

## 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>		<u>Living Things and Their Habitats</u> - Classify living things into broad groups. - give reasons for classification. - Observe characteristics of living things.	<u>Electricity</u> - Associate brightness of a lamp to the number of cells in a circuit. - Use recognised symbols when building a circuit. - Build a working circuit		<u>Animals including humans.</u> - Label and understand parts of the circulatory system. - Label major organs of the human body.  <u>Evolution</u> - Recognise that things have changed over time. - Recognise how offspring differ from their parents. - Identify how animals are suited to their environment.	<u>Light</u> - Recognise that light travels in straight lines. - Explain how the eyes see objects.
<b>RE</b>	<u>Life as a Journey</u> <u>Individual Liberty</u> - Understanding that Jesus' life impacted people. - Explain how faith impacts people. - Communicate their hopes and dreams for the future.	<u>Advent</u> - Understanding that Advent is a time for preparation. - Describe the symbols, practices and beliefs of Advent.		<u>Easter</u> - Understand the meaning of Lent. - Describe the events of Holy Week.	<u>Eucharist</u> - Links between Christian beliefs, the Eucharist, the Last Supper and the Passover. - Understand symbolism associated with the Eucharist.	<u>Ideas about God.</u> <u>Mutual Respect</u> - Believing in God as the Trinity. - Identify the elements in Christian worship that express beliefs about God.

					<u>Ascension and Pentecost</u> - How people’s lives can be transformed and inspired by the Holy Spirit. - Retell the stories of Ascension and Pentecost.	
<b>Computing</b>	<u>We are adventure gamers:</u> <ul style="list-style-type: none"> <li>• They can learn some of the syntax of a text-based programming language</li> <li>• They can use commands to display text on screen, accept typed user input, store and retrieve data using variables and select from a list</li> <li>• They can plan a text-based adventure with multiple ‘rooms’ and user interaction thoroughly debug the program</li> </ul>	<u>We are computational thinkers:</u> <ul style="list-style-type: none"> <li>• They can develop the ability to reason logically about algorithms</li> <li>• They can understand how some key algorithms can be expressed as programs</li> <li>• They can understand that some algorithms are more efficient than others for the same problem</li> <li>• They can create common algorithms for searching and sorting a list appreciate algorithmic approaches to problems in</li> </ul>	<u>We are advertisers:</u> <ul style="list-style-type: none"> <li>• They can think critically about how video is used to promote a cause</li> <li>• They can storyboard an effective advert for the cause</li> <li>• They can work collaboratively to shoot original footage and source additional content, acknowledging intellectual property rights.</li> <li>• They can work collaboratively to edit the assembled content to make an effective advert.</li> </ul>	<u>We are publishers:</u> <ul style="list-style-type: none"> <li>• They can manage or contribute to large collaborative projects, facilitated using online tools</li> <li>• They can write and review content</li> <li>• They can source digital media while demonstrating safe, respectful and responsible use</li> <li>• They can design and produce a high-quality print document.</li> </ul>	<u>We are web technicians:</u> <ul style="list-style-type: none"> <li>• They can appreciate that computer networks transmit and receive information digitally</li> <li>• They can understand the basic hardware needed for computer networks to work</li> <li>• They can understand key features of internet communication protocols</li> <li>• They can develop a basic understanding of how domain names are converted to numerical IP addresses</li> </ul>	<u>We are travel writers:</u> <ul style="list-style-type: none"> <li>• They can research a location online using a range of resources appropriately.</li> <li>• They can understand the safe use of mobile technology, including GPS. capture images, audio and video while on location</li> <li>• They can showcase shared media content through a mapping layer.</li> </ul>

		mathematics.				
<b>History</b>	<u>Slavery</u> <u>Tolerance/ Rule of Law</u> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		<u>Vikings</u> <u>Rule of Law</u> The Viking and Anglo-Saxon struggle for the kingdom of England. - Viking raids - Edward the Confessor			<u>WWII</u> <u>Mutual Respect</u> Looking at primary and secondary sources. The impact of WWII on local history.
<b>Geography</b>	<u>Mapping and map reading.</u> - Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - Use fieldwork to observe, measure 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.	<u>Water Cycle</u> -Exploring the water cycle. - Life cycle of a river.				

