

Class 4 Curriculum Cycle B

<u>Subject</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Unit Title</u>	Please Sir, Can I Have Some More?	The Anglo-Saxons	War of the Worlds	The Vikings	A Stitch in Time	
<u>E.A.T Opportunities</u>	<u>Focus</u> Think learning	<u>Focus</u> Explore learning	<u>Focus</u> Explore learning	<u>Focus</u> Think learning	<u>Focus</u> Active learning	<u>Focus</u> Explore learning
<u>St Mary’s Pupil Passport Experiences.</u>	<ul style="list-style-type: none">• Make a habitat for wildlife• Retell a story from memory• Plan a nature walk with a class 1 buddy	<ul style="list-style-type: none">• Learn a language• Raise money for a charity	<ul style="list-style-type: none">• Give a talk as an expert• Talk to someone in another country• Use paint to express an emotion	<ul style="list-style-type: none">• Look at the stars• Help a plant to grow	<ul style="list-style-type: none">• Have a picnic• Create your own game to play outside	<ul style="list-style-type: none">• Go to the beach• Keep a mindful diary
<u>Visit or Visitor</u>	Chef/visit to a restaurant	Visit the Local Area	Visit Rivington	Viking Museum visit (Jorvik)	Video chat with a holiday representative	Seaside trip
<u>Lead Subjects</u>	Geography	History	Geography	History	History	Geography
<u>History</u>		The Anglo Saxons Britain settlement by Anglo Saxons and Scots		The Vikings The Viking and Anglo-Saxon struggle for the kingdom of England to Edward the confessor.	Black History Unit A local history study.	
<u>Geography</u>	Land Use around the World		Locational knowledge (UK Study)			Coastal Study: Blackpool
<u>Science</u>	Forces	Light	Solar System	Classification of plants.	Electricity	
<u>PSHCE</u>	This subject is currently under review.					
<u>Art and Design</u>		Craft and Design	Painting		Drawing	
<u>Physical Education</u>	Dan (AFC Fylde)- FUNDamentals Multi-Skills Swimming	Dan (AFC Fylde)- Invasion Games Swimming	Dan (AFC Fylde)- Dance Swimming	Dan (AFC Fylde)- Outdoor Adventures Swimming	Dan (AFC Fylde)- Striking and Fielding Sports Net and Wall Sports	Dan (AFC Fylde)- Athletic Activities Gymnastics
<u>Design Technology</u>	Food			Design Your Own Product		Leavers and Mechanisms
<u>Modern Foreign Language</u>	Actions	In France	Family	Weekend with Friends	The Future	Jobs
<u>Music</u>	Happy	Classroom Jazz 2	A New Year Carol	You’ve Got A Friend	Summer Production	Summer Production
<u>Computing</u>	Unit 6.1 and 5.1 Coding Unit 6.2 Online Safety	Unit 6.2 Online Safety Unit 6.3 Spreadsheets	Unit 6.4 Blogging Unit 6.5 Text Adventures	Unit 6.5 Text Adventures Unit 6.6 Networks	Unit 6.7 Quizzing	Unit 6.7 Quizzing

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<u>Lead Subjects</u>	Geography	History	Geography	History	History	Geography
<u>History</u>		<p>The Anglo Saxons</p> <p>Substantive Concept: Migration</p> <p>Disciplinary Concept – Sources and Evidence</p> <p>Why did the Anglo Saxons come to Britain?</p> <p>What can we learn about the Anglo Saxons from the discoveries at Sutton Hoo?</p>		<p>Vikings</p> <p>Substantive Concept: Migration</p> <p>Disciplinary concept – historical interpretation</p> <p>What were the Vikings really like? Is it fair to call all Vikings ‘brutal invaders’?</p>	<p>Lancaster and the Transatlantic Slave Trade (Local Black History Unit)</p> <p>Substantive Concept: Rights, Justice and Equality</p> <p>Disciplinary concept – Sources and Evidence</p> <p>Why was Lancaster involved with the transatlantic slave trade? How did the slave trade affect the rights of enslaved people? Why did the abolition committee start meeting in 1787?</p>	
<u>Geography</u>	<p><u>Land Uses Around the World</u></p> <p>Is the land used in the same way around the world?</p> <ul style="list-style-type: none"> • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 		<p><u>Locational knowledge – UK Study</u></p> <p>Is the UK the same or different all over the country?</p> <ul style="list-style-type: none"> • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. <p>6 figure grid references</p>			<p><u>Coastal Study: Blackpool</u></p> <p>What’s it like to live near the coast?</p> <ul style="list-style-type: none"> • To use field work to observe, measure, record and present the human and physical features in the local area. • Traffic Survey
<u>PSHCE</u>	This subject is currently under review.					

