography</b>	<p><u>Skills</u> To investigate places. To communicate geographically Locate specific countries around the world and find information about their <b>key physical/human</b> characteristics. Name and locate continents.</p> <p><u>Activities</u> Identify countries on a map and find out about famous landmarks there.</p>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Map work</li> </ul> <p><u>Activities</u></p> <ul style="list-style-type: none"> <li>Find out where the best places to build Iron Age settlements were and why</li> <li>Make maps of surviving UK monuments from the Stone, Bronze and Iron Ages</li> <li>Find out about the settlement of Skara Brae</li> <li>Make a visitor's guide to Stonehenge</li> </ul>	<p><u>Skills</u> Geographical enquiry &amp; skills Knowledge/understanding of places. Ask geographical questions. Use appropriate geographical vocabulary. Use atlases, globes &amp; maps at a range of scales. Identify &amp; describe what places are like. Know the location of places &amp; environments (rainforests).</p> <p><u>Activities</u></p>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Map Work – locating countries and key locations</li> </ul> <p><u>Activities</u></p> <ul style="list-style-type: none"> <li>Locating Egypt on a World Map and landmarks.</li> </ul>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</li> </ul> <p><u>Activities</u></p> <ul style="list-style-type: none"> <li>Where does Chocolate come from?</li> <li>From bean to bar</li> <li>Fairtrade</li> </ul>	<p><u>Skills</u> Describe how the locality of the school has changed over time. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <p><u>Activities</u></p> <ul style="list-style-type: none"> <li>Local walk</li> <li>Aerial view compare/contrast – give opinions of</li> </ul>



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	<p>To use secondary sources inc maps, atlases and the internet to find key human/physical features of a specified country and create a Fact Sheet about that country.</p> <p>To identify countries, places and airports on world maps.</p>		<p>Discover the equator and tropics of Cancer &amp; Capricorn on a world map and that tropical rainforests are situated between the tropics.</p> <p>To name countries which contain tropical rainforests and find out some facts about them.</p> <p>Layers of the Rainforest. To understand what life would be like in a Rainforest/ animals suited to live there..</p> <p>To create a proposal (or design a poster) to suggest how deforestation could be minimised.</p> <p>Global warming Sustainable development Deforestation</p>			<p>which they prefer.</p> <ul style="list-style-type: none"> <li>• Victorian housing vs modern housing</li> <li>• James Brindley – Canals and Locks.</li> </ul>
<p><b>DT</b></p>	<p>N/A</p>	<p>N/A</p>	<p><b>DT Strand</b> Electrical Systems – Simple Circuits and Switches</p> <p><b>Project Brief</b> Design, make and evaluate a light up rainforest animal picture for tourist map.</p> <p><b>Activities</b></p>	<p><b>DT Strand</b> Mechanics – Levers and Linkages</p> <p><b>Project Brief</b> Design, make and evaluate a shaduf for Egyptian farmers to irrigate the land.</p> <p><b>Activities</b></p>	<p>N/A</p>	<p><b>DT Strand</b> Food – Healthy and Varied Diet</p> <p><b>Project Brief</b> Design, make and evaluate pikelets for locals and tourists.</p> <p><b>Activities</b></p>



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			To use the simple circuits to create a rainforest picture that would attract people to come to an area. Evaluate ideas and products.	To research the invention of a shaduf and how to recreate it using levers and linkages. Evaluate ideas and products.		To follow a simple local recipe for pikelets. Research the importance of pikelets to locality. Evaluate ideas and products.
<b>Art</b>	<p><u>Storytelling Through Drawing</u> Explore how artists create sequenced drawings to share and tell stories. Create concertinas or comic strips to retell poetry or prose through drawing.</p>	<p><u>Exploring Pattern</u> Exploring how we can use colour, line and shape to create patterns, including repeating patterns</p>	<p><u>The Art of Display</u> Explore how the way we display our work can affect the way it is seen.</p>	<p><u>Exploring Still Life</u> Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.</p>	<p><u>Sculpture, Structure, Inventiveness &amp; Determination</u> What can artists learn from nature?</p>	<p><u>Festival Feasts</u> How might we use food and art to bring us together?</p>
<b>Music</b>	<p><u>Skills</u> Listen to and evaluate music</p> <p><u>Activities</u> Listening to and evaluating music from different parts of the world.</p> <p><u>Key Vocabulary</u> Duration, timbre, pitch, beat, tempo, texture, silence, mood, feeling</p>	<p><u>Skills</u> Listen to and evaluate music Composing and transcribing</p> <p><u>Activities</u> Listen to 'Peter and the Wolf' – identify motifs and instruments Compose motifs for Ug and family using glockenspiels</p> <p><u>Key Vocabulary</u> Compose, create effects, repeated patterns, graphic score, accompaniment, drone</p>	<p><u>Skills</u> Composing and transcribing music</p> <p><u>Activities</u> Creating music using voices, untuned and tuned instruments to represent rainforest. Transcribing using graphic scores / simple notation.</p> <p>Paper Groove – Music Express</p> <p><u>Key Vocabulary</u> Compose, create effects, repeated patterns, graphic score, accompaniment, drone</p>	<p><u>Skills</u> Performing music (instrumental)</p> <p><u>Activities</u> Performing Egyptian songs. Composing Egyptian songs. Amazing Egyptians – Music Express</p> <p><u>Key Vocabulary</u> Melody, make / control long and short sounds, rhythm, pitch, in tune, parts, control, awareness, tuned, untuned, notes</p>	<p><u>Skills</u> <u>Skills</u> Describing music Performing music (Instrumental)</p> <p><u>Activities</u> Listening to and describing film music (links to dance in PE)</p> <p>Djembe drumming (Year 4)</p> <p><u>Key Vocabulary</u> Duration, timbre, pitch, beat, tempo, texture, silence, mood, feeling</p>	<p><u>Skills</u> Performing music (instrumental) and composition</p> <p><u>Activities</u> Learning about different instruments and performing on them (Music Express). Using instruments to create particular sounds related to local industry.</p> <p><u>Key Vocabulary</u> Melody, play, instrument, make / control long and short sounds, rhythm, pitch, in tune, parts, tuned, untuned, pulse, ostinato, rhythm, beat</p>

