

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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| Science | | <p><u>Animals, including Humans</u></p> <p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> | <p><u>Living Things and their Habitats</u></p> <p>Identify and name a variety of living things (plants and animals) in the local and wider environment and group them.</p> <p>Recognise that environments can change and can pose dangers.</p> | <p><u>Sound</u></p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that that sounds get fainter as the distance from the sound source increases.</p> | <p><u>States of Matter</u></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> | <p><u>Electricity</u></p> <p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good</p> |

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| | | | | | | conductors. |
| RE | <p><u>God, David and the Psalms</u></p> <p>Explore the Story of David and his strengths and qualities.</p> <p>To read the Psalms and use them to discover more about the nature of God.</p> <p><u>British Values</u> Individual Liberty</p> | <p><u>Christmas Exploring</u></p> <p>Give pupils an understanding of the Christian belief that Jesus is the, 'Light of the World'.</p> <p>Explore the multi-faceted metaphor of bringing light into people's lives.</p> <p><u>British Values</u> Individual Liberty Mutual respect</p> | <p><u>Jesus Son of God</u></p> <p>Deepen the children's understanding of Jesus, who he was, his teaching and behaviour.</p> <p>Use the events covered in the stories in this unit to illustrate and emphasise that Jesus is the Son of God; that he was born both God and man.</p> | <p><u>Easter Story</u></p> <p>Give children the opportunity to reflect upon the importance of power and the effect of betrayal, trust and forgiveness.</p> <p>Deepen pupil's understanding of the concept of salvation.</p> <p>Focus on the significance of the incidents of betrayal and trust in the Easter story.</p> <p><u>British Values</u> Democracy Individual Liberty Rule of Law Mutual respect</p> | <p><u>What is Prayer</u></p> <p>Ensure that the children know that prayer is a way of communicating with God.</p> <p>Know that we/Christians believe that God listens and responds.</p> | <p><u>Are all churches the same</u></p> <p>Give children an understanding of the church in its widest sense.</p> <p>To ensure pupils know that Christianity is a multi-cultural worldwide faith.</p> <p>To enable pupils to see the similarities and differences between denominations and to develop further their understanding of symbolism.</p> <p>To further develop children's understanding of places of worship from faiths other than Christianity e.g. Islam, Sikhism, Hinduism etc.</p> |

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| Computing | <p><u>E-Safety</u></p> <p>Discuss how to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><u>British Values</u> Individual Liberty Rule of Law Mutual respect</p> | <p><u>Digital Literacy</u></p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> | <p><u>Computer Science</u> <u>Scratch</u></p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> | <p><u>Information Technology</u></p> <p><u>Creating documents</u> <u>Animal fact files</u></p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> | <p><u>Computer Science</u> <u>Kodu</u></p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> | <p><u>Understanding how search engines work.</u></p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> |
| History | <p><u>The Roman Empire</u></p> <p>Explore the Roman Empire and its impact on Britain.</p> <p>Understand the significance of</p> <ul style="list-style-type: none"> - Julius Caesar - Hadrian's Wall - Boudica - Romanisation of Britain | | | <p><u>Life 100 years ago</u></p> <p>Explore and discuss the areas of Leisure and Entertainment in the 20th century.</p> | | <p><u>Early Law</u></p> <p>Explore crime and punishment from the Anglo Saxons to the present day.</p> <p><u>British Values</u> Democracy Individual Liberty Rule of Law Mutual respect</p> |

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| | <p><u>British Values</u> Democracy Individual Liberty Rule of Law Mutual respect</p> | | | | | |
| Geography | | <p><u>Why are cities cool places to live?</u></p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> | <p><u>Where would you choose to build a city?</u></p> <p>Explore settlements, land use, economic activity, including natural resources, especially energy and water supplies.</p> | | <p><u>Local Geography</u></p> <p>Explore settlements, land use, economic activity, including natural resources, especially energy and water supplies.</p> | |
| Art | <p><u>Sketching the school property</u></p> <p>Explore how to improve mastery of art and design techniques, including drawing.</p> | <p><u>Painting of a building of London</u></p> <p>To improve their mastery of art and design techniques, including drawing, painting and</p> | <p><u>Painting of a flower</u></p> <p>Discuss great artists, architects and designers in history.</p> | <p><u>Sketching and background of an animal</u></p> <p>Further explore how to improve mastery of art and design techniques,</p> | <p><u>Self Portrait</u></p> <p>Explore more techniques to express and explore an individual's image.</p> <p><u>British Values</u></p> | <p><u>Light and Shadow</u></p> <p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an</p> |

