

	Geography	History	Computing	Art and Design	Design and Technology
Autumn 1	<p>The Wider World Identify the longest rivers and the largest deserts in the world and compare with the UK.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p>	<p>Ancient Egyptians Who were the Ancient Egyptians? Why was the Nile important to Ancient Egyptians? What is mummification? Why and how did the Ancient Egyptians build pyramids? What did the Ancient Egyptians believe about life after death? Who did the Ancient Egyptians worship and why? What was the hierarchal ruling system of Ancient Egypt? Who was Tutankhamun? Who was Howard Carter and what did he discover? Why was his discovery important? What were hieroglyphics used for? What was everyday life like for an Ancient Egyptian?</p>	<p>E-Safety E-Awareness Understand and abide by the school's 'Being SMART Online' rules and aware of the implications of not following the rules. Understand that a password can keep information secure and the need to keep it secret.</p>	<p>Ancient Egyptian Printing Explore Ancient Egyptian art. What images, patterns and shapes? Create Ancient Egyptian style printing template using Styrofoam.</p>	
Autumn 2			<p>Documentaries Select and import graphics from digital cameras, graphics packages and other sources and prepare it for processing. Select and import sound and video/visual effects.</p>	<p>Ancient Egyptian Death Masks What are death masks? Why did the Ancient Egyptians make them? Explore and compare Egyptian death masks before designing and making their own.</p>	
Spring 1	<p>Brazil Where is Brazil? What is its population? What are the major cities, rivers and mountains in Brazil? What is the landscape like? How is the land used? What natural resources are available in Brazil? How have the Olympics affected Brazil? What is happening to the rainforest in Brazil? What is life like for children living in favelas? What are the geographical similarities and differences between the UK and Brazil?</p>		<p>E-Safety Communication & Collaboration Use online communication tools to exchange and develop their ideas. Use email as a form of communication. Add an attachment to an email.</p>		<p>Carnival Head Dress What is a carnival? When is Rio Carnival? Who performs in Rio carnival? What do carnival performers wear? Design and make a carnival head dress.</p>
Spring 2			<p>Programming Navigate the Scratch programming environment. Create a background and sprite for a game. Add inputs to control a sprite. Use conditional statements within a game.</p>	<p>Battery Operated Lights How do we use light in our homes? How can series or parallel circuit be used to light a bulb? How can we make a switch? Design and make a battery operated light.</p>	
Summer 1	<p>The UK Locate and name the main counties and cities in/around Oxfordshire. Study types of settlements in modern Britain e.g. villages, towns and cities.</p>	<p>Britain's Settlement by Anglo-Saxons and Scots When did the Romans leave Britain? Who were the Anglo-Saxons? Where did the Anglo-Saxons and Scots come from? When did the Anglo-Saxons and Scots invade Britain? What was life like in an Anglo-Saxon village? Where did the Anglo-Saxons and Scots settle in Britain? What were the locations of their kingdoms and settlements? What happened at Sutton Hoo? What religion were the Anglo-Saxons? Who was King Alfred? What religion were the Anglo-Saxons? How did Anglo-Saxon beliefs change when they came to Britain?</p>	<p>Data Enter data into a graphing package and use it to create a range of graphs. Compare how different graphs can be used for different purposes.</p>	<p>Henri Matisse Explore the work of Henri Matisse from his Jaz collection e.g. Le Cirque, Deux danseurs, Les Codomas, L'avaleur de sabres etc. Experiment with a range of collage techniques such as tearing, overlapping and layering. Design their own piece in this style inspired by the circus.</p>	
Summer 2			<p>E-Safety online Research Change the search settings to strict on Google. Understand the importance of framing questions into search criteria when conducting web searches. Be away of different search engines and their various features.</p>	<p>Anglo-Saxon Brooches Explore Anglo-Saxon brooch designs and materials used to make them. What types of patterns and colours did they use? Design and create an Anglo-Saxon style brooch.</p>	

