

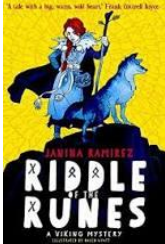







Year 4/5 Curriculum Overview 2022-23

ENGAGEMENT – RESILIENCE - INTEGRITY

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Title: <i>Will I ever see the water I drink again?</i> Rhythm of the Rain/Cloud Tea Monkeys</p>  <p>Supplementary texts: Mysterious traveler – Mal Peete</p>	<p>Title: <i>Should we accept our place in society?</i> <i>Journey to Jo'burg</i></p> 	<p>Title: <i>Who were the real villains?</i> <i>Riddle of the runes</i></p> 	<p>Title: <i>Who were the real villains?</i> <i>Beowulf</i></p> 	<p>Title: <i>How far can you push it?</i> <i>The man who walked between the Towers</i></p> 	<p>Title: <i>Where would your imagination take you?</i> <i>The Nowhere Emporium</i></p> 
<p>Concepts: Connection, evaporation, pollution, environment, drought</p>	<p>Concepts: Rights and wrongs, democracy, freedom, identity, classification, landscapes</p>	<p>Concepts: Justice, heritage, culture, tradition, invasion, hope</p>	<p>Concepts: Jealousy, kindness, evil/good, conflict, law, democracy</p>	<p>Concepts: Courage, gravity, hypothesis</p>	<p>Concepts: Belonging, friendship, change, society</p>
<p>Experiences: Geography - Visit Devizes – canal and river trust /River Avon activities Wessex River Trust visit https://www.wessexrf.org.uk/schoolrivereducation.html</p>	<p>Experiences: Black History Month WOW – link with school in South Africa – both set up a weather station for compare and contrast real results– British council. Pen-pal and connection to South African school, compare weather data in letter and on Skype Classroom.</p>	<p>Experiences: Oxenwood Viking trip WOW: classroom invasion with an immersive day exploring Anglo Saxon/ Viking life Hooke Court Residential – Viking Day Experience Write back in Time Anglo Saxon / Viking creative writing workshop Viking Boat building</p>	<p>Experiences: WOW: Science experiment –rocket workshop</p>	<p>Experiences: WOW: • British Museum</p>	

<p>Significant people: James Brindley</p>	<p>Significant people: Nelson Mandella David Attenborough</p>	<p>Significant people: Alfred Lord Tennyson Alfred the Great King Offa Æthelflæd Edward the confessor Michael Morpurgo,</p>	<p>Significant people: Philippe Petit Isaac Newton</p>	<p>Significant people: Fu Hao</p>
<p>Science: <u>Y4 States of Matter</u> Solids, liquids and gases Changing state when heated/cooled Evaporation/condensation in the water cycle</p>	<p>Science: <u>Y5 Living Things in their habitats</u> Reproduction Life cycle of fish, amphibians and birds</p>	<p>Science: <u>Y5 Animals including humans</u> Life Cycles Changes in humans as they develop in old age</p>	<p>Science: <u>Y5 Forces</u> Gravity, air resistance, water resistance and friction. Levers pulleys and gears.</p>	<p>Science: <u>Y5 Properties and changes of materials</u> Compare and group together materials based on their properties including hardness, solubility, transparency, conductivity and response to magnets. Dissolving and how to recover a substance from a liquid. Separation of materials.</p>
<p>History:</p>	<p>History:</p>	<p>History: <u>Anglo Saxons and Vikings</u> Britain's settlement of Anglo Saxons and Scots. The Viking/Anglo Saxon struggle for the kingdom of England – to the time of Edward the Confessor.</p>	<p>History:</p>	<p>History: <u>The Shang Dynasty – Ancient China</u> The achievements of the earliest civilizations. Overview of where and when these civilizations appeared as a in depth study.</p>
<p>Geography: <u>Key Text: Rhythm of the Rain Human and Physical Geography:</u> Rivers and water cycles Journey of a river from the source to the sea Key parts and features of a river River Avon Longest river in the UK is the River Severn. Explain the difference between agriculture and tourism using the following vocabulary: city, village, factory, farm, office, harbour and port.</p>	<p>Geography: <u>Location Study Mountains</u> Identify similarities and differences between a region in the UK and a non-European region (South Africa). Describe and understand key aspects of physical geography including mountains and climate zones. Describe and understand key aspects of human geography including settlements and land use.</p>	<p>Geography:</p>	<p>Geography: <u>Geography Skills and Fieldwork:</u> •Use OS maps to build knowledge of the UK <u>Map work</u> Locate the world's countries on maps (Africa, North and South America). Name and locate some key countries in North and South America on a map: USA, Canada and Mexico.</p>	<p>Geography:</p>

