

**Class 4 Curriculum Cycle B**

<b>Subject</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit Title</b>	<b>Please Sir, Can I Have Some More?</b>	<b>War of the Worlds</b>	<b>The Anglo-Saxons</b>	<b>The Vikings</b>	<b>A Stitch in Time</b>	
<b>E.A.T opportunities</b>	<b>Focus</b> Think learning	<b>Focus</b> Explore learning	<b>Focus</b> Explore learning	<b>Focus</b> Think learning	<b>Focus</b> Active learning	<b>Focus</b> Explore learning
<b>St Mary's Pupil Passport experiences.</b>	<ul style="list-style-type: none"> <li>• Make a habitat for wildlife</li> <li>• Retell a story from memory</li> <li>• Plan a nature walk with a class 1 buddy</li> </ul>	<ul style="list-style-type: none"> <li>• Give a talk as an expert</li> <li>• Talk to someone in another country</li> <li>• Use paint to express an emotion</li> </ul>	<ul style="list-style-type: none"> <li>• Learn a language</li> <li>• Raise money for a charity</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the stars</li> <li>• Help a plant to grow</li> </ul>	<ul style="list-style-type: none"> <li>• Have a picnic</li> <li>• Create your own game to play outside</li> </ul>	<ul style="list-style-type: none"> <li>• Go to the beach</li> <li>• Keep a mindful diary</li> </ul>
<b>Visit or Visitor</b>	<b>Chef/visit to a restaurant</b>	<b>Visit Rivington</b>	<b>Visit the Local Area</b>	<b>Viking Museum visit (Jorvik)</b>	<b>Video chat with a holiday representative</b>	<b>Seaside trip</b>
<b>Lead Subjects</b>	<b>Geography</b>	<b>Science/Geography</b>	<b>History</b>	<b>History</b>	<b>History</b>	
<b>History</b>			<b>The Anglo Saxons.</b> <ul style="list-style-type: none"> <li>• Anglo Saxons invasions, settlements and kingdoms: place names and village life.</li> <li>• Anglo Saxon art and culture.</li> <li>• Anglo Saxon law and justice.</li> </ul>	<b>Vikings</b> <ul style="list-style-type: none"> <li>• The Viking and the Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</li> <li>• This could include Viking raids and invasions, resistance by Alfred the Great and Athelstan, the further Viking invasions and Danegeld.</li> <li>• Battle strategies at Hasting 1066. (Bayeux tapestry)</li> </ul>	<b>Holidays</b> <ul style="list-style-type: none"> <li>• A significant turning point in British History E.G. the first railways.</li> </ul>	
<b>Geography</b>	<b>Fair trade</b> <ul style="list-style-type: none"> <li>• Human geography including trade links and the distribution of natural resources including food.</li> </ul>	<b>Locational knowledge</b> <ul style="list-style-type: none"> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</li> </ul>				<b>Blackpool</b> <ul style="list-style-type: none"> <li>• To use field work to observe, measure, record and present the human and physical features in the local area.</li> </ul>
<b>Science</b>	<b>Forces</b> <ul style="list-style-type: none"> <li>• To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and a falling object.</li> <li>• To identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</li> <li>• To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	<b>Solar System</b> <ul style="list-style-type: none"> <li>• Describe the movement of the earth, and other planets relative to the sun in the solar system.</li> <li>• Describe the movement of the moon relative to the earth.</li> <li>• Describe the sun, earth and moon as approximately spherical bodies.</li> <li>• Use the ideas of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul>	<b>Light</b> <ul style="list-style-type: none"> <li>• Recognise that light appears to travel in straight lines.</li> <li>• 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.</li> <li>• 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.</li> <li>• Use the idea that light travels in a straight line to explain why shadows have the same shape as the object that casts them.</li> </ul>	<b>Classification of plants.</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	<b>Electricity</b> <ul style="list-style-type: none"> <li>• To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>• 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.</li> <li>• Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	

<b><u>Art and Design</u></b>		<b><u>Developing a painting from an image.</u></b> <b><u>An in-depth study of abstract artists including Jackson Pollock</u></b> <ul style="list-style-type: none"> <li>• Colour for a purpose.</li> <li>• Create own abstract pattern to reflect personal experience.</li> </ul>	<b><u>Picasso and Rembrandt</u></b> <ul style="list-style-type: none"> <li>• Interpret the texture of a surface.</li> <li>• Concept of perspective</li> <li>• Explore texture and colour</li> </ul>		<b><u>Lowry</u></b> <ul style="list-style-type: none"> <li>• Select and use materials.</li> <li>• Embellish work.</li> <li>• Fabric making</li> <li>• Artists using textiles.</li> </ul>	
<b><u>Design Technology</u></b>	<b><u>Food</u></b> <ul style="list-style-type: none"> <li>• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>• To understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>			<b><u>Design your own product</u></b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		<b><u>Mechanical levers</u></b> <ul style="list-style-type: none"> <li>• To understand and use mechanical systems in their products for example gears, pulleys, cams, levers and linkages.</li> <li>• To understand and use electrical systems in their products for example series circuits incorporating switches, bulbs, buzzers and motors.</li> </ul>
<b><u>Music</u></b>	<b><u>Food (KS2 topic – Charanga)</u></b> <ul style="list-style-type: none"> <li>• To appreciate and understand a wide range of high-quality recorded music drawn from different traditions and from great composers and musicians.</li> <li>• To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• To improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> </ul>	<b><u>Earthlings</u></b> <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"> <li>• To listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• To improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>• To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>• To develop an understanding of the history of music.</li> </ul>	<b><u>A Kingdom United</u></b> <u>Suggested music:</u> Learn to sing songs/ the national anthems from the associated countries. <ul style="list-style-type: none"> <li>• To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>• To develop an understanding of the history of music.</li> <li>• To perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.</li> </ul>	<b><u>Classroom Jazz 2</u></b> <ul style="list-style-type: none"> <li>• To use and understand staff and other musical notations.</li> <li>• To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• To improvise and compose music using the inter-related dimensions of music.</li> </ul>	<b><u>Summer Production</u></b> <ul style="list-style-type: none"> <li>• To play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.</li> </ul>	<b><u>Summer Production</u></b>
<b><u>Computing</u></b>	<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>