

## 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>
<b>Science</b>	<p><b><u>Could you be the next CSI investigator?</u></b></p> <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets            Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution            Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating            Give reasons, based on evidence from comparative and fair</p>	<p><b><u>Can you feel the force?</u></b></p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object            Identify the effects of air resistance, water resistance and friction, that act between moving surfaces            Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p><b><u>Will we ever send another human to the moon?</u></b></p> <p>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.</p>	<p><b><u>How different will you be when you are as old as your grandparents?</u></b></p> <p>Describe the changes as humans develop to old age.</p>		<p><b><u>Do all animals and plants start life as an egg?</u></b></p> <p>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.</p>

	tests, for the particular uses of everyday materials, including metals, wood and plastic					
<b>RE</b>	<p><b><u>The Bible</u></b></p> <p>Deepen children's understanding of the importance and impact of the contents of the Bible.</p>	<p><b><u>Christmas: The Gospels of Matthew and Luke</u></b></p> <p>Give children a Biblical perspective on the nativity story. Challenge their ideas and deepen their understanding of the true meaning of Christmas.</p> <p><b>Individual Liberty – The right to have own views of events.</b></p>	<p><b><u>Jesus the Teacher</u></b></p> <p>Emphasise Jesus' skills as a great teacher. Consider carefully the messages of the parables and how they impact on the lives of practising Christians.</p>	<p><b><u>Loss and Death and Christian Hope</u></b></p> <p>Give children an opportunity to ask questions, and discuss feelings about loss, death and heaven. Open up their ideas and perceptions of loss, death and Christian hope, giving them time to think about and respond to the key questions in a safe loving environment. Develop the children's understanding of Christian hope and the promise of eternal life with God.</p>	<p><b><u>Daniel</u></b></p> <p>Enable the children to realise that there is more to discover about Daniel than just his escape from the lion's den!</p>	<p><b><u>The Pentecost and what happened next?</u></b></p> <p>Provide children with an opportunity to gain greater understanding of the lives and resilience of the early Christians. To realise the significance of the life of St Paul and the concept of mission. To learn basic facts about how Christianity came to Britain.</p>
<b>Computing</b>	<p><b><u>We Are Game Developers</u></b></p> <p>This unit will enable the children to: create original</p>	<p><b><u>We Are Cryptographers</u></b></p> <p>This unit will enable the children to: be familiar with</p>	<p><b><u>We Are Artists</u></b></p> <p>This unit will enable the children to: develop an appreciation of the</p>	<p><b><u>We Are Web Developers</u></b></p> <p>This unit will enable the children to: develop their</p>	<p><b><u>We Are Bloggers</u></b></p> <p>This unit will enable the children to: become familiar with blogs as a medium</p>	<p><b><u>We Are Architects</u></b></p> <p>This unit will enable the children to: understand the work of architects,</p>

	<p>artwork and sound for a game design and create a computer program for a computer game, which uses sequence, selection, repetition and variables detect and correct errors in their computer game use iterative development techniques (making and testing a series of small changes) to improve their game.</p>	<p>semaphore and Morse code understand the need for private information to be encrypted encrypt and decrypt messages in simple ciphers appreciate the need to use complex passwords and to keep them secure have some understanding of how encryption works on the web</p>	<p>links between geometry and art become familiar with the tools and techniques of a vector graphics package develop an understanding of turtle graphics experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from their peers develop some awareness of computer-generated art, in particular fractal-based landscapes.</p>	<p>research skills to decide what information is appropriate understand some elements of how search engines select and rank results question the plausibility and quality of information develop and refine their ideas and text collaboratively develop their understanding of e-safety and responsible use of technology</p>	<p>and a genre of writing create a sequence of blog posts on a theme incorporate additional media comment on the posts of others develop a critical, reflective view of a range of media, including text.</p> <p><b>Individual Liberty – Freedom of speech when blogging.</b></p>	<p>designers and engineers working in 3D develop familiarity with a simple CAD (computer aided design) tool develop spatial awareness by exploring and experimenting with a 3D virtual environment develop greater aesthetic awareness.</p>
<b>History</b>		<p><b><u>Tudors</u></b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, e.g. a significant turning point in British history.</p> <p><b>Rule of Law – Why is it important to have</b></p>			<p><b><u>Ancient Egypt</u></b></p> <p>Recount ancient Egyptian events relating to a timeline.</p>	

		laws? Should they be changed by just one person?				
<b>Geography</b>	<p><b><u>Rainforest</u></b></p> <p>locate the world's countries, using maps to focus on South America and concentrating on their environmental regions, key physical and human characteristics.</p>	<p><b><u>Why is Brazil in the news again?</u></b></p> <p>locate the world's countries, using maps, to focus on South America and concentrating on their key physical and human characteristics, countries, and major cities.</p>				<p><b><u>What's So Special About the USA?</u></b></p> <p>Name and locate many of the world's major rivers on maps. Name and locate many of the world's most famous mountain regions on maps. Locate the USA and Canada on a world map and atlas.</p> <p>Mutual Respect/tolerance – Topical, are views of USA shared around the world? Is this important?</p>
<b>Art</b>	<p><b><u>Rainforest Paper Mache 3D art</u></b></p> <p>Experiment with different styles which artists have used. Combine visual and tactile qualities.</p>			<p><b><u>Self Portraits</u></b></p> <p>Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information Organise line, tone, shape and colour to</p>		

