

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?	War of the Worlds	Angry Anglo-Saxons	Vicious 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"> • Give a talk as an expert • Talk to someone in another country • Use paint to express an emotion 	<ul style="list-style-type: none"> • Learn a language • Raise money for a charity 	<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 Rivington	Visit the Local Area	Viking Museum visit (Jorvik)	Video chat with a holiday representative	Seaside trip
<u>Lead Subjects</u>	Geography	Science/Geography	History	History	History	
<u>History</u>			<u>The Anglo Saxons.</u> <ul style="list-style-type: none"> • Anglo Saxons invasions, settlements and kingdoms: place names and village life. • Anglo Saxon art and culture. • Anglo Saxon law and justice. 	<u>Vikings</u> <ul style="list-style-type: none"> • The Viking and the Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor. • This could include Viking raids and invasions, resistance by Alfred the Great and Athelstan, the further Viking invasions and Danegeld. • Battle strategies at Hasting 1066. (Bayeux tapestry) 	<u>Holidays</u> <ul style="list-style-type: none"> • A significant turning point in British History E.G. the first railways. 	
<u>Geography</u>	<u>Fair trade</u> <ul style="list-style-type: none"> • Human geography including trade links and the distribution of natural resources including food. 	<u>Locational knowledge</u> <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. 				<u>Blackpool</u> <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.
<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>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>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>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>Developing a painting from an image.</u> <u>An in-depth study of abstract artists including Jackson Pollock</u> <ul style="list-style-type: none"> • Colour for a purpose. • Create own abstract pattern to reflect personal experience. 	<u>Picasso and Rembrandt</u> <ul style="list-style-type: none"> • Interpret the texture of a surface. • Concept of perspective • Explore texture and colour 		<u>Lowry</u> <ul style="list-style-type: none"> • Select and use materials. • Embellish work. • Fabric making • Artists using textiles. 	
<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>Mechanical levers</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>Music</u>	<u>Food (KS2 topic – Charanga)</u> <ul style="list-style-type: none"> • To appreciate and understand a wide range of high-quality recorded music drawn from different traditions and from great composers and musicians. • To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • To improvise and compose music for a range of purposes using the inter-related dimensions of music. 	<u>Earthlings</u> <u>Suggested music:</u> Film scores by John Williams (e.g. Star Wars, Close Encounters of the Third Kind, E.T.) Gustav Holst – Planet Suite <ul style="list-style-type: none"> • To listen with attention to detail and recall sounds with increasing aural memory. • To improvise and compose music for a range of purposes using the inter-related dimensions of music. • To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • To develop an understanding of the history of music. 	<u>A Kingdom United</u> <u>Suggested music:</u> Learn to sing songs/ the national anthems from the associated countries. <ul style="list-style-type: none"> • To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • To develop an understanding of the history of music. • To perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. 	<u>Classroom Jazz 2</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. 	<u>Summer Production</u>
<u>Computing</u>	<u>Unit 6.1 and 5.1 Coding</u> <u>Unit 6.2 Online Safety</u>	<u>Unit 6.2 Online Safety</u> <u>Unit 6.3 Spreadsheets</u>	<u>Unit 6.4 Blogging</u> <u>Unit 6.5 Text Adventures</u>	<u>Unit 6.5 Text Adventures</u> <u>Unit 6.6 Networks</u>	<u>Unit 6.7 Quizzing</u>	<u>Unit 6.7 Quizzing</u>