<p>Design technology:</p>	<p>Design technology:</p>	<p>Design technology: Textiles – combining different fabrics Links to Anglo Saxons and Vikings. Outcome: create an AngloSaxon / Viking purse. Select appropriate materials to create a product. Create increasingly complex patterns and templates with more than one part that are accurately measured. Use a sewing machine to join and decorate fabric. Identify the most effective finishing technique in order to maximise the aesthetic value of the product. Thread a small eyelet needle using thread. Choose a type of stitch for a purpose (e.g. cross stitch, running stitch, back stitch and whipping stitch)</p>		<p>Design technology: Mechanical Systems Outcome: Mechanical toy with a person bouncing on a wire. (cams, levers etc)</p>	<p>Design technology: Frame Structures – model of their room in the Emporium Create nets and templates accurately in a range of sizes. Use a range of increasing methods to strengthen 3D structures and frames. Investigate measure and record the load tolerance of different structures and find ways of improving a structures loadbearing capacity. Build a range of structures using a wide range of effective materials.</p>
<p>Art: <u>Create a 3D river model Sculpture, Texture and Collage:</u> Use a sketchbook to collate ideas and begin a planning process. Produce more intricate patterns and textures. Use nets to make 3D shapes to use in models. Add colour once papier mache is dry Armature can be used to build upon papier mache Sculpture, Texture and Collage Skills: •Cut complex shapes from different mediums. •Decorate, coil and produce marquettes (rough draft or scale model) •Plan, design, make and adapt models. •Choose collage or textiles as a means of extending work already achieved</p>	<p>Art: <u>Oil Painting & Sketching - African Art</u> Artist : Isabelle la Roux Experiment by using marks and lines to produce texture. Work in a sustained and independent way from observation, experience and imagination.</p>	<p>Art:</p>	<p>Art:</p>	<p>Art: Architecture Study In depth study of an architect/artist/designer: Zaha Hadid (British Iraqi Architect)</p>	<p>Art:</p>
<p>Computing: Programming: CORE: My Scratch Games TIOL: CHOICE: Share my technology Handling Data: CHOICE: Measuring rainfall and my water usage Online Safety: I am kind and responsible</p>		<p>Computing: Programming: CHOICE: My Scratch maths patterns TIOL: CORE: Improve my web detective skills Multimedia: CORE: My Comic Book (Powerpoint) Online Safety: I am safe</p>		<p>Computing: Multimedia: CHOICE: Advertising my game TIOL: CHOICE: Exploring my world Handling data: CHOICE: My Active Data Online Safety: I am kind and responsible</p>	

