

Class 4 Curriculum Cycle A

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	Lost!	Fair is Fair	Back to Baghdad	Oh Romeo, Romeo...	Groovy Greeks	
E.A.T opportunities	Focus Think learning	Focus Explore learning	Focus Think learning	Focus Active learning	Focus Think learning	Focus Explore learning
St Mary's Pupil Passport experiences.	<ul style="list-style-type: none"> Attend a residential. Climb a rock Whittle something with wood. Climb a rock 		<ul style="list-style-type: none"> Learn a language Complete an act of charity Learn some sign language 	<ul style="list-style-type: none"> Learn survival skills. Shop for and cook a meal. Complete daily exercise for 2 weeks 	<ul style="list-style-type: none"> Swim in a lake or the sea Cycling proficiency Go on a mindful walk Listen to new music Plan questions to interview someone 	
Visit or Visitor	(Residential)	Museum Visit	Joiner Visit	Hothersall lodge visitor (orienteering session)	Organise Inter-House Sports Competitions across school	Organise Sports Day
Lead Subjects	Geography	History	Geography	Science	History	History
History			Early Islamic civilization- Baghdad AD 900 <ul style="list-style-type: none"> A non-European society that provides contrasts with British history- A study of Bagdad 		Ancient Greece <ul style="list-style-type: none"> Ancient Greece- a study of Greek life and achievements and their influence on the western world. 	
Geography	A contrasting region <ul style="list-style-type: none"> Locate the world's countries using maps to focus on Europe. (and North and South Africa) Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Understand geographical similarities and differences between the United Kingdom and a region within South America. 	Fair Trading Around the World <ul style="list-style-type: none"> Physical Geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 		Mapping and Field work <ul style="list-style-type: none"> To use the eight points of a compass, four and six 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. 		
Science	Reproduction. <ul style="list-style-type: none"> To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. To describe the life process of reproduction in some plants and animals. Describe the changes as humans develop to old age. 	Evolution and inheritance. <ul style="list-style-type: none"> To recognise that living things have changed over time and that fossils provide information about living things inhabited the Earth millions of years ago. To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. To identify how animals and plants are adapted to suit their environment 	Scientists and Inventors <ul style="list-style-type: none"> To report and present findings from enquiries, including causal relationships, in oral and written forms such as displays and other presentations To give reasons for classifying plants and animals based on specific characteristics To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function 	Animals including humans <ul style="list-style-type: none"> To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. To recognise the impact diet, exercise, drugs and lifestyle have on the way their bodies function. To describe the ways in which nutrients and water are 	Properties and changes of materials. <ul style="list-style-type: none"> To 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. To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. To use knowledge of solids, liquids and gasses to decide how mixtures might be separated, including through filtering, sieving and evaporated. To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. 	

		in different ways and that adaptation may lead to evolution.	<ul style="list-style-type: none"> To record data using scatter graphs To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood To use recognised symbols when representing a simple circuit in a diagram 	transported within animals, including humans.	<ul style="list-style-type: none"> To demonstrate that dissolving, mixing and changes of state are reversible changes. To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 	
Art and Design	<u>The art of Ruth Daniels and Henri Rousseall</u> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing and painting. To learn about great artists. 		<u>Islamic art</u> (Polystyrene and vinyl prints)		<u>Sculpture and mosaics.</u> <ul style="list-style-type: none"> To improve their mastery of art and design techniques including sculpture with a range of materials. 	
Design Technology		<u>Making a Gingerbread house.</u> <ul style="list-style-type: none"> Select form and use a wider range of tools and equipment to perform practical tasks. (For example, cutting, shaping, joining and finishing) 		<u>Food for an athlete/hero</u> <ul style="list-style-type: none"> To understand and apply the principles of a healthy and varied diet. To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. 		
Music	<u>Rainforest compositions/songs</u> <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music. use and understand staff and other musical notations. 	<u>Survival/ Livin' on a Prayer (Charanga)</u> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. listen with attention to detail and recall sounds with increasing aural memory. 	<u>Great Composers</u> <ul style="list-style-type: none"> appreciate and understand a wide range of high-quality recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. listen with attention to detail and recall sounds with increasing aural memory. 	<u>Classroom Jazz 1</u> <ul style="list-style-type: none"> To use and understand staff and other musical notations. To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. To improvise and compose music using the inter-related dimensions of music. 	<u>Summer Production</u> <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. 	
Computing	<u>Unit 5.1 Coding</u> <u>Unit 5.2 Online Safety</u>	<u>Unit 5.2 Online Safety</u> <u>Unit 5.3 Spreadsheets</u>	<u>Unit 5.4 Databases</u> <u>Unit 5.5 Game Creator</u>	<u>Unit 5.5 Game Creator</u> <u>Unit 5.6 3D Modelling</u>	<u>Unit 5.7 Concept Maps</u>	<u>Unit 5.7 Concept Maps</u>