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<p><b>French</b></p>	<p><b><u>Encore – Revision</u></b></p> <p><b><u>Grammar Skills</u></b> Revise ‘avoir’ (to have) phrases. Eg. She has short hair</p> <p><b><u>Activities</u></b> Describe people Describe someone’s nationality Use adjectives to describe people</p>	<p><b><u>Quelle heure est-il?-What time is it?</u></b></p> <p><b><u>Grammar Skills</u></b> Present tense verbs to describe activities Express the time</p> <p><b><u>Activities</u></b> Talk about activities Tell the time Talk about what time you do activities</p>	<p><b><u>Les Fêtes-festivals</u></b></p> <p><b><u>Grammar Skills</u></b> Give dates of festivals throughout the year; Ask for various presents; Count up to 60; Understand and give imperative instructions; Recognise plural forms.</p> <p><b><u>Activities</u></b> Talk about festivals and dates Count up to 60 Give and understand instructions</p>	<p><b><u>Où vas-tu?/Where are you going?</u></b></p> <p><b><u>Grammar Skills</u></b> Recognise various French cities; Ask and answer where you are going, Understand and give instructions for directions; Describe the weather in a certain location in a short sentence.</p> <p><b><u>Activities</u></b> Talk about going to French cities Give and understand directions Talk about the weather</p>	<p><b><u>On mange/We are eating</u></b></p> <p><b><u>Grammar Skills</u></b> Ask what someone wants Say what you want Talk about verbs using (de, des) Ask how much something costs Use ‘on’ to talk about the first person Give basic opinions about food.</p> <p><b><u>Activities</u></b> Go shopping for food Ask how much something costs Talk about activities at a party Give opinions about food</p>	<p><b><u>Le cirque/The circus</u></b></p> <p><b><u>Grammar Skills</u></b> Give the names of various French speaking countries Use positive and negative phrases Describe items of clothing using colour adjectives.</p> <p><b><u>Activities</u></b> Discuss French speaking countries Discuss the language we speak Identify different items of clothing using colour adjectives.</p>
<p><b>Computing</b></p>	<p>Unit 4.1 Coding Number of lessons – 6 Main Programs – 2Code</p>	<p>Unit 4.3 Spreadsheets Number of lessons – 6 Programs – 2Calculate</p> <p>Unit 4.8 Hardware Investigators Number of lessons – 2</p>	<p>Unit 4.4 Writing for different audiences Number of lessons – 5 Programs – 2Email, 2Connect, 2DIY</p>	<p>Unit 4.5 Logo Number of lessons – 4 Programs – Logo</p> <p>Unit 4.9 Making Music Number of Lessons – 4 Main Program – Busy Beats</p>	<p>Online safety Twinkl lessons</p>	<p>Unit 4.6 Animation Number of lessons – 3 Programs – 2Animate</p> <p>Unit 4.7 Effective Search Number of lessons – 3 Programs – Browser</p>
<p><b>PE</b></p>	<p>L1 - Fitness L2 - Football</p>	<p>L1 - Gymnastics L2 - Netball</p>	<p>L1 – Dance L2 - Hockey</p>	<p>L1 – Dance L2 - Basketball</p>	<p>L1 - Athletics L2 - Tennis</p>	<p>L1 - Rounders L2 - Tennis</p>
<p><b>RE</b></p>	<p>Sikhism: Beliefs - Looking at the demographics of Sikhism in London and globally - Learning about the life of Guru Nanak, the Five Ks and Sikh beliefs</p>	<p>Sikhism: Practices - Looking at the gurdwara, Sikh weddings, langar and the festival of Vaisakhi</p>	<p>What do stories in the Bible tell us about Christianity? - Looking at more Bible stories through the Story Whoosh Bible - Using art to foster</p>	<p>What does a church look like? - Looking at different churches and the different architectural styles found in London - Learning about the different styles of</p>	<p>What are the Five Pillars of Islam? - Learning about the Five Pillars of Shahada, Salat, Sawm, Zakat and Hajj - Looking at each in turn and learning how</p>	<p>What does London’s Muslim community look like? - Learning about the demographics of Islam in London - Looking at the festival of Eid and the</p>

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	about God and the afterlife		discussion about the stories and their importance to Christians - Preparing and performing a short play based on one of the stories	worship which take place in churches.	they impact the life of Muslims	Grand Iftar and how they are celebrated in the U
<b>PSHE</b>	Human Rights	Respect – falling out and making up	Respect – falling out and making up	Emergency Situations	Money Sense -NatWest	
<b>Enrichment activities.</b>	Runway Visitor Park Manchester Harvest Festival Change for Life	Remembrance Service Children in Need Road Safety Week Anti-bullying Week Theatre Visit Christmas Fayre	Young Voices Internet Safety Day Change for life day	Egyptian workshop day Change for life Dance Festival World Book Day Science Week	Cadbury World Change for Life	Middleport Pottery Visit Summer Fayre