	<p>Music: Charanga: <i>Livin' on a prayer</i></p> <p>John Williams (Star Wars theme)</p>	<p>Music: Charanga: <i>Classroom Jazz 1.</i></p> <p>Ten pieces: Jean Sibelius: Finlandia</p>	<p>Music: Charanga: <i>Glockenspiel 2</i></p> <p>In The Hall of The Mountain King by Edvard Grieg (100 years ago- Nationalism)</p>	<p>Music: Charanga: <i>The Fresh Prince of Bell Air</i></p>	<p>Music: Charanga: <i>Ukelele 1</i></p>	<p>Music: Charanga: <i>Reflect, rewind and replay</i></p> <p>Ten pieces: Dvorak: Symphony 9 (Early 20th century)</p>
	<p>P.E. Orienteering</p>	<p>P.E. Fitness Circuits/Aerobics/Athletics/Cross Country</p>	<p>P.E. Flexibility, Strength, Control and Balance Dance, Gymnastics, Indoor Athletics, Fitness</p>	<p>P.E. Team Games: Attacking and Defending Football/Hockey/Netball</p>	<p>P.E. Team Games: Attacking and Fielding Invasion Football/Hockey/Netball/Handball/Rugby/Dodgeball</p>	<p>P.E. Team Games: Striking and Fielding Rounders/Cricket</p>
	<p>MFL: French <i>The Weather</i></p>	<p>MFL: French <i>Habitats</i></p>	<p>MFL: French <i>Do you have a pet?</i></p>	<p>MFL: French <i>The Vikings</i></p>	<p>MFL: French <i>What is the date?</i></p>	<p>MFL: French <i>Clothes</i></p>
	<p>RE: <i>All religions: What do different people believe God is like? Q1</i></p> <p><i>Special People (Beliefs and Questions)</i></p>	<p>RE: <i>What are the deeper meaning of festivals? Q6</i></p> <p><i>Special Places (Symbols and Religious Expression)</i></p>	<p>RE: <i>Who was Muhammed/Guru Nanak? Why and how do people follow these leaders? Q17</i></p> <p><i>Special People (Inspirational People)</i></p>	<p>RE: <i>Who has made a difference to the world because of their faith? How and why? Q17</i></p> <p><i>Beliefs in action</i></p>	<p>RE: <i>What makes some books sacred, how are they used and why do they matter to believers? Q3</i></p> <p><i>Special People (Teachings and authority)</i></p>	<p>RE: <i>Where, how and why do people worship? Q6</i></p> <p><i>Special Times (Worship, pilgrimage and special places)</i></p>
YEAR 4	<p>PSHE: <i>Being Me</i> <i>Being part of a class team</i> <i>Being a school citizen</i> <i>Rights, responsibilities and democracy (school council)</i> <i>Rewards and consequences</i> <i>Group decision-making</i> <i>Having a voice</i> <i>What motivates behaviour</i></p>	<p>PSHE: <i>Celebrating Differences</i> <i>Challenging assumptions</i> <i>Judging by appearance</i> <i>Accepting self and others</i> <i>Understanding influences</i> <i>Understanding bullying</i> <i>Problem-solving</i> <i>Identifying how special and unique everyone is</i> <i>First impressions</i></p>	<p>PSHE: <i>Dreams and Goals</i> <i>Hopes and dreams</i> <i>Overcoming disappointment</i> <i>Creating new, realistic dreams</i> <i>Achieving goals</i> <i>Working in a group</i> <i>Celebrating contributions</i> <i>Resilience</i> <i>Positive attitudes</i></p>	<p>PSHE: <i>Healthy Me</i> <i>Healthier friendships</i> <i>Group dynamics</i> <i>Smoking</i> <i>Alcohol</i> <i>Assertiveness</i> <i>Peer pressure</i> <i>Celebrating inner strength</i></p>	<p>PSHE: <i>Relationships</i> <i>Jealousy</i> <i>Love and loss</i> <i>Memories of loved ones</i> <i>Getting on and Falling Out</i> <i>Girlfriends and boyfriends</i> <i>Showing appreciation to people and animals</i></p>	<p>PSHE: <i>Changing Me</i> <i>Being unique</i> <i>Having a baby</i> <i>Girls and puberty</i> <i>Confidence in change</i> <i>Accepting change</i> <i>Preparing for transition</i> <i>Environmental change</i></p>
Year 5	<p>PSHE: <i>Being Me</i> <i>Planning the forthcoming year</i> <i>Being a citizen</i> <i>Rights and responsibilities</i> <i>Rewards and consequences</i> <i>How behaviour affects groups</i> <i>Democracy, having a voice, participating</i></p>	<p>PSHE: <i>Celebrating Differences</i> <i>Cultural differences and how they can cause conflict</i> <i>Racism Rumours and name-calling</i> <i>Types of bullying</i> <i>Material wealth and happiness</i> <i>Enjoying and respecting other cultures</i></p>	<p>PSHE: <i>Dreams and Goals</i> <i>Future dreams</i> <i>The importance of money</i> <i>Jobs and careers</i> <i>Dream job and how to get there</i> <i>Goals in different cultures</i> <i>Supporting others (charity)</i> <i>Motivation</i></p>	<p>PSHE: <i>Healthy Me</i> <i>Smoking, including vaping</i> <i>Alcohol</i> <i>Alcohol and anti-social behaviour</i> <i>Emergency aid</i> <i>Body image</i> <i>Relationships with food</i> <i>Healthy choices</i> <i>Motivation and behaviour</i></p>	<p>PSHE: <i>Relationships</i> <i>Self-recognition and self-worth</i> <i>Building self-esteem</i> <i>Safer online communities</i> <i>Rights and responsibilities online</i> <i>Online gaming and gambling</i> <i>Reducing screen time</i> <i>Dangers of online grooming</i> <i>SMARTT internet safety rules</i></p>	<p>PSHE: <i>Changing Me</i> <i>Self- and body image</i> <i>Influence of online and media on body image</i> <i>Puberty for girls</i> <i>Puberty for boys</i> <i>Conception (including IVF)</i> <i>Growing responsibility</i> <i>Coping with change</i> <i>Preparing for transition</i></p>