PSHE, Citizenship & British Values	P.E	Music	French	R.E
<p>Health and Wellbeing To identify strengths, areas for improvements and set high aspirations and goals. To know strategies for staying safe online. To understand the importance of protecting personal information online. To recognise their actions affect themselves and others.</p> <p>British Values To promote respect for individual differences. To help pupils acquire an understanding of, and respect for, their own and other cultures ways of life.</p>	<p>Netball – High Fives Throw and catch a ball with control and accuracy. Use running, jumping, throwing and catching in isolation and in combination. Play appropriate games modified as appropriate and apply basic principles suitable for attacking and defending.</p>	<p>Planned and taught by L.Soden</p>	<p>Notre École (unit 19) To be able to: - Tell the time - Name places around the school - Name school subjects and describe routines. Numbers to 100</p>	<p>Do Murtis help Hindus understand God? Explore how Hindus express their beliefs through images of deities and symbols. Can the arts help communicate religious beliefs? Is religion the most important influence and inspiration in everyone’s life?</p>
<p>Relationships To recognise and respond to a wide range of feelings in others. To recognise what constitutes a positive, healthy relationship and develop skills to form and maintain positive and healthy relationships. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise.</p> <p>British Values To support children in developing their self-knowledge and self-confidence.</p>	<p>Rugby Throw and catch a ball with control and accuracy. Choose the appropriate tactics to cause a problem for the opposition. To keep possession of a ball. Use running, jumping, throwing and catching in isolation and in combination.</p>		<p>Vive le sport (Unit 10) Naming sports, j’aime faire / jouer, healthy eating, days of the week, diary of activities.</p>	<p>Should Christians worship Mary? Explore the role of Mary in Christian life and in the Christmas story. Does participating in worship help people feel closer to God or their faith community? Can the arts help communicate religious beliefs?</p>
<p>Living in the Wider World To understand why and how rules and laws that protect themselves and others are made and enforced. To understand that everyone has human rights and that children have their own special rights set out in the United Nation Declaration of the Rights of the Child.</p> <p>British Values To help pupils understand that living under the rule of law protects individuals. To encourage children to know their rights as a child.</p>	<p>Gymnastics Develop flexibility, strength, technique, control and balance. Plan, perform and repeat sequences that include changes in speed and level. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>		<p>Ici et La (New scheme) Buildings in town, counting (in tens to 100) holidays / transport (Travelling by ...), en ville il y a... j’aime faire and place, ou vas tu? Geographical features and colours, e.g. montagnes = brun, planets, zoo animals and fact files, asking where do you live / how old are you / my name is, Ma 2hamber</p>	<p>Is a holy journey necessary for believers? Explore the holy journeys made by believers. Is religion the most important influence and inspiration in everyone’s life? Does participating in worship help people feel closer to God or their faith community?</p>
	<p>Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively. Perform safe self-rescue in different water based situations</p>			<p>Should believers give things up? Explore Lent. Is religion the most important influence and inspiration in everyone’s life? Do religious people lead better lives?</p>
	<p>Health Related Exercise Give reasons why warming up before an activity is important. Give reasons why physical activity is good for their health. Develop understanding of the different types of fitness. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>		<p>Did Jesus really do miracles? Explore at least 2 miracles of Jesus and evaluate them. Do sacred texts have to be true to help people understand religion? Is religion the most important influence and inspiration in everyone’s life?</p>	
	<p>Cricket Throw and catch a ball with control and accuracy. Strike a ball and field with control. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>		<p>Does prayer change things? Explore the reasons why believers pray and what they believe the results are. Do religious people lead better lives? Is it possible to help religious beliefs without trying to make the world a better place?</p>	
	<p>Athletics Develop a range of throwing techniques (underarm, over arm, putting and hurling). Throw with accuracy to hit a target. Sprint over a short distance and run over a longer distance, conserving energy.</p>			

CLASS 4 DRAFT CURRICULUM PLAN 2015/2016				
	English		Science	Mathematics
Autumn 1	<p>Shh! We Have a Plan by Chris Haughton Respond to illustrations and illustrate a character and story settings. Write a sequel in which the four characters try to catch the squirrel.</p> <p>Into the Forest by Anthony Browne Explore narrative plot, settings, character development and emotional response to string themes in narrative fiction. Compose play scripts and perform them for a chosen audience and write texts based on fictional experiences.</p>	<p>Spelling, Vocabulary, Grammar and Punctuation</p> <p>Throughout the year spelling, vocabulary, grammar and punctuation will be taught in accordance with the National Curriculum at the appropriate level.</p>	<p>Living Things and their Habitats To recognise that living things can be grouped in a variety of ways. To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. To understand that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Throughout the year children will be taught number, measurement, geometry and statistics in accordance with the National Curriculum at the appropriate level with opportunities across the curriculum. .</p>
Autumn 2	<p>Information Texts Explore a range of information texts, identifying the key organisational features and their uses. Write a report about Ancient Egypt making notes from a variety of sources.</p> <p>Traditional Tales (Myths) Read and explore a range of myths, discussing words and phrases that capture the reader's interest and imagination and analysing the structure of the stories. Plan and write their own traditional myths.</p>		<p>Electricity To be able to identify common appliances that run on electricity. To be able to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. To be able to identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. To be able to recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in simple series circuit. To be able to recognise some common conductors and insulators and associate metals with being good conductors.</p>	
Spring 1	<p>Stories with a theme Jemmy Button by Jennifer Uman & Valerio Vidali Read and discuss a story that is set across two countries, exploring the themes of belonging, similarities and differences; appreciating how a character changes through the course of a story.</p>		<p>Animals, including humans To describe the simple functions of the basic parts of the digestive system in humans. To be able to identify the different types of teeth in humans and their simple functions. To be able to construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	
Spring 2	<p>Poetry: creating images Explore and create similes and metaphors. Read a range of poetry that use similes and metaphors to create a vivid picture for the reader. Respond to the poems in a variety of ways e.g. dance, drama or art. Write poems experimenting with the use of similes and metaphors.</p> <p>Explanation Texts How to Catch a Star by Oliver Jeffers Investigate text types and identify the organisational features and language conventions of explanation texts. Use these features to write an explanation for a star catching machine using</p>		<p>Sound To be able to identify how sounds are made, associating some of them with something vibrating. To recognise that vibrations from sounds travel through a medium to the ear. To find patterns between the pitch of a sound and features of the object that produced it. To find patterns between the volume of a sound and the strength of the vibrations that produced it. To be able to recognise that sounds get fainter as the distance from the sound source increases</p>	
Summer 1	<p>Stories set in imaginary worlds Leon and the Place Between Explore, interpret and respond to illustrations. Discuss changes of setting in narrative fiction and explore descriptive language to describe a fantasy setting and characters. Create a fantasy own settings in order to write our own stories partly set in imaginary worlds.</p>		<p>States of Matter To be able to compare and group materials together, according to whether they are solids, liquids or gases. To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius. To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	
Summer 2	<p>Persuasive Writing Explore persuasive texts and identify the language features. Express personal opinions to compare and contrast a range of texts using evidence from the text to support their opinion.</p> <p>Writing and Performing Poems Michael Rosen Read and explore the characteristics of play scripts. Write and perform our own plays</p>			