				represent figures and forms.		
<b>DT</b>		<p><b><u>Christmas STEM – Christmas Parachute</u></b></p> <p>Come up with a range of ideas after they have collected information. Take a user’s view into account when designing. Keep checking that their design is the best it can be. Check whether anything could be improved? Evaluate appearance and function against the original criteria?</p>	<p><b><u>Bread Making</u></b></p> <p>Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>			<p><b><u>What Would That Map Look Like in £D?</u></b></p> <p>When designing and making, pupils should be taught to: Select from and use a wider range of materials according to their functional properties and aesthetic qualities.</p>
<b>Music</b>	<p><b><u>Livin’ On A Prayer</u></b></p> <p>Each musical Unit of Work comprises the following strands of musical learning</p> <p>Listening and Appraising Musical Activities</p>	<p><b><u>Rocking around The Christmas Tree</u></b></p> <p>Each musical Unit of Work comprises the following strands of musical learning</p> <p>Listening and Appraising Musical Activities</p>	<p><b><u>Classroom Jazz 1</u></b></p> <p>Each musical Unit of Work comprises the following strands of musical learning</p> <p>Listening and Appraising Musical Activities</p>	<p><b><u>Music Enrichment Week – Rock</u></b></p> <p>Each musical Unit of Work comprises the following strands of musical learning</p> <p>Listening and Appraising Musical Activities</p>	<p><b><u>Dancing in the Street!</u></b></p> <p>Each musical Unit of Work comprises the following strands of musical learning</p> <p>Listening and Appraising Musical Activities</p>	<p><b><u>Reflect, Rewind and Review</u></b></p> <p>Each musical Unit of Work comprises the following strands of musical learning</p> <p>Listening and Appraising Musical Activities</p>

	Warm-up Games Optional Flexible Games Singing Playing instruments Improvisation Composition Performing	Warm-up Games Optional Flexible Games Singing Playing instruments Improvisation Composition Performing	Warm-up Games Optional Flexible Games Singing Playing instruments Improvisation Composition Performing	Warm-up Games Optional Flexible Games Singing Playing instruments Improvisation Composition Performing	Warm-up Games Optional Flexible Games Singing Playing instruments Improvisation Composition Performing	Warm-up Games Optional Flexible Games Singing Playing instruments Improvisation Composition Performing
<b>MFL</b>	<b><u>Recap greetings, Where?</u></b> Hold a simple conversation with 4 exchanges. Write a short paragraph.	<b><u>Rainforest animals, prepositions, Christmas</u></b> Describe people, places, things and actions orally and in writing Languages. Cultural awareness	<b><u>Weather</u></b> Speak in sentences, using familiar vocabulary, phrases and basic language structures Ask and answer questions;	<b><u>Body and illness</u></b> Explore the patterns of sounds of language through songs Present ideas and information orally	<b><u>Directions and shops</u></b> Hold a simple conversation with 4 exchanges. Speak in sentences, using familiar vocabulary, phrases. Cultural awareness	<b><u>Food and shopping</u></b> Understand longer passages made of familiar language in simple sentences Cultural awareness. Present ideas and information orally.
<b>PE</b>	<b><u>Invasion Games</u></b> <b><u>Gymnastics</u></b>	<b><u>Dance</u></b>	<b><u>School Of Military</u></b>	<b><u>School Of Military</u></b>	<b><u>Athletics</u></b>	<b><u>Net/Wall Games</u></b>
<b>PSHE</b>	<b><u>Healthy Lifestyles</u></b> This unit explores the warnings and dangers of smoking and the benefits of keeping fit.	<b><u>Keeping Safe</u></b> This unit explores children’s emotional needs and how to deal with daily dilemmas.	<b><u>Feelings and Emotions</u></b> This unit explores how the children can be a good friend.	<b><u>Valuing Differences</u></b> This units explores the value of acceptance and its importance in everyday life.  <b>Tolerance – Valuing the difference of others.</b>	<b><u>Rules, Rights and Responsibilities</u></b> This unit explores the role of the local council and its responsibility within the local community.  <b>Democracy – How does a democracy work at a local level?</b>	<b><u>Money</u></b> This unit explores the value of money and how it is earned. Also how to spend money wisely and budget.

<b>Outdoor Learning</b>		<p><b><u>Shelters</u></b></p> <p>Children study what is needed to survive in Rainforest environment. Can they construct shelter to survive?</p>		<p><b><u>Research</u></b></p> <p>QR code activity. Children using the outside area to use QR code to gather questions and answer relating to an artist.</p>		<p><b><u>Terrain</u></b></p> <p>Children to study playground terrain. Which parts are raised? How far off the ground? How can this be represented on a map?</p>

**Identify British Values and where they are taught.**