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| | | sculpture with a range of materials. | Explore the techniques and skills of various artists. | including drawing. | Individual Liberty | increasing awareness of different kinds of art, craft and design. |
| DT | <u>Roman Weapons</u> Can they tell if a finished product is going to be good quality? | <u>STEM BRIDGE BUILDING</u> Thinking of how they will check if a design is successful? Begin to explain how they can improve an original design? Evaluate a product, thinking of both its appearance and the way it works? | | <u>3D Card Pop-up</u> Come up with at least one idea about how to create a product? | | <u>Build a house with lights</u> Show a good level of expertise when using a range of tools and equipment? |
| Music | <u>Creating rhythms for music</u> Listen with attention to detail and recall sounds with increasing aural memory. | <u>Reading Music</u> Use and understand staff and other musical notations. | <u>Listen and perform songs</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. | <u>Exploring a History Jazz</u> Develop an understanding of the history of music. Use and understand staff and other musical notations. British Values Individual Liberty Mutual respect | <u>Listen and perform songs</u> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. | <u>Developing a depth for music</u> Improvise and compose music for a range of purposes using the inter-related dimensions of music |

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| MFL | <u>Recap greetings</u> <u>Ordering food in a cafe</u> Engage in conversations. Ask and answer questions. Describe things orally. | <u>Month/seasons</u> <u>When is your birthday?</u> Give a response with a short phrase. Understand cultural awareness. | <u>Describing myself</u> Describe people and start speaking in short sentences. Begin to recognise the written word. | <u>Clothes</u> Describe things. Engage in short conversations. | <u>Rooms in a house</u> <u>Describe your house</u> Describe things orally and begin to write a simple sentence. | <u>Sports and activities</u> Appreciate songs and rhymes. Engage in conversations. Describe actions. |
| PE | <u>Invasion Games unit</u> | <u>Invasion Games unit</u> <u>Dance</u> | <u>Y3/4 athletics cycle B</u> | <u>Gym</u> <u>Tri golf</u> | <u>Net/wall core task 2</u> <u>OAA unit</u> | <u>Run the loop</u> <u>Rounders</u> |
| PSHE | <u>Bullying</u> Give examples of strategies, to respond to being bullied, including what people can do and say; Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from. <u>British Values</u> Individual Liberty Rule of Law | <u>Outdoor safety</u> Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; Identify situations which are either dangerous, risky or hazardous; Suggest simple strategies for managing risk. <u>British Values</u> Rule of Law Mutual respect | <u>Making the right choices</u> Give examples of choices they make for themselves and choices others make for them; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. | <u>Staying healthy</u> Explain how different people in the school and local community help them stay healthy and safe; Define what is meant by 'being responsible'; Describe the various responsibilities of those who help them stay healthy and safe; Suggest ways they | <u>Feelings and Emotions</u> Demonstrate a range of feelings through their facial expressions and body language; Recognise that their feelings might change towards someone or something once they have further information. <u>British Values</u> Individual Liberty Mutual respect | <u>Money</u> Define the terms 'income' and 'expenditure'; List some of the items and services of expenditure in the school and in the home; Prioritise items of expenditure in the home from most essential to least essential. |

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| | Mutual respect | | | can help the people who keep them healthy and safe. | | |
| Outdoor Learning | <u>Re-enactment of mini battle</u> Recognise how roman soldiers set up for battle. Explore tactics used by Roan soldiers. | | <u>Mini beast locations</u> Collect mini beasts and other species of creatures from the school grounds. Create a small habitat for that specific living thing. | | <u>Local data gathering</u> Collecting information about Golborne through the use of a local walk through the centre. Explore human and physical features within Golborne. Discuss how we could make it a better place. | <u>Visit churches of Golborne and Lowton</u> Visit different churches within Golborne and Lowton. Explore the faiths and structures of the buildings. Sketch a church using specific skills to include detail. |

Identify British Values and where they are taught.