<u>Science</u>	<u>Forces</u> <ul style="list-style-type: none"> To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and a falling object. To identify the effects of air resistance, water resistance and friction, that act between moving surfaces. To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<u>Light</u> <ul style="list-style-type: none"> Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in a straight line to explain why shadows have the same shape as the object that casts them. 	<u>Solar System</u> <ul style="list-style-type: none"> 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 ideas of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	<u>Classification of plants.</u> <ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based upon similarities and differences including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. 	<u>Electricity</u> <ul style="list-style-type: none"> To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram. 	
<u>Art and Design</u>		<u>Craft and Design</u> <ul style="list-style-type: none"> Investigate the history of craft technique and share their knowledge in a personal way. Investigate the history of craft technique and share their knowledge in a personal way. 	<u>Painting</u> <ul style="list-style-type: none"> To know that pattern can be created in different ways e.g. in the rhythm of brushstrokes or in a repeated shape within a composition. To know that artists use colour to create atmosphere. 		<u>Drawing</u> <ul style="list-style-type: none"> To know that tone can help show the foreground and background in artwork. To know that a silhouette is a shape filled with a solid flat colour that represents an object. To know that lines can be used by artists to draw the viewer to the art work. To explore different drawing techniques to create texture. 	
<u>Design Technology</u>	<u>Food</u> <ul style="list-style-type: none"> Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. To understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. 			<u>Design Your Own Product</u> <ul style="list-style-type: none"> To use research and develop design criteria to inform the design of innovative functional appealing products that are fit for purpose aimed at particular individuals or groups. 		<u>Levers and Mechanisms</u> <ul style="list-style-type: none"> To understand and use mechanical systems in their products for example gears, pulleys, cams, levers and linkages. To understand and use electrical systems in their products for example series circuits incorporating switches, bulbs, buzzers and motors.
<u>Physical Education</u>	Dan (AFC Fylde)- FUNDamentals Multi-Skills Swimming	Dan (AFC Fylde)- Invasion Games Swimming	Dan (AFC Fylde)- Dance Swimming	Dan (AFC Fylde)- Outdoor Adventures Swimming	Dan (AFC Fylde)- Striking and Fielding Sports Net and Wall Sports	Dan (AFC Fylde)- Athletic Activities Gymnastics
<u>Modern Foreign Language</u>	<u>Actions</u> <ul style="list-style-type: none"> Recognise past tense verbs and say some perfect past tense sentences. Understand and use some of the adverbs from the unit. Recognise and use from memory, and with little help, third person singular verbs, including some irregular verbs, to describe someone's actions. 	<u>In France</u> <ul style="list-style-type: none"> Build sentences in the perfect past tense about what they have eaten using a model to help. Follow and understand the main points and some of the detail from the recipe. Prepare and present a short presentation with little or no help. Take part in oral activities with little help. 	<u>Family</u> <ul style="list-style-type: none"> Talk and write about what they have done using the perfect past tense with little help. Identify third person plural forms of common verbs in the present tense, with little help. Understand the difference between the two different second person subject pronouns — “tu” and “vous” — and use them appropriately. 	<u>Weekend with Friends</u> <ul style="list-style-type: none"> Understand the main points, and some detail, of the unit's story in written form. Develop and present a simple role-play with little help, adapting some of the Question-and-Answer lesson sentences as appropriate. Build on their knowledge of the past tense and be able to write 	<u>The Future</u> <ul style="list-style-type: none"> Change simple adjectives appropriately to match the gender and number of the noun. Form comparative sentences (ensuring the correct form of the adjective is applied), using the model sentences from the Question-and-Answer lessons as prompts. 	<u>Jobs</u> <ul style="list-style-type: none"> Recall, say and write most of the unit's job titles with their correct articles. Identify the future tense with little help. Write a short, descriptive passage from memory, using some irregular verbs in the third person, with little help.