<p><b>Art</b></p>	<p><u>Creating an image to represent diversity.</u> <b>Tolerance</b></p> <ul style="list-style-type: none"> <li>- Create work open to interpretation</li> <li>- Sketches that communicate emotions</li> </ul> <p><u>Create an image to represent freedom from slavery.</u></p> <ul style="list-style-type: none"> <li>- Combine pattern, tone and shape.</li> </ul>	<p><u>Create an image to represent their life journey.</u> <b>Individual Liberty</b></p> <ul style="list-style-type: none"> <li>- Explain why they have chosen specific drawing techniques</li> <li>- Explain what their work is influenced by.</li> </ul> <p><u>Create an image from their local area.</u></p> <ul style="list-style-type: none"> <li>- Justify different materials.</li> <li>- Use a wide range of materials.</li> <li>- Explain different techniques used.</li> </ul>	<p><u>Graffiti painting</u> <b>Rule of Law</b></p> <ul style="list-style-type: none"> <li>- Explain what their work is influenced by.</li> <li>- Combine visual and tactile elements in their work.</li> <li>- Use overprint to use different colours.</li> <li>- Combine different tools.</li> </ul>	<p><u>Sketching using shading</u></p> <ul style="list-style-type: none"> <li>- Use a wide range of techniques in their work.</li> </ul>	<p><u>Designing</u> <b>Tolerance/ Mutual Respect</b></p> <ul style="list-style-type: none"> <li>- Children to design a t shirt for Wigan Pride.</li> </ul>	<p><u>Designing</u></p> <ul style="list-style-type: none"> <li>- Include technical aspects in their work.</li> <li>- Make a record about the styles and qualities in their work.</li> </ul>
<p><b>DT</b></p>		<p><u>Making Sweet Sleds</u> <b>Mutual Respect</b></p> <ul style="list-style-type: none"> <li>- Researching and planning a design.</li> <li>- Use market research to select resources.</li> <li>- Make product and</li> </ul>				<p><u>Making Anderton Shelters</u></p> <ul style="list-style-type: none"> <li>- Using tools and materials accurately.</li> <li>- Design is fit for purpose.</li> <li>- Follow and refine a</li> </ul>

		change it if necessary.				plan.  <u>Making cake using a WWII recipe</u>  - Could the product be improved? - Work within constraints.
<b>Music</b>	<u>I'll Be There</u>  Each musical unit of Work comprises the following strands of musical learning  Listening and Appraising Musical Activities Warm-up Games Optional Flexible Games Singing Playing instruments Improvisation Composition Performing	<u>Making music with water</u>  - Composing music. - Taking part in a group performance. - Combine groups of beats.		<u>Music enrichment week – Hip Hop/Blues</u>  - Composing music. - Exploring notation. - Refine and improving their work. - Analyse features of different kinds of music.	<u>Musical Notation and tempo</u>  - Composing music. - Using notations. - Understanding how tempo changes music.	
<b>MFL</b>	<u>Greetings</u> -Listening and responding	<u>Numbers 1-20, How old are you?Christmas</u> -Hold a simple	<u>Family</u> -simple conversation of up to 4 exchanges	<u>Pets</u> -ask and answer questions	<u>Colours, Spanish cave paintings</u> -Describe things orally	

	-Hold a simple conversation	conversation Cultural awareness	-Use context to work out unknown words	-present ideas orally	and in writing - Cultural awareness	
<b>PE</b>	<u>Invasion Games/ Athletics</u>	<u>Dance/ Gymnastics</u>	<u>Net Wall</u>	<u>Motivated Minds</u>	<u>Striking and Fielding Games</u>	<u>Invasion Games</u>
<b>PSHE</b>	<u>Healthy Lifestyles</u>  Explore how the children can keep themselves healthy by making the correct choices.	<u>Keeping Safe</u> <u>Rule of Law</u>  Help the children to understand the dangers of drugs and alcohol. Also the dangers they face online.	<u>Growing and Changing</u>  HH Kids deliver the children's puberty sessions.	<u>Healthy Relationships</u> <u>Individual Liberty</u>  Children to explore what a healthy relationship looks like and how to keep themselves safe.	<u>Valuing Difference</u> <u>Tolerance</u>  Being respectful to others around us and tolerant of others.	<u>Rules, Rights and Responsibilities.</u> <u>Rule of Law/ Democracy</u>  Look at how to follow the laws of the land and what rules are online.
<b>Outdoor Learning</b>	<u>Mapping the Grounds</u>  Links to geography when looking at local areas.				<u>Building a Prayer Den</u>  Can the children construct a safe space to pray in using what they find outside?	<u>Orienteering</u>  Children to use the maps to find certain points on the orienteering course.

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