

## Curriculum Overview

| <u>Subject</u>   | <u>Term 1</u>   | <u>Term 2</u>  | <u>Term 3</u>  | <u>Term 4</u>  | <u>Term 5</u>  | <u>Term 6</u>   |
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| <b>Science</b>   |   | Plants.<br>Function of the parts, their needs, the life cycle of a plant from seed to fruit.                   | Shadows.<br>How they are formed, how they change, how the eye sees, and how light is reflected off different surfaces.                           | Rocks.<br>Comparing and grouping rocks according to their properties. How soils and fossils are formed.                              | Magnetism.<br>An understanding of the two poles of a magnet, attraction and repulsion, which materials are magnetic.   | The human body.<br>Through studying Usain Bolt's speed gain an awareness of diet, digestive system and muscular system.   |
| <b>RE</b>        | Looking at different Bible characters and historical characters who have been called by God, and how we can be also.                              | Understanding what it meant to have God with us (linking to the Christmas story) and what it means for us now. | How Jesus changes people lives, from New Testament characters to more modern religious pioneers.<br><b>Learning the importance of tolerance.</b> | Studying the sadness and joy of Easter – being able to retell the events of Holy Week, using religious vocabulary and understanding. | Rules for Living. How the ten commandments are beneficial and repeated across many cultures.<br><b>Understanding the rule of law and its implementation.</b> | How harvest is celebrated by people of all faiths, and how there is a connection between Christian belief and behaviour in relation to the harvest.<br><b>Mutual Respect.</b> |
| <b>Computing</b> | Making power points and fact sheets to accompany our Greece topic.  | Using Scratch to teach computer programming by manipulating a sprite.  | Using video editing skills to create a short news clip as a presenter.   | Understanding how computer connect with each other and send messages through a network.  | Using excel to record the results of opinion polls.  | Creating a design using the art packages.   |
| <b>History</b>   | A study of Greek life and achievements and their influence on the western world.<br><b>Learning the origins and characteristics of democracy.</b> | Understanding how Victorian people shaped life around Golborne.  |  | Researching the first people to live in Britain – from stone age to iron age, learning how we use evidence.                          |  | How Sir Titus Salt improved people's lives by introducing social housing around his mills.<br><b>Individual Liberty and Mutual Respect.</b>                                   |
| <b>Geography</b> | Understand geographical similarities and differences through  | Researching why people go to the Mediterranean for their holidays.   | Understanding the causes behind natural disasters upon the Earth such as   |  |  |   |

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|                         | the study of human and physical geography of Greece.  | Understanding location features, climate and making comparisons to UK.            | tsunamis, earthquakes, volcanoes, and their location.  |   |   |  |
| <b>Art</b>              | Mask making.<br>Designing and oil painting.   |   | Being book illustrators. Showing expression on characters faces, and setting mood for story. |   | Creating a landscape painting.<br>Using a range of brushes and mixed colours. |  |
| <b>DT</b>               |   | Stem challenges.<br>Creating a design brief to solve a specific problem.          |  |   | Tree Houses. Making a strong structure to a chosen design.                    | STEM activities.<br>Using limited materials to solve a problem.                    |
| <b>Music</b>            | Percussion skills.  | Learning rhythm patterns and timing.  | Understanding the notes and learning to play on tuned instruments.                           | Steel Drums.  | Playing tunes on a variety of tuned instruments.                              | Singing in co-ordination and layering to create effect.                            |
| <b>MFL (French)</b>     | Greetings. Numbers 1-20. Listening carefully to spoken speech and responding to songs and rhymes. | Age, colours and Christmas. Developing a cultural awareness.                      | Command words, understanding instructions and messages. Describing actions.                  | Transport. How do you get to school? Listen and respond. Describe objects.                      | Food. Farm animals. Naming objects. Appreciate songs.                         | Summer on the beach. Name and describe objects. Ask and answer familiar questions. |
| <b>PE</b>               | Dance.  | Gymnastics.   | Co-ordination skills rotated in circuits.  | Throwing and Catching.  | Progressing to team games - volleyball.                                       | Athletics.   |
| <b>PSHE</b>             | Helping others and being kind.  |   | Keeping healthy. Eating the right foods.   |   | How rules help us to play together.   |  |
| <b>Outdoor Learning</b> | Experiencing the weather outside, taking readings and comparing to Greece.                        | Walk around Golborne, learning about changes since Victorian times and recording. | Using chalk to show how shadows change during the day. Orienteering – find the letters.      | Active Hope Trip – wild cooking, den building, team challenges. Orienteering – photo challenge. | Measuring how far the children can run in 9.58 seconds.                       | Motivated minds activities. Orienteering – find the objects.                       |