	<ul style="list-style-type: none"> Develop knowledge of sentences in French and use model sentences to make new ones. 	<ul style="list-style-type: none"> Ask questions unprompted in the second person singular using the correct intonation. Recognise and understand that “on” has several meanings in French. 	<ul style="list-style-type: none"> Use words and sentence structures from the unit to create new sentences with little help. 	<p>and say perfect past tense sentences with little help.</p> <ul style="list-style-type: none"> Take part in a continuous conversation involving longer sentences and opinions. 	<ul style="list-style-type: none"> Write and perform a role-play, incorporating basic future tense sentences. Discuss the effect of certain words in the unit’s story when prompted. 	<ul style="list-style-type: none"> Change regular singular nouns into their plural forms with little help.
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Music	<p><u>Happy</u> Theme: Being happy!</p> <p>Listening to the additional four songs/pieces in this Unit will support and enrich the children’s understanding of its theme, while deepening their musical knowledge and experience.</p> <p>Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>	<p><u>Classroom Jazz 2</u> Theme: Jazz, improvisation and composition.</p> <p>Listening to the additional four songs/pieces in this Unit will support and enrich the children’s understanding of its theme, while deepening their musical knowledge and experience.</p> <p>Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>	<p><u>A New Year Carol</u> Themes: Benjamin Britten’s music and cover versions.</p> <p>Listening to the additional four songs/pieces in this Unit will support and enrich the children’s understanding of its theme, while deepening their musical knowledge and experience.</p> <p>Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>	<p><u>You’ve Got A Friend</u> Theme: The music of Carole King.</p> <p>Listening to the additional four songs/pieces in this Unit will support and enrich the children’s understanding of its theme, while deepening their musical knowledge and experience.</p> <p>Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>	<p>Summer Production</p> <ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. 	
	<p><u>Unit 5.1 Coding</u></p> <p><u>Unit 6.1 Coding</u></p> <ul style="list-style-type: none"> To design a playable game with a timer and a score. To plan and use selection and variables. To understand how the launch command works. To use functions and understand why they are useful. To understand how functions are created and called. To use flowcharts to create and debug code. To create a simulation of a room in which devices can be controlled. To understand how user input can be used in a program. To understand how 2Code can be used to make a text-adventure game. <p><u>Unit 6.2 Online Safety</u></p> <ul style="list-style-type: none"> To identify benefits and risks of mobile devices broadcasting the location of the user/device. To identify secure sites by looking for privacy seals of approval. 	<p><u>Unit 6.2 Online Safety</u></p> <ul style="list-style-type: none"> To identify benefits and risks of mobile devices broadcasting the location of the user/device. To identify secure sites by looking for privacy seals of approval. To identify the benefits and risks of giving personal information. To review the meaning of a digital footprint. To have a clear idea of appropriate online behaviour. To begin to understand how information online can persist. To understand the importance of balancing game and screen time with other parts of their lives. To identify the positive and negative influences of technology on health and the environment. <p><u>Unit 6.3 Spreadsheets</u></p> <ul style="list-style-type: none"> To use a spreadsheet to investigate the probability of the results of throwing many dice. To use a spreadsheet to calculate the discount and final prices in a sale. To use a spreadsheet to plan how to spend pocket money and the effect of saving money. 	<p><u>Unit 6.4 Blogging</u></p> <ul style="list-style-type: none"> To identify the purpose of writing a blog. To identify the features of a successful blog. To plan the theme and content for a blog. To understand how to write a blog and a blog post. To consider the effect upon the audience of changing the visual properties of the blog. To understand how to contribute to an existing blog. To understand how and why blog posts are approved by the teacher. To understand the importance of commenting on blogs. <p><u>Unit 6.5 Text Adventures</u></p> <ul style="list-style-type: none"> To find out what a text adventure is. To use 2Connect to plan a story adventure. To make a story-based adventure using 2Create a Story. To read and understand given code for a text adventure game. To debug and improve a text adventure game. 	<p><u>Unit 6.5 Text Adventures</u></p> <ul style="list-style-type: none"> To find out what a text adventure is. To use 2Connect to plan a story adventure. To make a story-based adventure using 2Create a Story. To read and understand given code for a text adventure game. To debug and improve a text adventure game. <p><u>Unit 6.6 Networks</u></p> <ul style="list-style-type: none"> To learn about what the Internet consists of. To find out what a LAN and a WAN are. To find out how the Internet is accessed in school. To research and find out about the age of the Internet. To think about what the future might hold. 	<p><u>Unit 6.7 Quizzing</u></p> <ul style="list-style-type: none"> To create a picture-based quiz for young children. To learn how to use the question types within 2Quiz. To explore the grammar quizzes. To make a quiz that requires the player to search a database. To make a quiz to test your teachers or parents. 	<p><u>Unit 6.7 Quizzing</u></p> <ul style="list-style-type: none"> To create a picture-based quiz for young children. To learn how to use the question types within 2Quiz. To explore the grammar quizzes. To make a quiz that requires the player to search a database. To make a quiz to test your teachers or parents.

	<ul style="list-style-type: none">• To identify the benefits and risks of giving personal information.• To review the meaning of a digital footprint.• To have a clear idea of appropriate online behaviour.• To begin to understand how information online can persist.• To understand the importance of balancing game and screen time with other parts of their lives.• To identify the positive and negative influences of technology on health and the environment.	<ul style="list-style-type: none">• To use a spreadsheet to plan a school charity day to maximise the money donated to charity.				
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